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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** CVtCVYf% , 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Hillcrest Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Hillcrest School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Hillcrest School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Hillcrest School  
**CDS Code:** 1612596001911  
**Principal:** Maria McCormick  
**Date of this revision:** 5/26/2021

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  
Oakland, CA 94618

**Telephone:** 510-879-1270

**Email:** maria.mccormick@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Hillcrest School

**Site Number:** 127

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/26/2021

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

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

**Signatures:**

Maria McCormick <i>Principal</i>	<i>Maria McCormick</i>	Signature	<u>6/22/2021</u> Date
Elizabeth Van Benschoten <i>SSC Chairperson</i>	<i>Elizabeth Van Benschoten</i>	Signature	<u>6/22/2021</u> Date
Kathleen Arnold <i>Network Superintendent</i>	<i>Kathleen Arnold</i>	Signature	<u>        </u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/30/21</u> Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/3/2021	Staff	Work session to update progress on Goals during Staff PD
3/3/2021	FC/Leadership Team	Shared rationale for SPSA goals
5/26/2021	SSC	Approve goals

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

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

### **Early Childhood Education Program**

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

### **Summer Learning Program**

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

### **Transitional Students and Families Unit**

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 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. 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.
- **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.

## 2021-2022 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	\$61,645.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,095.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$36,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$61,645.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$61,645.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Hillcrest School

**School ID:** 127

**School Description**

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

**School Mission and Vision**

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

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Majority of students have met or exceeded benchmarks in reading and math. 'The majority of students leave Hillcrest at or above grade level in reading and math	RI data suggests that most students were at or above grade level in third, fifth, and eighth grade. The majority incoming students had preschool. Students benefited from a strong ELA and Math program/
<i>Focal Student Supports</i>	Focal students (AA, SWD, ELLs) are showing growth in academic areas. Universal screening is in place K-8. Tier 1 and 2 interventions are well defined for K-2 students	Reading Specialist and intervention team work together to create a fluid intervention program for students.
<i>Student/Family Supports</i>	Hillcrest has a mental health specialist who supports staff, parents and students	Aligned goals (SSC and PTA) Funding for this position is provided by the PTA and Funding for this position is provided by the PTA

<i>Staff Supports</i>	Staff collaboration at grade levels and participation in PD is consistent. Hillcrest staff participates in professional development weekly..	Dedicated teachers who are reflective in their practice and seek to strengthen their PLCs. teacher
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Teacher Development, Time necessary to become a highly effective teacher in all domains	Turnover, Not maximizing the existing induction and PD provided by OUSD, lack of site level coaches
<i>Focal Student Supports</i>	struggling readers and writers or students lacking in conceptual understanding of mathematics	Sub groups are small; Insufficient and teachers need support to develop scaffolds to provide differentiated instruction for them. Budget to support struggling readers and writers or students lacking in conceptual understanding of mathematics. Thorough PD on the use focal student data
<i>Student/Family Supports</i>	Finding systemic opportunities to partner with parents in support of student learning, and to highlight and develop DEI work within these partnerships	Aren't systematic ways to communicate with families within current structures of conferences and other meeting times; need to develop ways and times to connect with parents more meaningfully.
<i>Staff Supports</i>	Not enough time to plan in grade levels, need for further training on writing and early literacy	no funding to support teacher development via Instructional Facilitator or Teachers on Special Assignment

### 1C: 20-21 STUDENT GOALS & TARGETS

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

**School Goal for May 2024:** By May 2024 90% of students K-2 will be reading at grade level.

**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	95.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	95.0%



Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	95.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	79.8 (Spring 2019)	n/a	80.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	90.0%
IAB ELA Above Standard	All Students	n/a	25.4%	80%	85.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	70.0
IAB Math Above Standard	All Students	n/a	39.9%	80%	85.0%
CAST (Science) at or above Standard	All Students	n/a	59.7% (Spring 2019)	n/a	75.0%

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

**School Goal for May 2024:** By May 2024 the percent of students grades 3-8 who are at grade level or exceed grade level standards as measured by the ELA and Math portion of the SBAC will grow by 15%. to 90%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	1.5 (Spring 2019)	n/a	increase of 10%

SBAC ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	increase of 10%
IAB ELA Above Standard	Students with Disabilities	n/a	15.4%	n/a	increase of 10%
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	increase of 10%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-23.9 (Spring 2019)	n/a	increase of 10%
SBAC Math	African-American Students	tbd	tbd	n/a	increase of 10%
IAB Math Above Standard	Students with Disabilities	n/a	38.5%	n/a	increase of 10%
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	increase of 10%
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	16.7%	n/a	20%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	100.0%	n/a	100.0%

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

**School Goal for May 2024:** By May 2024, a well defined tiered instruction, behavior support and screening will be implemented for all students.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	71.2%	n/a	80.0%
Suspensions	All Students	-2pp	1.0%	n/a	0.0%

Suspensions	African-American Students	-2pp	2.9%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	o
Chronic Absence	All Students	-2pp	2.5%	n/a	5.0%
Chronic Absence	African-American Students	-2pp	6.7%	n/a	10%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

<b>School Goal for May 2024:</b>		100% of teachers will hold the correct credential for their position			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	coming soon	tbd
Teacher Retention	All Teachers	n/a	81% (Fall 2020)	coming soon	tbd

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority: Social-Emotional Learning**

<b>Theory of Change:</b>	If we implement the social emotional learning curriculum Toolbox and Restorative Practices rooted in equity, all students and families will feel included and have a positive experience at Hillcrest.
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<b>Related School Goal:</b>	All students build relationships to feel connected and engaged in learning.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

During this school year, we have expanded our SEL curriculum to include a anti racist curriculum along with Toolbox and RJ . PTA continues to fund our mental health specialist who is chiefly responsible for delivering the anti-racist curriculum.

**What evidence do you see that your practices are effective?**

It has been reported that Zoom attendance is solid for our SEL classes and anecdotally parents are providing positive feedback to the curriculum.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

None at this time

**20-21 Standards-Based Instruction Priority: Standards-Based ELA,History, Mathematics and Science Instruction**

**20-21 Standards-Based Instruction Priority: Standards-Based ELA,History, Mathematics and Science Instruction**

<b>Theory of Change:</b>	In order to increase the number of students who demonstrate math and science thinking that is at or exceeds grade level expectations when they exit 5th and 8th grades, we need to provide students with a rigorous, cohesive, and focused math and program that is grounded in the math practices, NGSS standards, and 21st century learning. Therefore, if we attend common PD, create common planning time via an elective block, then teachers will be able to gain a deeper understanding of the Common Core Standards and the math and science curriculum, which will accelerate student learning.
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<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

This is partially implemented. During COVID our focus has been on SEL and when we return to in person learning, we will focus on cohesion.

**What evidence do you see that your practices are effective?**

ELA and Math scores continue to be strong.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

More focus on Science and coherence throughout the grade levels to strengthen student achievement.

<b>20-21 Language &amp; Literacy Priority: Literacy</b>	
<b>Theory of Change:</b>	In order to reduce the number of students who are multiple grade levels behind in reading when they exit 5th and 8th grades, we need to provide students with a rigorous ELA program that ensures all students receive a systematic phonics program K-2 and daily reading instruction that is differentiated and researched-based.
<b>Related School Goal:</b>	All students continually grow towards meeting or exceeding standards in ELA. English Language students continuously develop their language, reading English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We continue to focus on K-2 literacy and have provided Tier 2 intervention for our struggling readers.	
<b>What evidence do you see that your practices are effective?</b>	
Growth overall in ELA is happening K-8--Sipps data, RI, iready	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Not a change but a focus on writing across grade levels and curriculum. Additional money if provided by OUSD will be used for reading interventionist/TSA	
<b>20-21 Conditions for Adult Professional Learning Priority: Culturally Responsive Pedagogy and Equity</b>	
<b>Theory of Change:</b>	Using an inquiry model teachers and PLCs will identify problems of practice and to explore implicit bias, instructional strategies teachers will be able to reflect on their own practice and implement instructional strategies (Culturally Responsive Teaching) so that all students are successful.
<b>Related School Goal:</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Focus on PLCs --Additionally we are forming working groups to support the DEI work we are embarking on	
<b>What evidence do you see that your practices are effective?</b>	
Staff continues to hone PLC protocols to focus on instruction and student learning.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
not at this time	
<b>20-21 Conditions for English Language Learners Priority: Reclassification</b>	

<b>Theory of Change:</b>	100% of ELLs in grades K-5 will have been reclassified by the time they leave 5th grade or within 5 years of entering school.
<b>Related School Goal:</b>	English Language students continuously develop their language, reading English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
EL instruction is delivered by our intervention team and by the classroom teacher.	
<b>What evidence do you see that your practices are effective?</b>	
EL students are making growth in ELA assessments.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
n/a	
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>	
None	

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

**School ID:** 127

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority ("Big Rock"):** Social Emotional Learning

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

**Related Goal(s):** All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:** *All Students*

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



**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

**School ID:** 127

**3: SCHOOL STRATEGIES & ACTIONS**

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

1-2	<p>PLCs and the COST process will identify and connect students to extended learning opportunities, targeted intervention and after school and enrichment opportunities--- low income students or students that need additional support, like foster and homeless youth.</p>	<p>Create conditions for an inclusive school environment and one that actively supports ALL of our students, especially our most vulnerable conditions The Hillcrest faculty and administration, in partnership with our PTA and the Adventure Time organization, will ensure that the low-income students, foster youth and ELLs at Hillcrest receive the same types of enrichment opportunities that other students have access to regularly - art, music,drama; hands-on science; organized sports; and opportunities for service and career exploration -- during the school day and through our extended learning programs.</p>	<p>Attendance records of school based enrichment and extending learning opportunities.</p>		Tier 2
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**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

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**3: SCHOOL STRATEGIES & ACTIONS**

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

1-3	Implement welcoming activities for new students and their families	Develop plan to welcome new families and students to ease transition to Hillcrest rooted in our evolving equity plan. Ensure that parents and family members readily understand about the transition to kindergarten.			
1-4	Continue to strengthen Professional Learning Communities rooted in a shared vision and mission in order to build staff collegiality and better focus on student achievement. PLCs will do a self assessment and will move one level up on a PBIS/SEL rubric based on key Hillcrest foci for the year	Principal continues to offer PD and release time to organize Professional Learning Communities. PTA will support PTA funded staff in participating PD and attending all staff meetings in 2021-22	Self Assessments		Tier 1

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

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**3: SCHOOL STRATEGIES & ACTIONS**

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1-5	100% of teachers/staff member teach and implement school wide behavior expectations for all common areas in the first 20 days. Teachers/staff will review expectations throughout the year. Additionally teachers/staff will plan "Hillcrest Day" that celebrates our students while teaching school wide expectations.	Through the DEI steering committee and working groups along with the ILT and Principal leadership, create the conditions for the Hillcrest staff to build our capacity and knowledge of Culturally Responsive Pedagogy and Systems through shared reading of Culturally Responsive Teaching and the Brain			
1-6	Teachers provide parents a variety of different ways to engage in the classroom community.	Principal with leadership team builds systems to link educators, students, parents, and caregivers and the community to create a safe and caring school environment.			Tier 1
1-7	Teachers will continue to use the sensory supports as part of tier one instruction.	Provide time in PD cycle to learn about and implement sensory supports within their Tier 1 instruction	Walk throughs and self assessment tools		Tier 1

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

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

1-8	Teachers in coordination with Hillcrest's mental health specialist and collaboration with Hillcrest's newly formed Diversity, Equity and Inclusion steering committee and working groups will create goals and action plan to address inequities, harm and additionally will implement an anti -racist curriculum K-8 with an emphasis on K-3--evidence based curriculum and strategies.	Provide time in PD cycle to train teachers on preventative circles and anti racist curriculum	Walk throughs and self assessment tools		Tier 1
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*District Strategy:* Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Standards-Based ELA,History, Mathematics and Science Instruction				
<b>School Theory of Change:</b>	In order to increase the number of students who demonstrate math and science thinking that is at or exceeds grade level expectations when they exit 5th and 8th grades, we need to provide students with a rigorous, cohesive, and focused math and program that is grounded in the math practices, NGSS standards, and 21st century learning. Therefore, if we attend common PD, create common planning time via an elective block, then teachers will be able to gain a deeper understanding of the Common Core Standards and the math and science curriculum, which will accelerate student learning.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

**School ID:** 127

**3: SCHOOL STRATEGIES & ACTIONS**

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

2-1	Use data to inform instruction and meet regularly in PLCs to develop instructional plans for all students	Provide regular collaboration time to look at ELA, science and math standards, assessments, data, and instruction	walk throughs and observations		Tier 1
2-2	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	Ensure your teachers receive ongoing professional development the instruction of writing.	Observations and walkthroughs		Tier 1
2-3	Teachers will participate in regular observation and feedback cycles	Ensure classrooms are observed and teachers receive feedback on their ELA, math and science instruction	Walk throughs and observation feedback		Tier 1
2-4	Teacher will work in PLCs to develop schedules that provide adequate time to maximize student learning	Ensure consistent instructional time is scheduled for ELA, math and science	Grade level schedules		
2-5	Teachers will participate in ongoing training and PD to strengthen math instruction	Ensuring 100% of teachers receive in a problem-based model of teaching mathematics and Number Talks training prior to the beginning of the school Professional Development Calendar allow for K-2 and 3-8 Mathematics content teams to participate cross-grade level planning with their content teams at once per month.	Walk throughs		

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

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**3: SCHOOL STRATEGIES & ACTIONS**

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

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

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

<b>School Priority ("Big Rock"):</b>	Early Literacy and Implementation of New Curriculum Adoption
<b>School Theory of Change:</b>	In order to reduce the number of students who are multiple grade levels behind in reading when they exit 5th and 8th grades, we need to provide students with a rigorous ELA program that ensures all students receive a systematic phonics program K-2 and daily reading instruction that is differentiated and researched-based.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

**School ID:** 127

**3: SCHOOL STRATEGIES & ACTIONS**

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

**Students to be served by these actions:**

*Literacy*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	<p>Teachers will use the adopted curriculum to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons, with attention to how their implementation of instructional curriculum and practices support specific learners including struggling readers, Students with Disabilities, African American Students, English Learners and GATE students. Teachers create an environment that supports highly motivated readers. Students are engaged with reading "just right" leveled books.</p>	<p>The principal will meet regularly with content area teams and collaboratively develop plans for groups of readers. Professional Development Calendar will allow for K-2 and 3-5 Literacy teams to cross-grade level planning with their content teams at least once per month. The principal will provide PD for staff to support BAL literacy, differentiated instruction, and phonics program.</p>	<p>Self assessment tools, observations, and students making a years growth on F &amp; P, SIPPS, SBAC, and SRI</p>		Tier 1

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

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**3: SCHOOL STRATEGIES & ACTIONS**

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3-2	Intentional focus on the use of Depth and Complexity elements to add a layer to curriculum that increases rigor and engagement. Instruction focus on evidence based strategies for complex text including the use of Close Reading strategies across other curricular areas in grades 1-8 and increase the amount of exposure to nonfiction text in kindergarten through 8th grade. These strategies will include scaffolding or CRT for students with disabilities, AA or ELs.	Principal will provide ILT with PD on Depth and Complexity elements. Science teachers will specifically be able to target 3rd through 8th grade students in reading nonfiction text and expository and informational writing.	assessment data, PD plans and walkthroughs		Tier 1
3-3	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	Leadership will provide professional development for intervention teachers and reading specialist.	iready and other assessments: RI, SIPPS mastery and SBAC		Tier 2
3-4	Teachers will be trained in culturally responsive teaching strategies that support African American students and English Learners.	Principal will develop with PLCs and Equity team PD series that focuses on instructional strategies that are culturally responsive	Equity plan, teacher handbook		



**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

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

3-5	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE, AA and EL students to challenge and extend their thinking, and scaffolding for Students with Disabilities and ELLs	Principal communicates high expectations and professional learning opportunities for teachers to examine instructional strategies that support all students. Develop and ensure early identification and provide tiered intervention and differentiation. Additionally Principal will provide time for Special Ed. teachers to attend PD that supports differentiated and scaffolded lessons	Walk throughs, self assessments to ensure school wide implementation		Tier 1
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*District Strategy:* Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Culturally Responsive Pedagogy and Equity
<b>School Theory of Change:</b>	Using an inquiry model teachers and PLCs will identify problems of practice and to explore implicit bias, instructional strategies teachers will be able to reflect on their own practice and implement instructional strategies (Culturally Responsive Teaching) so that all students are successful.
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

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**3: SCHOOL STRATEGIES & ACTIONS**

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will implement and further deepen their use of Culturally Responsive teaching strategies to reach and teach all students including African American students and English learners.	Provide time for training in the PD plan and the through line will be rooted in the work and principles of NEP and Zaretta Hammond.	Walk throughs and self reflection		Tier 1
4-2	Teacher PLC teams will focus on data to improve student outcomes both SE and academically--with a focus on African American and ELLs	Hold regular PLC meetings	Walk throughs and self reflection		Tier 1
4-3	Increase the use of evidence based sensory tools in Tier 1 and Tier 2 instruction	Provide time for planning and training	Walk throughs and self reflection		Tier 1
4-4	Implement anti-racist education K-3	Provide time for planning and training	Walk throughs and self reflection		Tier 1
4-5	Implement DEI work through participation in working groups that address race, gender identity, in order to foster a safe environment for all staff and the broader Hillcrest community--Particularly those in traditionally marginalized groups	Establish norms that create safe spaces for staff discussions and model a feedback loop that address instances of inequity and bias. What happened and what we need to do to address it.	PD agendas and notes CHKS data		Tier 1
4-6	Use of OUSD Teacher Central to deepen instruction.	Incorporate TC into PD	PD agendas		

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

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**3: SCHOOL STRATEGIES & ACTIONS**

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4-7	Staff and community members will participate in inquiry to examine the social studies curriculum in order to provide alternate narratives and histories that promote anti-racist, decolonized learning experiences for students.	Incorporate DEI working groups into PD calendar	PD agendas		
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Reclassification of English Language Learners
<b>School Theory of Change:</b>	100% of ELLs in grades K-5 will have been reclassified by the time they leave 5th grade or within 5 years of entering school.
<b>Related Goal(s):</b>	English Learner students continually develop their language, reaching fluency in 6 years or less
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Intervention teacher/classroom teacher will receive training (systematic ELD or discussions for learning) , and intervention teacher will provide ELL students with 150 minutes a week of instruction.	Provide time for the training through PD	Students will show 1 year of growth on SIPPS, RI and ELPAC		Tier 2

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

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**3: SCHOOL STRATEGIES & ACTIONS**

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5-2	Teacher's will use the EL Snapshot to communicate language goals to parents three times a year	Provide printed EL Snapshots to teachers of ELLs and a sample language goals.	Student and families will be able to articulate next steps towards reclassification		Tier 1
5-3	For integrated ELD and math, teachers will teach the language of the task	PD will include a math cycle that teaches teachers how to surface the language demands in the summative tasks	ELLs will perform as well as EOs on summative assessments.		Tier 1

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
TSA	\$129,000	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	127-1
TSA	\$7,195	General Purpose Discretionary	1119	Certificated Teachers on Special Assignment Salaries	tbd	Enter position number at left.	tbd	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher will work in PLCs to develop schedules that provide adequate time to maximize student learning	127-2
Supplies	\$19,190	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Develop plan to welcome new families and students to ease transition to Hillcrest rooted in our evolving equity plan. Ensure that parents and family members readily understand about the transition to kindergarten.	127-3
Teacher Training	\$8,112	General Purpose Discretionary	1105	Certificated Teachers' Salaries	4601	Teacher Education Enhancement	0.07	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will be trained in culturally responsive teaching strategies that support African American students and English Learners.	127-4
Teacher Training	\$29,995	LCFF Supplemental	1105	Certificated Teachers' Salaries	6576	Teacher, Structured English Immersion	0.29	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	127-5
To be allocated in Fall 2021	\$693	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	127-6
Certificated Teachers' Salaries	\$41,372	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6576	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE, AA and EL students to challenge and extend their thinking, and scaffolding for Students with Disabilities and ELLs	127-7
Certificated Teachers' Salaries	\$32,243	Parent Group Donations	1105	Certificated Teachers' Salaries	6576	Teacher, Structured English Immersion	0.31	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	127-8



Strategic Resource Planning (SRP)

**Hillcrest K-8**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Elizabeth Van Benschoten
Vice Chairperson:	Susan Austin/Matt Perry
Secretary:	Caryn Becker

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Maria McCormick	<b>X</b>			
Nicholas Rowe			<b>X</b>	
Elisabeth Ronley		<b>X</b>		
Jessica Ross		<b>X</b>		
Candace Inclan		<b>X</b>		
Erika Feller				<b>X</b>
Elizabeth Van Benschoten				<b>X</b>
Susan Austin				<b>X</b>
Matt Perry				<b>X</b>
Caryn Becker				<b>X</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>TBD</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

