

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Hillcrest Elementary School.

**Background:**

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

**Discussion:**

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Hillcrest Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Hillcrest Elementary School  
**CDS Code:** 1612596001911  
**Principal:** Lissa Hines  
**Date of this revision:** 5/11/2016

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

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

**Contact:** Lissa Hines  
**Address:** 30 Marguerite Drive  
Oakland, CA 94618

**Position:** Principal  
**Telephone:** 510-879-1270  
lissa.hines@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Hillcrest Elementary School

**Site Number:** 127

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

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



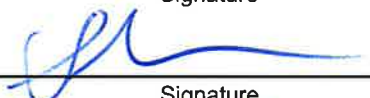

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** April 22, 2016

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|---|---|--|

**Signatures:**

 Lissa Hines	 Signature	<u>23 May 2016</u> Date
 Bradley Mart	 Signature	<u>23 May 2016</u> Date
<u>Sara Stone</u> Sara Stone	 Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-26-16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** Hillcrest Elementary School

**Site Number:** 127

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
12/9/2015	SSC	Shared rationale and overview of site plan.
2/1/2016	Instructional Leadership Team	ILT work session to discuss budget and priorities for 2016-2017
2/3/2016	Faculty	Budget training and review budget summary including planned strategies & activities for 2016-2017.
2/5/2016	SSC	Budget training and review budget summary, including planned strategies & activities for 2016-2017

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$17,170.71	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$14,477.58	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$31,648.29</b>	<b>\$0.00</b>

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

## ABOUT THIS SCHOOL

### School Description

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Hillcrest School, built in 1950, is nestled in the East Bay Oakland hills of the San Francisco Bay area. Its unassuming exterior belies the fact that it is one of the most sought after schools in Oakland. Native plants grow in our California Native Plant Garden in the front of the school and our beautiful garden spaces are tended by the students and parent volunteers. On any given weekend, you can find families on our playground from the community at large riding bicycles, playing basketball or climbing on the play structure.

Home of the Cardinals, Hillcrest is an exceptional school with a unique K-8th grade configuration. Hillcrest was the first K-8 school in the Oakland Unified School District and this is just one of our many strengths. After the great Oakland Hills firestorm in 1991, Hillcrest became a K-8 school in an effort to lure back families that decided to move away after losing their homes. Now serving 369 students, Hillcrest has nearly doubled its size since the early nineties and is representative of the catchment area. Of our 369 students, 312 students live in the catchment area and 57 students live in a variety of neighborhoods around Oakland proper. Our students benefit from this resilient community that has remained consistent with rules, familiar teachers, supportive adults and a close community of families.

We pride ourselves on being a "second home" to our 369 kindergarten through eighth grade students, where each student feels safe, valued and supported. Students are greeted each morning by our fourth and fifth grade who serve on the Hillcrest Safety Patrol, greeting each and every student who is walking to school or who are using our valet service while being dropped off via an automobile. We begin each week with our Monday Morning Circle, recognizing the accomplishments and efforts of our students, staff, parents, and caregivers. Hillcrest has worked hard to purposefully create a culture where students thrive in a healthy environment that honors the value of learning. Students at Hillcrest know that working hard ensures good grades, asking good questions shows that they are engaged and curious, and doing your homework is the "right thing" to do. Students at Hillcrest School are immersed in a standards-driven core-curriculum, balanced in skill development, conceptual understanding and application of knowledge. Through the integration of the Caring Schools Community curriculum, our students learn to be self-aware, develop respect for each other and take ownership for their learning and behavior. As a result, our campus provides a physically and emotionally safe space for all of our students, where students exhibit a wonderfully positive attachment to their school community.

Our amazingly positive school culture has allowed us to fashion an exceptional learning environment where all of our stakeholders expect not only a high level of behavioral standards, but high academic achievement as well. Hillcrest students have consistently performed well on the California Standardized Tests of the past and are replicating those results with the new California Assessments of Student Performance and Progress. Hillcrest School is comprised of many stakeholders, including active and supportive parents, community organizations and an incredibly dedicated teaching staff and faculty. Everyone is encouraged to get involved and to maximize the Hillcrest experience. Hillcrest parents attach an extremely high value to rigorous academic programs and positive social and emotional growth. Our parent community is well established and provides strong support to Hillcrest School by contributing time and other resources to help achieve the school's educational goals. The Hillcrest PTA, which boasts a 90% membership, plans and implements a wide variety of programs, activities for children, families, and staff members; which also helps to provide a sense of community to the school.

Although we are competitive in terms of our performance and holding ourselves to a high standard, we are quick to remember that we are about children and do our best to make sure that students are at the heart of everything we do. With high levels of student achievement, a safe campus, strong student support systems, dedication toward implementation of cutting-edge best practices, dedicated staff of collaborative educational professionals, and incredible extracurricular and enrichment programs, we believe that Hillcrest consistently provides an outstanding education for all of its students. Hillcrest K-8 School is dedicated to continuous improvement and the fulfillment of the school's mission: Seeking to develop our students both as individuals and as members of a global society; encouraging our children to take an interest in others as well as in the world around them; thereby promoting curiosity and a passion for learning.

### School Mission and Vision

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

## MAJOR IMPROVEMENT PRIORITIES

- |                                       |                          |
|---------------------------------------|--------------------------|
| <b>Major Improvement Priority #1:</b> | <b>Balanced Literacy</b> |
| <b>Major Improvement Priority #2:</b> | <b>Mathematics</b>       |
| <b>Major Improvement Priority #3:</b> | <b>School Culture</b>    |

### MAJOR IMPROVEMENT PRIORITY #1:           Balanced Literacy

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
The majority of Hillcrest students are meeting grade-level standards in English language arts according to data from DIBELS and the Scholastic Reading Inventory.	We continue to need to make reading comprehension a priority at all grade levels, in order for our children to be able to fully read, write, and understand fiction and nonfictional text. We want our learners not just reading written text, but making sure that they are making connections and understanding as they read.
	The issue of time is always a concern. The time needed for planning, instructing, and assessing are all key challenges or concerns.
	Ensuring that we are coherent in systematically and explicitly teaching phonics in our kindergarten through second grade classrooms.

#### ROOT CAUSE ANALYSIS for Priority #1

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

For the 2016-2017 school year, it will be imperative that our literacy team continue to make sure that we are implementing school-wide, cross-grade level routines and procedures within our balanced literacy program. There are too many variances between teachers "picking and choosing" programming within grade levels, which causes our students to not have a fluid academic experience with reading and writing.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Unintentional biases brought into the classroom; teaching all students in the same way. Not being deliberate about making sure we are using culturally relevant materials and strategies, as well as highly engaging activities to teach our students. Teachers have "true, tried curricular units" that they are unwilling to part with and are hesitant to fully committing to using Reading Horizons and Lucy Calkins' Readers and Writers Workshop with fidelity.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
	By the time our Hillcrest students leave the 8th grade, it is our goal that they will be able to do the following: <ul style="list-style-type: none"> <li>• have the ability to read text accurately and fluently;</li> <li>• enough background knowledge and vocabulary to make sense of the content;</li> <li>• knowledge and skill in using reading strategies that improve understanding or repair it when it breaks down;</li> <li>• the ability to think and reason about the information and concepts in the text; and</li> <li>• motivation to understand and learn from text.</li> </ul>	SBAC ELA	All Students	78.2%	88.2%	90.2%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Progressively increase the percentage of students meeting or exceeding the California Common Core State Standards challenging standards in reading and writing as measured by district and state assessments.	SBAC ELA	All Students	80.3%	90%	95%	3: Students are reading at or above grade level.



Academic	Focused literacy instruction on systematic reading and writing strategies.	F&P	All Students	87%	95%	99%	2: Students are proficient in state academic standards.
Academic	Monitor the literacy progress of all students and develop a plan for acceleration, when necessary.	SRI	All Students	90%	95%	99%	3: Students are reading at or above grade level.
Academic	Make certain that all teachers, including mathematics and science teachers, accept responsibility for developing literacy skills.	F&P	All Students	90%	95%	99%	2: Students are proficient in state academic standards.
Academic	Provide ongoing professional development opportunities for teachers and support staff, in effective, research-based practices for first and second language literacy development.	CELDT	English Learners	72.8%	82%	92%	4: English learners are reaching English fluency.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:**

*To achieve our goal of literacy for all, Hillcrest embraces a balanced, comprehensive approach to literacy. Our approach will be guided by educational research aimed at increasing students' ability to make personal connections to the world by preparing them to become successful participants in a global society. Robust, rigorous, and relevant instruction in listening, oral language development, reading, writing, and presentation skills will form the foundation across all grade levels to build strong, motivated, literate students.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, English Learners and GATE students.	The principal will meet weekly with content area teams in developing plans for groups of readers.	Professional Development Calendar will allow for K-1 and 2-5 Literacy teams to cross-grade level planning with their content teams at least once per month
Intentional focus on Close Reading strategies in the 4-8 classrooms and increasing the amount of exposure to nonfiction text in kindergarten through 8th grades.	The principal will provide bi-weekly feedback around Reader's & Writer's Workshop, specifically around conferring, guided reading & Reading Horizon's implementation.	Develop a schedule and plan for teachers to regularly assess students using the Fountas & Pinnell Benchmark Assessment System.

EVERY Hillcrest student knowing his/her "Just Right" Fountas & Pinnell reading or Lexile level and having access to leveled texts during the day.	Teachers will provide extended learning opportunities for their students. Create relationships between AT & Enrichment staff so that the use of resources and facilities are coordinated and maximized.	Science teachers will specifically be able to target 3rd through 8th grade students in reading nonfiction text and expository and informational writing.
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, English Learners and GATE students.	Emphasize family involvement in children's learning and development
All teachers will progress monitor student achievement in reading by collecting and monitoring student reading logs on a daily basis, providing feedback weekly.	Work in concert with Instructional "Teacher Leaders" to plan and organize PDs for vertical alignment of standards and assessments.	Weekly grade level planning time "between the bells."
		Teachers and administration will work in partnership to provide homework support, including specific study skills and motivational strategies structured to complement the school curriculum.

**MAJOR IMPROVEMENT PRIORITY #2: Mathematics**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Students do extremely well with solving traditional algorithms they have learned in their classes	Students need to continually improve in solving multistep or sequential calculation processes
The majority of Hillcrest students grasp mathematical concepts and strategies quickly, with good retention, and to relate mathematical concepts within and across content areas.	Students need to continue to have more experiences using high-level thinking and reasoning skills in a variety of context, in order to create mathematical representations of real-world situations; use insight and reflection to solve problems, and to formulate and communicate arguments and explanations.
	Although the majority of our students are doing well in mathematics at Hillcrest, it is incumbent upon us as a staff to truly differentiate our instructional approaches and practices to ensure a rigorous and thoughtfully planned mathematical experience for every one of our students.

## ROOT CAUSE ANALYSIS for Priority #2

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

During the 2014-15 school year, we began the implementation of a new common core aligned math curriculum, Expressions, in the Oakland Unified School District for students in grades K-5. Prior to this implementation, we had decided as a school to infuse the strategies found in Japanese Mathematics, in grades 2-5. (Teachers in grades K and 1 had had two years of training and guidance in JM though a Department of Education Research Grant). It has been easier for our faculty in grades 2-5 to use the Expressions mathematics curriculum, as the District has been able to support professional development with this program. Professional development days were devoted to certain grade levels by the District, but the PD opportunity was dismantled due to insufficient substitute coverage across the District. There is an extremely theoretical approach towards teaching mathematics that is being led by the District's mathematics department, and a more sustainable and "classroom friendly" curricular approach needs to a focus.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Teachers have not had enough time devoted to meeting in cross- grade level, math teams, where the scope and sequence of the math curriculum will be commonly agreed upon as a group. Common assessments need to be created; assessment data analyzed, goals set, and plans for improvement developed and implemented. As a school, we need to do a better job accessing and using the Illuminate data system to create formative assessments to support our students.

## STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Our school-wide goal is to have each and every Hillcrest Student be able to successfully transfer his/her acquired mathematical knowledge and skills to problem-and performance based mathematical tasks.	SBAC Math	All Students	77.5%	87%	97%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All students in kindergarten through eighth grade will achieve proficient/advanced levels based on Hillcrest's Benchmark Assessments, as well as SBAC Interim and Summative Assessments.	SBAC Math	All Students	77.5%	87%	97%	2: Students are proficient in state academic standards.
Academic	All students below grade level in mathematics will grow at least 1.5 years in mathematics by June 2017.	SBAC Math	All Students	77.5%	87%	97%	2: Students are proficient in state academic standards.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Our math goal for the 2016-2017 school year is to continue to refine our Japanese mathematics curriculum, making sure that it continues to develop and grow across grade levels, with a continued emphasis towards greater conceptual understanding rather than mere rote memorization.*

## KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Use Common Core-Aligned Mathematics Program in K-8 Classrooms, including Japanese Mathematics curriculum & strategies in Grades K-5.	Ensuring 100% of teachers receive training in the Japanese problem-based model of teaching mathematics prior to the beginning of the school year.	Professional Development Calendar will allow for K-1 and 2-5 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.
Teachers will track each student's mathematical growth and confer with students and parents to set growth goals in areas needing improvement.	Prioritizing teacher planning time in mathematics during professional development sessions.	Data walls available for teachers to visually track students' mathematical growth and allocated PD time for teachers to discuss what they are doing to move students.
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 "Data Dive!" sessions.	Sixty-to ninety-minute math blocks clearly indicated on all posted schedules daily.
Teachers will incorporate Performance Tasks in their classwork, homework and assessments, in order to support the development of their students' critical thinking skills.	The administrator will conduct weekly observations in order to provide feedback on math instruction as it relates to student and school-wide goals.	Math teacher lead and principal will provide k-1 & mathematics teachers with a math scope and sequence, and assist in communicating information and initiatives from the OUSD Mathematics Department.

<p>Teachers will allow for both heterogeneous and homogeneous practices in their mathematics classes. The heterogeneous grouping will allow students at various instructional levels to work together, building community, personal responsibility, and respect for individual differences. This arrangement will particularly benefit our talented and gifted students who feel the need to take control and make sure projects are done to their own satisfaction — even to the point of completing other members' jobs. We believe that by allowing these students to observe, practice, and follow cooperative learning guidelines, our GATE students will be able to learn new, more beneficial ways of working with others. The homogeneous grouping will allow our gifted students to challenge one another by debating, arguing, critiquing, and questioning at a higher level than other students. Gifted students will be homogeneously grouped for math projects, research, logic quests, and other types of differentiated instruction. They can also work together to construct multi-media presentations mathematics presentations and other technology applications that require advanced thinking and processing.</p>		
<p>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.</p>		

**MAJOR IMPROVEMENT PRIORITY #3: School Culture**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Conditions for learning are ever-present at Hillcrest School.	Our students need to continually examine and have awareness as to how our behaviors affect us, others, and our world.
Our students have a shared belief that they are part of an amazing school and there is personal pride, purpose and power about being a Hillcrest cardinal!	We need to be more intentional at all grade levels that teaching tolerance, understanding, and respect is a nonnegotiable part of creating an effective school culture.

### ROOT CAUSE ANALYSIS for Priority #3

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Our SPF Staff Data indicates that we have a lot of work to do internally as a staff in order to be a truly high-functioning school team. Just as we promote Caring School Community practices within our classroom walls, we must do a better job that this is happening outside of the classroom with our day-to-day interactions with staff members.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

The climate and culture in a school is critical to the Hillcrest faculty's ability to work well with one another. Staff members must continue to be supported and encouraged to take responsibility for successes, as well as failures, in order to do the hard work. Risks must be taken as grade-level teams to create effective solutions to address student learning. Lack of trust amongst the adults must be addressed through some form of team building before faculty can let go of the past and move forward with a fresh new approach.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Continue to refine our cross-curricular teaming and departmentalization structure in 2nd through 8th grades.	Culture/ Climate: Staff	All Students	85%	90%	100%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Teacher content depth enables a deeper understanding of the curriculum, resulting in improved instruction.	Culture/ Climate: Staff	All Students	85%	90%	100%	1: Graduates are college and career ready.
Climate & Culture	Specialized instruction will build teacher confidence and competence, with teachers in grades 2-8 moving away from the traditional role of "generalist" to content area expert, resulting in improved instruction.	Culture/ Climate: Staff	All Students	85%	90%	100%	1: Graduates are college and career ready.
Climate & Culture	Students will learn more from teachers steeped in a given subject, and teachers will be renewed and excited by diving more deeply into the subjects they love, resulting in better instructional practices and more rigorous lessons.	Culture/ Climate: Staff	All Students	85%	90%	100%	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:**

**Continue to refine our cross-curricular teaming and departmentalization structure in 2nd through 8th grades.**

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will meet with their content level partners on a weekly basis.	Principals will meet regularly with content level teams, making sure that collaboration on data analysis and instructional planning is happening consistently in the “vertical department” teams.	Teams will develop systems to be used across grade levels and content areas, to ensure an “every instructional minute is precious” classroom culture, with tight systems and transitions.
Commit to planning at least once a week with grade level partner and determine respective teaching/grade-level responsibilities.	Principal will ensure that there is consistency throughout the grades in curriculum delivery, ensuring a clear understanding of students’ learning expectations for the current and subsequent years.	Schedules will be developed, revisited and refined during the course of the school year to ensure equitable time across grade levels to the curriculum being taught by content teams
With a grade-level team partner, there must be attention in the intentional creation of a structured classroom. This includes co-development of schedules, rules, classroom cues, getting out materials, and quieting down, transition times, and organization of materials by color-coding and use of checklists, folders, and containers to keep materials organized in desks.	Principal will ensure that After-School enrichment partnership with AT enhances the overall school climate and supports social-emotional development and learning.	Enhance overall school climate and support physical & social-emotional development and learning.
Teachers will provide their students with opportunities for evidence-based instructional practices, such as project-based learning, that actively engage students and help build content and skill mastery.	Principal and the Adventure Time organization will develop and implement enrichment opportunities in the context of collaboration, supporting the alignment of enrichment activities with school-day learning and the Common Core State Standards.	The Hillcrest faculty, PTA and Adventure Time organization will encourage best practices around enrichment learning curricula, with an emphasis on developing social-emotional skills & complementing and enriching, rather than replicating, the school-day curriculum.
		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 that our more affluent 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>Kinder Transition support will be provided at Hillcrest through the following: Playdates during the summer for incoming K families, ice cream social for incoming K parents and students, testing in May and June to assess student skill level and needs prior to the start of school.</p>
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Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$13,000.00	General Purpose Discretionary	PE Teacher	Enhance overall school climate and support physical & social-emotional development and learning.	A5.2: Health and Wellness (Mental & Physical Health)	1150	n/a	n/a	n/a	127-1	127
\$4,170.71	General Purpose Discretionary	Supplies	Principal will ensure that there is consistency throughout the grades in curriculum delivery, ensuring a clear understanding of students' learning expectations for the current and subsequent years.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	127-2	127
\$12,030.94	LCFF Supplemental	Art Teacher	Teachers will meet with their content level partners on a weekly basis.	A2.10: Extended Time for Teachers	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.14	127-3	127
\$1,751.08	LCFF Supplemental	Money to be used for physical education teacher- compliance issue	Enhance overall school climate and support physical & social-emotional development and learning.	A5.2: Health and Wellness (Mental & Physical Health)	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.02	127-4	127
\$695.55	LCFF Supplemental	Supplies	Use Common Core-Aligned Mathematics Program in K-8 Classrooms, including Japanese Mathematics curriculum & strategies in Grades K-5.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	127-5	127
\$10,312.24	Measure G (TGDS)	Art Teacher who will also be supporting TGDS work.	Teachers will meet with their content level partners on a weekly basis.	A2.6: Teacher Evaluation	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.12	127-6	127
\$757.76	Measure G (TGDS)	Art Teacher who will also be supporting TGDS work.	Teachers will meet with their content level partners on a weekly basis.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	127-7	127
\$12,030.94	Program Investment	Art Teacher	Teachers will meet with their content level partners on a weekly basis.	A2.8: Data & Assessment	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.14	127-8	127
\$2,626.63	Program Investment	Physical Education Teacher	Enhance overall school climate and support physical & social-emotional development and learning.	A5.2: Health and Wellness (Mental & Physical Health)	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.03	127-9	127
\$102.43	Program Investment	Supplies	Principal will ensure that there is consistency throughout the grades in curriculum delivery, ensuring a clear understanding of students' learning expectations for the current and subsequent years.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	127-10	127

## Hillcrest K-8 School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3, 60 minutes for grades 4-5 and 90 minutes for grades 6-8).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, 30 minutes for grades 4-5, 45 minutes for grades 6-8).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian

# HILLCREST K-8 SCHOOL PARENTAL INVOLVEMENT POLICY

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*To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.*

Hillcrest K-8 School will provide information about Title I programs to parents of participating children in a timely manner through the automated phone system, memos, newsletters, and the web page.

Hillcrest K-8 School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- *SSC meetings*
- *regular parent/teacher conferences*
- *Family Nights throughout the year*

(a) If requested by parents, Hillcrest K-8 School will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *through prearranged meetings with principal*
- *through meetings with the student's teacher, the principal, and other staff as appropriate*

(b) Hillcrest K-8 School will submit to the district any parent comments of the Community School Single Site plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- *Parents may submit comments in writing regarding the school wide Community Schools Single Site Plan to their child's teacher, the principal, or the appropriate department within Oakland Unified School District.*

## RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Hillcrest K-8 School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to

# HILLCREST K-8 SCHOOL PARENTAL INVOLVEMENT POLICY

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1. Hillcrest K–8 School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way.
  
2. Hillcrest K–8 School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:
  - *The School Parental Involvement Policy will be distributed to parents at PTA meetings.*
  - *The policy will be posted on the school web site.*
  - *Parents of new participating students will receive the policy upon registration if eligible for Title I.*
  
3. Hillcrest K–8 School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:
  - *Monthly School Site Council meetings*
  - *PTA meetings*
  - *General school meetings, as needed*
  
4. Although Hillcrest is not a Title I School, Hillcrest K–8 School will convene an annual meeting to inform parents of the following:
  - *That Hillcrest School does not participate in Title I,*
  - *The requirements of Title I,*
  - *Of their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the school-parent compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, the district wide parental involvement policy, and the school's parental involvement policy and*
  - *Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through the weekly school Yellow Pages, classroom newsletters, the school's web page, and our automated phone system.*
  
5. Hillcrest K–8 School will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with PTA funding as long as these services relate to parental involvement:

# HILLCREST K-8 SCHOOL PARENTAL INVOLVEMENT POLICY

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support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:

- *parent training*
- *Family Nights*
- *Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc.*
- *Parent Partnership*

2. Hillcrest K–8 School will incorporate the school–parent compact as a component of its Parental Involvement Policy (PIP):

- *The school–parent compact will be a part of the School Parental Involvement Policy on the school’s web page.*
- *During regular parent/teacher/student conferences, the school–parent compact will be completed and signed by the teacher, the parent(s), and the student.*
- *As needed, the school–parent compact will be included in school newsletters along with the School Parental Involvement Policy.*

3. The school will, with the assistance of the District, provide assistance to parents of children served by the school in understanding topics such as the following:

- *the State’s academic Common Core State Standards,*
- *the State’s student academic achievement standards,*
- *the State and local academic assessments including alternate assessments,*
- *the requirements of Title I,*
- *how to monitor their child’s progress, and*
- *how to work with educators:*

Parents will receive training and necessary information on the topics above through:

*PTA workshops, Student–Friendly California Common Core State Standard, lists of web sites, school sponsored trainings and workshops.*

4. As appropriate, Hillcrest K–8 School will, with the assistance of the District, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children’s academic achievement and to foster parental involvement, by:

## HILLCREST K-8 SCHOOL PARENTAL INVOLVEMENT POLICY

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*holding regular meetings, Family Nights, and encouraging parental participation in the school's PTA.*

5. Hillcrest K-8 School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.*

6. Hillcrest K-8 School will provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students and to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.*

Signature: \_\_\_\_\_

## School Site Council Membership Roster – Elementary

School Name: Hillcrest School

School Year: 2015-2016

Chairperson : <i>Bradley Mart</i>	Vice Chairperson: <i>Alexandra Galovich</i>
Secretary: <i>Patrick Dyer</i>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Lissa Hines	x			
Eileen Massey		x		
Patrick Dyer		x		
Alice Rochester		x		
Mike Addy				x
Bradley Mart				x
Alexandra Galovich				x
Danielle King				x
Jessica Ramirez			x	
Robert Rodriguez				x

Meeting Schedule (day/month/time)	Monday, every other month, 7:45 am
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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

**(Once filled, this document can be placed on your school site's letterhead)**

*\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.*