

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Hillcrest Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

➤ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Hillcrest Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Hillcrest Elementary School
CDS Code: 1612596001911
Principal: Sherry Segura
Date of this revision: 6/5/2017

The Single 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: Sherry Segura
Address: 30 Marguerite Drive
Oakland, CA 94618

Position: Principal
Telephone: 510-879-1270
Email: sherry.segura@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Hillcrest Elementary School

Site Number: 127

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|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/18/17

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, media announcements, etc.)

Signatures:

Sherry Segura

Sherry Segura

Signature

5/9/17

Date

School Principal

David Moore

David Moore

Signature

5/11/17

Date

Print name of SSC Chairperson

Alicia Bowman

Alicia Bowman

Signature

5/12/17

Date

Network Superintendent

Marcus Silvi

Marcus Silvi

Signature

5/25/17

Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Hillcrest Elementary School

Site Number: 127

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

Date	Stakeholder Group	Engagement Description
1/20/2017	Families	Inclusive environment. Adopt a SEL curriculum and get feedback about what families would like to see in student agreements.
multiple Dates	Parents, Principal and staff	SSC Establishment and monthly meetings to determine SPSA goals and approve budget allocations for next year to align with them.
multiple dates	Teachers	ILT meetings: Staff ILT meetings bi-weekly to ensure PD is aligned to SPSA goals and teachers needs are met.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$75,800.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$19,206.61	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$95,006.61	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

PART A: ABOUT THE SCHOOL

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. Afterschool 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, ecoliteracy, and Spanish. Community Service is a cornerstone in our school community, so students at every grade level can expect to participate in a variety of community service activities every year. It is our goal that by the time a Hillcrest student reaches the eighth grade, he/she will have had rich and varied community service experiences.

School Mission and Vision

At Hillcrest School, we seek to develop our students both as individuals and as members of a global society. We encourage our children to take an interest in others as well as in the world around them; thereby promoting curiosity and a passion for learning.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Goal: For the 17-18 school year, 86% of students in grades 3-8 will be able to perform at proficiency for all SBAC ELA Claims, with at least 70% of African American students achieving proficiency. By the time our Hillcrest students leave the 8th grade, they will be able to do the following:

- have the ability to read text accurately and fluently;

- enough background knowledge and vocabulary to make sense of the content;
- knowledge and skill in using reading strategies that improve understanding or repair it when it breaks down;
- the ability to think and reason about the information and concepts in the text; and
- to comprehend non-fiction and fiction text in order to cite it. Our goal is that

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	African American Students	58.82%	63.82%	68.82%

Other Leading Indicators for Literacy:

Students are reading at or above grade level according to SRI and F&P assessments.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>Students have historically performed well on assessments. Our spring SRI data shows 2 students from grades 2-5 are 2 or more years below grade level and 4 students are 1 year below grade level. As a school we are providing reading interventions for primary students to ensure that we have grade-level proficiency in reading, as measured by the SRI and F&P. Our upper grades are departmentalized, allowing teachers to develop a solid mastery of concepts needed for grade-level standards. Further, this year, we have more intentionally focused on collaboration and vertical articulation across grades.</p>	<p>We continue to need to make reading comprehension a priority at all grade levels, in order for our children to be able to fully read, write, and understand fiction and nonfictional text. We want our learners to make connections and meaning as they read. Time is needed for planning, instructing, and assessing and are all key challenges. Finally, ensuring that we are coherent in systematically and explicitly teaching phonics in our kindergarten through second grade. In our middle school, we have several students that are multiple years below grade-level and the school leader is currently leading a Tier 2 intervention for these students. Systemically, there are challenges for kids that need much more focused support.</p>

ROOT CAUSE ANALYSIS
<p>Our literacy team needs to make sure that we are implementing school-wide, cross-grade level routines and procedures within our balanced literacy program. There is not a universal experience among our classroom, and there are variations on access to BAL based on teacher's comfort. The root cause of this is a lack of understanding of Common Core Standards and how they are aligned and supported through the use of the Lucy Caulkins curriculum and balanced approach to literacy.</p>

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

<p>Goal: For the 17-18 school year, 85% of students in grades 3-8 will be able to perform at proficiency for all SBAC ELA Claims, with at least 45% of African American students achieving proficiency. Our school-wide goal is to have every Hillcrest Student be able to successfully transfer his/her acquired mathematical knowledge and skills to problem-and performance based mathematical tasks.</p>
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SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	African American Students	35.29%	40.29%	45.29%

Other Leading Indicators for Mathematics:

SMI, CeOUs, Math data

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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Students do extremely well with solving traditional algorithms they have learned in their classes. During the 2014-15 school year, we began the implementation of a new common core aligned math curriculum, Expressions, in the Oakland Unified School District for students in grades K-5. From that implementation, there has not been a great deal of turnover and most staff have been trained in it. Prior to this implementation, we had decided as a school to infuse the strategies found in Japanese Mathematics, in grades 2-5. (Teachers in grades K and 1 had had two years of training and guidance in JM through a Department of Education Research Grant).

Students are strong and are often able to express advanced grade-level proficiency in class. However, it is unclear whether students have the deep conceptual understanding that the Common Core requires, or if they have memorized the algorithms that are taught by some teachers and community members. Students need to continue to have more experiences using high-level thinking and reasoning skills in a variety of context, in order to create mathematical representations of real-world situations; use insight and reflection to solve problems, and to formulate and communicate arguments and explanations.

ROOT CAUSE ANALYSIS

There is not vertical articulation across the K-8 and it is difficult to gauge where we are across the standards; Teachers have not had enough time devoted to meeting in cross-grade level, math teams, where the scope and sequence of the math curriculum will be commonly agreed upon as a group. Common assessments need to be created; assessment data analyzed, goals set, and plans for improvement developed and implemented. As a school, we need to do a better job accessing and using the Illuminate data system to create formative assessments to support our students. All of these can be addressed, if we are able to effectively create common planning time (Root Cause)

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

Goal: We will use 2016-2017 URF data as a baseline to ensure that by June 2020 to continue to monitor and ensure that there are no disparities between racial and ethnic subgroups.

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	91.20%	94.00%	97.00%

Other Leading Indicators for Social-Emotional Learning:

This is the first year we are using the URF system. Currently there are 9 universal referrals and we will use this data to monitor and strive to reduce URFs by using an SEL curriculum with students, staff and families. Family participation in the use of the adopted social emotional curriculum, which has a home component will support the school goal for improving culture and climate. We will explore using Toolbox assessments as a progress monitoring measure.

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
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Conditions for learning are ever-present at Hillcrest School. Our students have a shared belief that they are part of an amazing school and there is personal pride, purpose and power about being a Hillcrest cardinal! The middle-school team puts on phenomenal plays to help teach our core values and we have very low office referral rates. Currently, there are no disproportionality in URF data

Our students need to continually examine and have awareness as to how our behaviors affect us, others, and our world. We need to be more intentional at all grade levels that teaching tolerance, understanding, and respect is a nonnegotiable part of creating an effective school culture.

ROOT CAUSE ANALYSIS

Our SPF Staff Data indicates that we have a lot of work to do internally as a staff in order to be a truly high-functioning school team for 2017-2018. Instructional Rounds, Professional Learning Communities, and Committees are all structures we have implemented to better foster staff trust, collaboration, and collegiality with a focus on student achievement.

SPF student, parent, and staff data also indicates that we need to work on the social emotional experiences of students at Hillcrest. The climate and culture in a school is critical to the Hillcrest students' ability to feel and be successful at school. The implementation of a consistent SEL curriculum, with assemblies, PD, student celebration, and parent communication will be an essential element of improving the SEL indicators for students, parents, and staff on the CHKS survey are all new and teachers need to get PD and planning time to incorporate these tools meaningfully.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Student Engagement

SCHOOL GOAL for Student Engagement:

In the 2017-2018, we will implement the Toolbox curriculum and begin to implement the PBIS. We will monitor implementation of Toolbox curriculum and social emotional development using SEL grades and URF data.

SCHOOL TARGETS for Student Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Social Emotional Learning	African American Students			100.00%

Other Leading Indicators for Student Engagement:

SEL grades, URF data, and CHKS survey results. CHKS survey results from families and a family survey sent from the school 3 times during the school year.

NEEDS ASSESSMENT for Student Engagement:

STRENGTHS	CHALLENGES
Students show an interest in having clear expectations. They have also expressed a desire to determine the characteristics of a good global community member and strive to internalize them.	According to Hillcrest CHKS survey results from 2016-2017, most students are having a positive school experience. However, there are students who are having a different experience at Hillcrest. Our goal is to have every child enjoy their learning experience.

ROOT CAUSE ANALYSIS

In recent years, there has been an absence of school-wide explicit social emotional instruction and support. SEL varies in classrooms but is not cohesive across the school. Teachers' expectations vary, which results in students being unsure of when and where to use them. The root cause of this is a lack of PD and norming around this work.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we invest in professional development for teachers to master Common Core Standards and align these standards both across grades and see how they are manifested in the curriculum, then they will be able to teach students more effectively, the students will have an aligned experience across grade levels and develop and sustain grade-level proficiency.
SCHOOL THEORY OF ACTION for Mathematics:	If we 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 curriculum, which will accelerate student learning at sites.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If we implement the communitywide social emotional learning curriculum Toolbox, all students and families will feel included and have a positive experience at Hillcrest.
SCHOOL THEORY OF ACTION for Student Engagement:	If Hillcrest staff embeds SEL standards and tools school wide with time to norm on this work, all students will have a positive school experience and become active and confident learners who are engaged at high levels.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	BAL: To achieve our goal of literacy for all, Hillcrest embraces a balanced, comprehensive approach to literacy. Our approach will be guided by educational research aimed at increasing students' ability to make personal connections to the world by preparing them to become successful participants in a global society. Robust, rigorous, and relevant instruction in listening, oral language development, reading, writing, and presentation skills will form the foundation across all grade levels to build strong, motivated, literate students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	The principal will meet bi-weekly with content area teams and collaboratively develop plans for groups of readers.	Professional Development Calendar will allow for K-1 and 2-5 Literacy teams to cross-grade level planning with their content teams at least once per month

1-2	Intentional focus on Close Reading strategies in the 4-8 classrooms and increasing the amount of exposure to nonfiction text in kindergarten through 8th grades.	The principal will provide feedback around Reader's & Writer's Workshop, specifically around conferring, guided reading & Reading Horizon's implementation, a core component of the OUSD Literacy System	Develop a schedule and plan for teachers to regularly assess students using the Fountas & Pinnell Benchmark Assessment System.
1-3	EVERY Hillcrest student knowing his/her "Just Right" Fountas & Pinnell reading or Lexile level and having access to leveled texts during the day. This will allow for true differentiation and support children with disabilities and GATE students	Teachers will provide extended learning opportunities for their students. Create relationships between AT & Enrichment staff so that the use of resources and facilities are coordinated and maximized.	Science teachers will specifically be able to target 3rd through 8th grade students in reading nonfiction text and expository and informational writing; provide scholarship opportunities for low-income students to attend enrichment and after-school
1-4	The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.	Lead "Data Dives!" around literacy data (including SRI, DIBELS, F&P, Literacy formative assessments and writing assessments), with attention to the performance of specific learners including struggling readers and English Learners and Newcomers (if needed, in the 16-17 year there were no Newcomers)	Emphasize family involvement in children's learning and development
1-5	All teachers will progress monitor student achievement in reading by collecting and monitoring student reading logs on a daily basis, providing feedback weekly, ensuring that the academic core is strengthened each day.	Work in concert with Instructional "Teacher Leaders" to plan and organize PDs for vertical alignment of standards and assessments.	Weekly professional development will facilitate collaboration and shared ideas and expertise to ensure common core standards are mastered.
1-6	Teachers will partner with families to discuss the importance of school work and metacognitive strategies to be successful	Leaders will ensure that there is a coherent vision for family engagement and how supports like homework can be used in the classroom	Teachers and administration will work in partnership to provide homework support, including specific study skills and motivational strategies structured to complement the school curriculum.

Improvement Strategy #2:	Standards-driven instruction
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Use Common Core-Aligned Mathematics Program in K-8 Classroomscurriculum & strategies in Grades K-5.	Ensuring 100% of teachers receive training in a problem-based model of teaching mathematics prior to the beginning of the school year.	Professional Development Calendar will allow for K-1 and 2-8 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.

2-2	Teachers will track each student's mathematical growth and confer with students and parents to set growth goals in areas needing improvement.	Prioritizing teacher planning time in mathematics during professional development sessions.	Data walls available for teachers to visually track students' mathematical growth and allocated PD time for teachers to discuss what they are doing to move students.
2-3	Teachers will share successes with one another in the area of problem-based mathematics instruction during vertical content team planning time in order to continually improve their individual teaching practices.	The leader will ensure that school-wide mathematics data is reviewed three times a year during vertical articulation time.	Sixty-to ninety-minute math blocks clearly indicated on all posted schedules daily.
2-4	Teachers will incorporate Performance Tasks in their classwork, homework and assessments, in order to support the development of their students' critical thinking skills. In PLCs, they will align these tasks to Common Core Standards and grow their capacity in successful implementation	The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.	Math teacher lead and principal will provide k-1 & mathematics teachers with an OUSD math scope and sequence, and assist in communicating information and initiatives that are common core aligned and refined in the OUSD Mathematics Department.
2-5	Kindergarten teachers are familiar with the understandings and skills key for that age group in each domain (physical, social, emotional, cognitive), including how learning and development in one domain impact the other domains group in each domain (physical, social, emotional, cognitive), including how learning and development in impact the other domains; especially around numeracy. They will continue to align these practices with the Common Core Standards and ensure that students are successful	The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals and ensure that parents and family members readily understand about the transition to kindergarten	Math teacher lead and principal will provide k-1 & mathematics teachers with an OUSD math scope and sequence, and assist in communicating information and initiatives that are common core aligned and refined in the OUSD Mathematics Department.

Improvement Strategy #3:	<p>PBIS: Improve our school culture and climate for students, parents and staff through implementation of a community wide social emotional curriculum that addresses bullying, school wide rules, behavioral expectations, restorative justice practices and provides emotional tools for student self management.</p> <p>To improve school culture and climate for students, parents and staff via implementation of a community wide social emotional curriculum called Toolbox. Toolbox curriculum is a research based, community tested Social Emotional Learning (SEL) program which builds a cohesive practice and methods that foster a collaborative and caring community, which develops students' innate capacity for resilience, peaceful conflict resolution, self-mastery, and empathy for others.</p> <p>Staff will be trained in implementation of curricula, including, Introduction to the 12 tools, pedagogy, common language, school-wide implementation, lesson planning and classroom materials.</p> <p>Parents will also receive information and training relative to how support of the 12 tools can occur in the home in a way that reinforces student learning. In addition parents will have access to resources from NYU Child Study Center and the Mayo Clinic Children's Health Measurement of progress toward improvement of climate and culture will occur via the annual California Healthy Kids Survey, (CHKS). Baseline data will be established with the February 2017 survey administration as compared to the February 2018 CHKS survey results.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Introduce a school wide social emotional curriculum	Principal, district, PTA and ILT will partner to provide professional development to staff to implement SEL curriculum. 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.

3-2	Refine and teach school wide behavior expectations for the playground, hall, classrooms, after school (AT) and during specials classes with a clear behavior ladder	Principal and staff will create and having post rules for halls, playground, and lunch room. Principal and ILT will work with staff to create a clear behavior ladder and the staff and principal will communicate to families. Principal will make sure parents have an updated parent handbook for the 2017-2018 year that is posted to the PTA website. Support staff will implement a systematized behavior ladder for infractions and implementation of the restorative justice process. Leadership will work with PTA to communicate these expectations and consequences to families. Leadership will provide PD to all Hillcrest staff (classroom, resource, specialist and Adventure Time) to practice implementation of this behavior expectation and consequences system. (Indicators in CHKS survey re: fairness of teachers and consequences, students know rules, etc)	The Hillcrest faculty, PTA and Adventure Time organization will encourage best practices around enrichment learning curricula, with an emphasis on developing social-emotional skills & complementing and enriching, rather than replicating, the school-day curriculum. PTA supports communication about consequences and expectations to parents through website and weekly Hillcrest Newsletter. Adventure Time staff receive training on expectations and the behavior ladder as well as the the Toolbox curriculum and are required to maintain these rules after school hours.
3-3	Teachers, staff and leadership will focus on creating an inclusive school culture that supports all genders, races, and ability levels (indicator: improvement on Parent climate survey around "fair and inclusive") through the SEL curriculum, classroom curriculum, and school celebration traditions.	Principal works with ILT to train staff, parents, and kids in social emotional curriculum with an emphasis on inclusivity. Principal will implement school wide recognition traditions that celebrate students modeling inclusive behaviors.	Enhance overall school climate and support physical & social-emotional development and learning.
3-4	Continue Instructional Rounds, Committees, and build toward Professional Learning Communities in order to build staff collegiality and better focus on student achievement	Principal continues to offer PD and release time to organize and implement Instructional Rounds and Professional Learning Communities.	PTA will support PTA funded staff in participating in Instructional Rounds and attending all staff meetings in 2017-2018.

3-5	Connect students to extended learning opportunities for after school and enrichment opportunities for low income students or students that need additional support, like foster and homeless youth	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.
3-6	Teach Kindergarten students, the "cardinal way" and ensure that there is alignment between behavioral expectations across all grades by allowing older students to teach expectations across the whole school	Develop the core tenets of the cardinal way and ensure that there are clear behavioral expectations across the school	Kindergarten Transition support will be provided at Hillcrest through the following: Playdates during the summer for incoming K families, ice cream social for incoming K parents and students, testing in May and June to assess student skill level and needs prior to the start of school

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

127

School:

Hillcrest Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$42,085.18	Donations	Art teacher (split with District)	Introduce a school wide social emotional curriculum	A2.2: Social Emotional Learning	4310	TEACHER STRUCTURED ENG IMMERSN	K12TCH2493	0.55	127-1
\$12,385.04	General Purpose Discretionary	Supplies to support curriculum and instruction	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners.	A3.2: Reading Intervention	4310				127-2
\$12,000.00	General Purpose Discretionary	Equipment maintenance agreement: copier	Prioritizing teacher planning time in mathematics during professional development sessions.	A2.3: Standards-Aligned Learning Materials	5610				127-3
\$51,414.96	General Purpose Discretionary	1.0 STIP SUB salary plus benefits Staffing to support balanced literacy, mathematics, and culture/climate goals.	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP9999	1.00	127-4
\$5,000.00	LCFF Supplemental	High-interest/culturally-relevant books or e-books for Leveled Classroom libraries	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	A3.2: Reading Intervention	4200				127-5
\$5,206.61	LCFF Supplemental	Supplementary and intervention instructional materials for mathematics and/or science learning	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	A3.2: Reading Intervention	4310				127-6
\$4,000.00	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	A3.2: Reading Intervention	5200				127-7
\$5,000.00	LCFF Supplemental	Imagine Learning licenses	Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	A3.2: Reading Intervention	5846				127-8

\$3,500.00	Measure G: TGDS	Stipend for teachers' to complete alternate observation	The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.	A2.6: Teacher Evaluation	1120				127-9
\$5,500.00	Measure G: TGDS	Sub release time for teachers to complete observations and allow teachers to reflect	The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.	A2.6: Teacher Evaluation	1150				127-10
\$368.67	Measure G: TGDS	Supplies for coaching conversation	The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.	A2.6: Teacher Evaluation	4310				127-11
\$5,000.00	Supplemental Program Investment	Stipend + benefits for teachers to attend summer PD focused on implementation of new SEL curriculum, "Toolbox"	Introduce a school wide social emotional curriculum	A3.2: Reading Intervention	1120				127-12
\$4,048.15	Supplemental Program Investment	Supplies for school	Introduce a school wide social emotional curriculum	A2.2: Social Emotional Learning	4310				127-13
\$3,000.00	Supplemental Program Investment	Cost of training to attend SEL training	Introduce a school wide social emotional curriculum	A2.2: Social Emotional Learning	5200				127-14
\$2,000.00	Supplemental Program Investment	Consultants for refinement of SEL training	Introduce a school wide social emotional curriculum	A2.2: Social Emotional Learning	5825				127-15



School Site Council Membership Roster – Elementary

School Name: Hillcrest

School Year: _____2016-17_____

Chairperson: David Moore	Vice Chairperson: Kristin Ruff
Secretary: Alice Rochester	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Patrick Dyer		X		
Sherry Segura	X			
Diana Ambrose				X
Samuel Beltran				X
Elisabeth Donley		X		
Janelle Perry				X
Jessica Ramirez			X	
Alice Rochester		X		
David Moore				X
Kristin Ruff				X

Meeting Schedule (day/month/time)	Wednesdays, once a month, 7:30am
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SSC Legal Requirements: (Ed. Code 52852)

- 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;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent/Community