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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 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
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Hillcrest School



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

Legislative File Id. No. 19-1309  
Introduction Date: 6/26/19  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Hillcrest School  
**CDS Code:** 1612596001911  
**Principal:** Maria McCormick  
**Date of this revision:** 5/10/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/10/2019*  
*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: 5/10/19

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:

<u>Maria McCormick</u> Principal	<u>Maria McCormick</u> Signature	<u>MM 5/10/19</u> Date
<u>Elizabeth Van Benschoten</u> SSC Chairperson	<u>EV</u> Signature	<u>5/14/19</u> Date
<u>Sara Stone</u> Network Superintendent	<u>Sara Stone</u> Signature	<u>5.15.19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>Mildred OHS</u> Signature	<u>5/21/19</u> Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2018	SSC	Overview of SPSA process, and review of site plan.
12/5/2018	ILT	Progress on current SPSA goals, and created feedback process for new SPSA goals and root cause analysis.
1/30/2019	Staff	Comprehensive review of goals, input on the development of new goals, and root cause analysis. Additionally teachers looked at teaching practices and leadership practices that support the goals.
4/19/2019	SCC	Shared feedback with SSC

## 2019-2020 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	\$94,101.88

### 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)	\$52,269.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$36,355.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$5,468.00	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>\$94,092.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$94,092.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
Suspension: Students are using Tools to solve conflict. Specifically Toolbox Tools as measured by student interviews. Additionally, Teacher have reported that they are partially or fully implementing our SEL program-Toolbox	Commitment to weekly Toolbox lessons, and RP circles.
Chronic Absence: School wide expectations, behavior supports, and recognitions are planned and mostly implemented	Students who are absent are battling illness.
SBAC Math: Mostly experienced teachers teaching math	Cohesive math program K-8
Reading/Early Literacy: STIP sub and teachers trained in Tier 1 & 2 intervention--Read Naturally and SIPPS; SIPPS is fully implemented in 1st grade	Schedules in place and teachers trained and collaborating
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Chronic Absence: Need to set up meetings with all parents when students are ill to support students and families	Funding
SBAC ELA: New teachers teaching departmentalized classes	Access to quality training from publisher--Lucy Calkins

Reading/Early Literacy: STIP position was not filled until December so groups were larger than planned	Stability in hiring of staff
STIP position was not filled until January of 2019 which contributed to late start of SIPPS in K-2	Stability in hiring of staff
Partial implementation of effective instructional strategies for every student group	Routinizing instructional norms has been challenging with PD cycles

### 1C: 19-20 STUDENT GOALS & TARGETS

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

<b>School Goal: All students build relationships to feel connected and engaged in learning.</b>					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	85.39%	90.00%	90.00%
Suspensions	African-American Students	-2pp	0	0	0
Suspensions	Students with Disabilities	-2pp	0	0	0
Chronic Absence	African-American Students	-2pp	too few to report	too few to report	too few to report

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts.</b>					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	72.3	87.3	88
ELA SBAC	Students with Disabilities	+20 points DF3	-7.3	12.7	32.7
ELA SBAC	African-American Students	+20 points DF3	10.5	30.5	50.5

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

<b>School Goal: All students continuously grow towards meeting or exceeding standards in math.</b>					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	54.4	69	70

Math SBAC	Students with Disabilities	+20 points DF3	-22.6	-2.6	17.4
Math SBAC	African-American Students	+20 points DF3	9.3	29.3	49.3

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

**School Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	too few to report	16%	16%
LTEL Reclassification	Long-Term English Learners	25%	too few to report	25%	25%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal: All students grow a year or more in reading each year.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	39.01%	57.00%	60.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	4.20%	7.00%	5.00%
K at or above Benchmark	All Kindergarten Students	+5pp	56.86%	61.86%	80.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	93.75%	98.75%	98.00%

#### 1D: IDENTIFIED NEED

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS



*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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's LCAP goals and to the specific purposes of each funding program.

<b>School:</b> Hillcrest School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		By June 2021 the percent of students grades 3-8 who are at grade level or exceed grade level standards as measured by the ELA portion of the SBAC will grow by 15% to 90%.			
<b>Theory of Action for Language &amp; Literacy:</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>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		All Students		74.4%	82.70%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
Implementation of K-2 phonics instruction, and tiered support for students were implemented. STIP sub (site funded) and reading specialist (PTA funded) provide intervention for students K-5. Additionally all ELA teachers attended PD on Lucy Calkins reading curriculum.					
<b>What evidence do you see that your practices are effective?</b>					
More K-2 students' are scoring at grade level or above in their F&P scores. 3-8 SRI scores indicate growth at every grade level--reducing the number students that are multiple years behind in reading.					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
With the return of our current STIP sub and May 2019, we can begin early "jump start" intervention for students.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Standards-Based Mathematics and Science Instruction</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		By June 2021 the percent of students grades 3-8 in who are at or exceed grade level standards as measured by the Math portion of the SBAC will grow by 10%.  By June 2020, 100% of teachers will demonstrate understanding of both NGSS and math standards.			

<b>Theory of Action for Standards-Based Instruction:</b>	In order to increase the number of students who demonstrate math 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 program that is grounded in the math practices and 21st century learning. Therefore, if we attend common PD on the implementation of TQE and 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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	All Students	64.7%	77.10%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
The 2018-29 is the first year of implementation of ST math. All math teachers attended PD to create more coherency and alignment.			
<b>What evidence do you see that your practices are effective?</b>			
IABs indicate that students who are consistently using ST math are scoring well.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
ST math license needs to be renewed yearly, funds need to be allocated yearly, PD before school begins, and develop plan to align the three curriculums being used K-8 to ensure standards are effectively being taught for every student.			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Social-Emotional Learning</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	By June 2021, there will be no disparities between racial and ethnic subgroups in URFs.		
<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	If we implement the social emotional learning curriculum Toolbox and Restorative Practices, all students and families will feel included and have a positive experience at Hillcrest.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
California Healthy Kids Survey: "I feel like I am part of my school."	All Students	91.0%	79%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
It is year 2 of the implementation of SEL program--Toolbox, and Restorative Practices. We recognize that to achieve our target we need to adjust our plan slightly. To that end, we are planning a Hillcrest Day to celebrate our achievements, promote connectedness, and to further implement our school wide expectations and student recognitions.			
<b>What evidence do you see that your practices are effective?</b>			
Using student feedback, we recognize that students value RJ groups, Toolbox lessons and want to be involved in decisions.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			

Develop tools to use student feedback about their learning, play and other school environments. Embed throughout the year surveys and opportunities for students to voice their concerns or experiences. Additionally, we want to assess how school connectedness relates to achievement in ELA and Math. Toolbox/Restorative Practices are fostering coherency across grade levels .

<b>18-19 Conditions for English Language Learners Priority:</b>				<b>Reclassification</b>			
<b>June 2021 Conditions for English Language Learners Goal:</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>Theory of Action for Conditions for English Language Learners:</b>				If we provide ELL students integrated and designated ELD instruction and differentiated Tier 1 instruction, these students will move up one proficiency level in ELPAC.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>		<b>17-18 EOY Actual:</b>	
English Learner Reclassification		All Students		n/a (too few students to report)		n/a (too few students to report)	

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Create instruction structures to meet the needs of our ELL population--STIP sub and teacher training

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

Students are showing growth in reading at every grade level.

**What are some possible implications for your 2019-20 SPSA?**

Strengthen interventions K-8.

**DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

**Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?**

There are no significant changes to the SPSA budget

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Hillcrest School

**School ID:** 127

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

<b>School Priority ("Big Rock"):</b>	Social-Emotional Learning
<b>School Theory of Action:</b>	If we implement the social emotional learning curriculum Toolbox and Restorative Practices, all students and families will feel included and have a positive experience at Hillcrest.
<b>Related School Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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.	Calendar PD, and self assessment tools

1-2	Refine and teach school wide behavior expectations for all common areas.	<p>Principal and staff will refine and explicitly teach school wide expectations for all common areas. 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 2019-20 year that is posted to the school and PTA websites. Support staff will implement a systematized behavior ladder for infractions and implementation of restorative practices. 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)</p> <p>The Hillcrest faculty, PTA and Adventure Time organization will encourage best practices around enrichment learning curricula, with an emphasis on developing social-emotional skills &amp; 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 expectations after school hours.</p>	Walk throughs and self assessment tools
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1-3	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.	Increase of student engagement and decrease of URFs
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	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 2018-19	New vision and mission
1-5	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.	Observation of students during AT, collaborative meetings with AT staff, and training outcomes.
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.	Development of school/home compact-- inclusive community

1-7	Teachers and staff will Implement and sustain student centered approaches that meet the needs of all students and continue to build a school community that is committed to collaboration, accountability, restorative practices, and culturally responsive pedagogy.	Through the ILT and Principal leadership, create the conditions for the Hillcrest staff to build our capacity and knowledge of Culturally Responsive Pedagogy and Systems.	Increased student engagement, and decrease in URFs
1-8	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.	Increase connectedness to Hillcrest
1-9	Teachers meet all incoming kindergarteners and their families---students are screened and family survey is given.	Provide release time for teachers, develop survey and screen tools	Provide support to preschoolers and their families as they transition to kindergarten
1-10	Connect newcomers with peer buddies	Connect new parents with buddy parents	YP, Konstella

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Standards-Based Mathematics and Science Instruction		
<b>School Theory of Action:</b>	In order to increase the number of students who demonstrate math 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 program that is grounded in the math practices and 21st century learning. Therefore, if we attend common PD on the implementation of TQE and 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.		
<b>Related School Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in math.		
<b>Students to be Served by these Practices</b>	All Students		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>



2-1	Use Common Core-Aligned Mathematics Program in K-8 classrooms.	Ensuring 100% of teachers receive training in a problem-based model of teaching mathematics and Number Talks training prior to the beginning of the school year. Professional Development Calendar will allow for K-2 and 3-8 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.	Use of walk throughs and self assessment tools to ensure school wide implementation and an aligned math program.
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. 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.	Student make a years growth in mathematics--Ceou s, SBAC, and SMI
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 are implemented school wide.	Observations, self-assessment tool
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 of a mathematically powerful classroom.	The administrator will conduct monthly 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-2 & 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.	Observations, self-assessment tool

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 monthly 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-2 & 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.	Observations of kindergarten math instruction
2-6	Integrate science content in literacy (e.g., through close reads) and math (e.g., intentional opportunities for students to see the relationship between math and science)	Check-ins with leader and/or opportunities in PD and PLC to have regular planning time on science integration; support in providing observation time for teachers to see colleagues at same school or other schools	Observations of teachers using science content
2-7	Review of student data on learning of science standards through SIRA, CAST, and other teacher-created assessments	Provide PD time for teachers to review data, plan lessons, and share best practices	Number of PD sessions reviewing science data
2-8	Deepen understanding of California Common Core Standards in order to plan more rigorous tasks.	Devote PD time on Wednesdays to deepening understanding of CCSS. Revisit math resources created by ILT as well as learning from Solution Tree, Sandra Kaplan ---Habits of a Scholar and Depth and Complexity. Provide Release time to focus on planning.	PD sessions and observations.
2-9	Kindergarten teachers screen incoming kindergartners for Social Emotional and academic readiness in May. This information is used to created balanced classes. Additonally any new to Hillcrest parents are provided with a "buddy family" who provide extra support.	Provide release time to meet new kinders, develop a family survey, and office support for the scheduling of the screening days.	Student data, and parent surveys

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

<b>School Priority ("Big Rock"):</b>	Literacy
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<b>School Theory of Action:</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(s):</b>	All students continuously grow towards meeting or exceeding standards in English Language Arts. All students grow a year or more in reading each year.		
<b>Students to be Served by these Practices</b>	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons. 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, 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.	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.	Self assessment tools, observations, and students making a years growth on F & P, SIPPS, SBAC, and SRI
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.	Students will make a year's growth in reading.

3-3	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K-3. Additionally, a full time STIP sub provides 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 STIP sub and Reading Specialist in early literacy and effective intervention strategies.	Students multiple years below grade level will make more than a years growth in reading as measured by F&P, SRI, SBAC or SIPPS.
3-4	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	Use of walk throughs and self assessment tools to ensure school wide implementation.
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 students to challenge and extend their thinking, and scaffolding for Students with Disabilities.	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.	Use of walk throughs and self assessment tools to ensure school wide implementation.

3-6	Teachers will partner with families to discuss the importance of school work and metacognitive strategies to be successful 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 students to challenge and extend their thinking, and scaffolding for Students with Disabilities.	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.	Use of survey and feedback forms to gain information for next steps to support school home connection to support reading growth.
3-7	Teachers will be trained in culturally responsive teaching strategies that support African American students and English Learners.	Principal will develop with ILT and Equity team PD series that focuses on instructional strategies that are culturally responsive	Equity plan, teacher handbook

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Reclassification
<b>School Theory of Action:</b>	If we provide ELL students integrated and designated ELD instruction and differentiated Tier 1 instruction, these students will move up one proficiency level in ELPAC.
<b>Related School Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be Served by these Practices</b>	English Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	STIP sub will receive training (systematic ELD or discussions for learning) , and STOP sub will provide ELL students with 150 minutes a week of instruction.	Provide time for the training through PD GO.	Students will show 1 year of growth on SIPPS, SRI and ELPAC
4-2	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.
4-3	For integrated ELD and math, teachers will teach the language of the task.	As part of our math cycle will surface the language demands in the summative tasks.	ELLs will perform as well as EOs on summative assessments.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 127

School: Hillcrest School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
	Donations	Social Studies teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.89	n/a	127-1
\$16,762.35	General Purpose Discretionary	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4692	STIP Teacher	0.20	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K-3. Additionally, a full time STIP sub provides intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners.	127-2
\$6,807.90	General Purpose Discretionary	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Provide release time for teachers, develop survey and screen tools	127-3
\$28,699.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	127-4
\$35,179.72	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4692	STIP Teacher	0.80	STIP sub will receive training (systematic ELD or discussions for learning) , and STOP sub will provide ELL students with 150 minutes a week of instruction.	127-5
\$1,175.91	LCFF Supplemental	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Provide release time for teachers, develop survey and screen tools	127-6

\$9.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		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 students to challenge and extend their thinking, and scaffolding for Students with Disabilities.	127-7
\$5,468.00	Measure G1	Contract for Mental Health	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teachers and staff will implement and sustain student centered approaches that meet the needs of all students and continue to build a school community that is committed to collaboration, accountability, restorative practices, and culturally responsive pedagogy.	127-8
	PTA	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	127-9



**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Hillcrest Elementary School

Chairperson : Elizabeth Van Benschoten
Vice Chairperson: Sarah Watson
Secretary: Maria McCormick

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Maria McCormick	X			
Christina Nguyen			X	
Rebecca Rubey		X		
Candace Chang		X		
Joseph Shogren		X		
Elizabeth Van Benschoten				X
Sarah Watson				X
Matt Perry				X
Caryn Becker				X
Susan Austin				X

Meeting Schedule (day/month/time)	<b>TBD - (Every 6-8 weeks at 7:50 AM)</b>
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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;
4. Parent/community members cannot be OUSD employees at the site.

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