

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

June 26, 2013

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Hillcrest Elementary School

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Hillcrest Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Hillcrest K-8**

**6001911**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN

## Context & Vision

### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

### GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

### SCHOOL SITE CONTEXT

Hillcrest School was established in 1950 in the Upper Rockridge district of Oakland, California. Hillcrest is a high-performing school serving students in kindergarten through eighth grades. Through services provided by the Oakland Unified School District, we provide Special Education services for students who qualify under the Individuals with Disabilities Education Act(IDEA, including support from a Special Education Resource Specialist, Speech Therapy, Occupational Therapy and Autism Support and Intervention Services. Hillcrest School, built in 1950, is located 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. Its rigorous curriculum is coupled with a standards-based, vertically aligned, K-8 format and resources that support students in actively engaged learning and higher order thinking. The Parent-Teacher Association is extremely involved at Hillcrest, providing art, music, instructional technology, Spanish, classroom support in the form of instructional assistants, and literacy support. The high parent involvement, which is estimated to be 80% of parents volunteering their resources and/or time, totals thousands of hours per year to our school. The Hillcrest School Library boasts more than 10,000 titles, 11,000 copies and a PTA funded School Librarian. Our 30 unit portable computer lab, technology consultant, computers in classrooms, and laptop computers are available to support both the teachers and students. A PTA funded school psychologist helps to provide early diagnoses of learning issues and to guide better understanding of learning challenges. Weekly SST meetings by are School Support Team are imperative in working closely with the teachers to serve the whole child. The quality onsite before and after school care, Adventure Time, works in concert with these supplemented resources to provide the many working families in our community and accommodates close to 40% of the student body. The Hillcrest principal works closely with the PTA Programs Liaison, to provide parent education assemblies and workshops to the Hillcrest community. Monthly family gatherings and assemblies are also a staple at Hillcrest, to celebrate the students' learning. Hillcrest's Community Service Program, "Hillcrest Helps Out", has contributed much time and many hands to the community of Oakland. Parent-student community service opportunities, as well as school-

wide, grade level-specific events to help support schools and organizations in Oakland, have been extremely successful in teaching our students to give back to their community. Over nine years, Hillcrest has shown consistent and significant growth, as measured by the California Standardized Tests. At 972, Hillcrest is tied with Montclair School as one of the highest scoring elementary and middle schools in Alameda County. Both our API rank and the similar school rank are 10/10 and we have met all AYP requirements over the past five years. Although we are in the top 1% of the schools in the state, we recognize that we must continually work hard to be reflective and thoughtful about our instructional practice.

## **VISION**

Hillcrest School is committed to a rich and challenging tradition of excellence, where every decision is made with the students' best interest in mind. With a partnership of parents, staff, and students, we accept responsibility for student growth and provides many unique opportunities for all students to be active participants in their own learning.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### The School Accountability Plan

The School Leadership will create a culture of shared accountability for meeting school improvement performance objectives. -School culture of high expectations (e.g., student work displayed, minimized student/ classroom disruption, student engagement, changes in student academic performance, student academic supports, family and community engagement in school) -Teacher collaboration (e.g., professional learning communities), commitment toward school-wide collaboration, involvement and participation on school committees, teacher job-satisfaction on California Health Kids Survey The School Leadership will communicate vision for school's continuation of excellence to all stakeholders - Multiple media formats used to communicate sense of urgency and message of change (e.g., public meetings, forums, newsletters, parent meetings, business/community partnerships) -Types of quick wins will be pursued and recognized -Students, school staff, and parents will articulate their role in achieving the school's vision The School Leadership will provide all staff with high-quality, job-embedded, differentiated professional development -Professional development opportunities aligned with teacher evaluations, based on classroom observations, teachers' experiences and expertise, and on student performance and subgroup needs -Dedicated time for collaborative learning opportunities -Learning opportunities aligned the new Common Core State Standards, and supports the implementation of instructional initiatives (e.g., technology integration, RtI, differentiation of instruction)

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

#### School Quality Standards relevant to this Strategic Priority

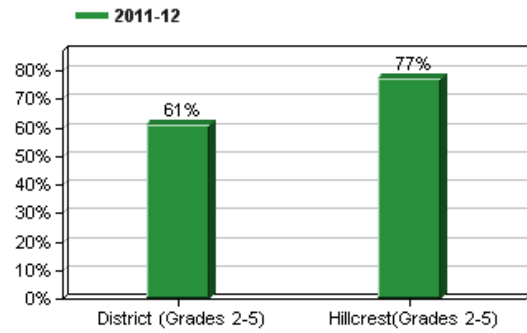
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

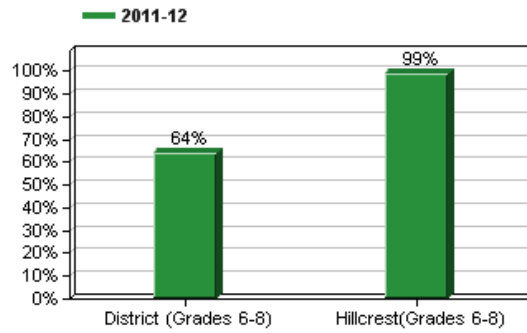
#### Benchmark



**ELA MidYear % At/Above BMark in Reading Comprehension**

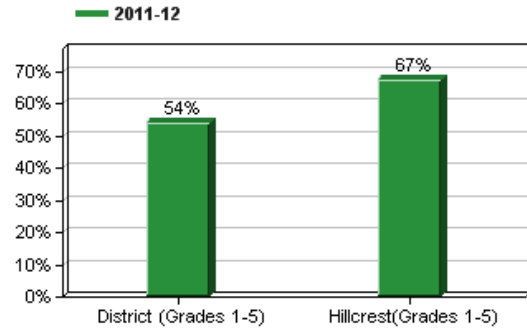


**ELA MidYear % At/Above BMark in Reading Comprehension**



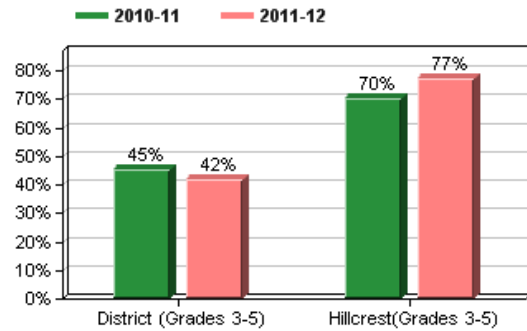
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

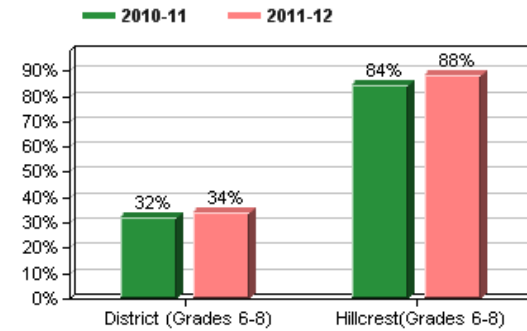


**CST**

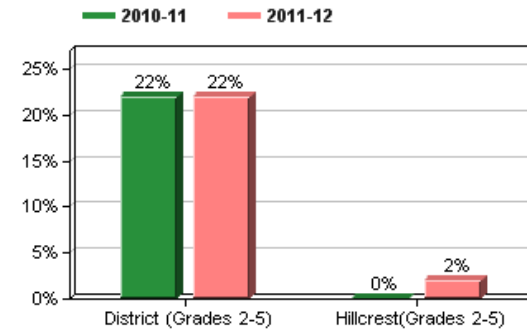
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**

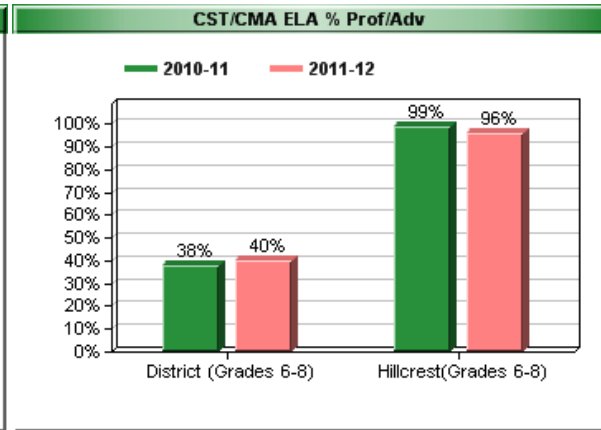
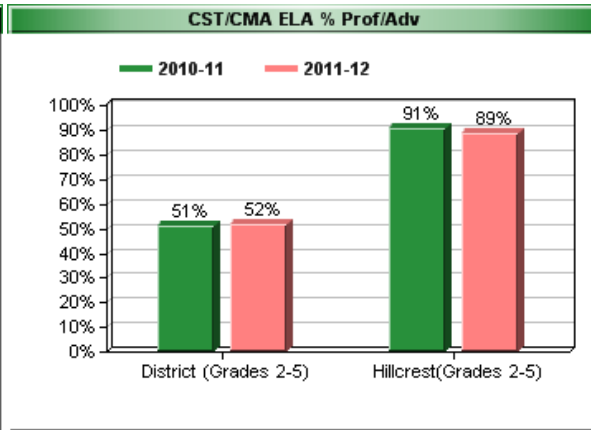
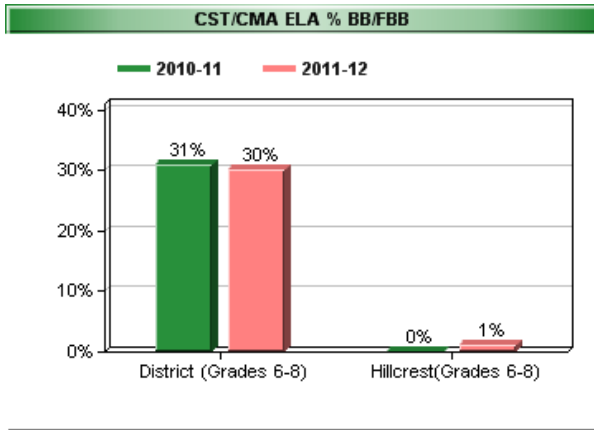


**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**

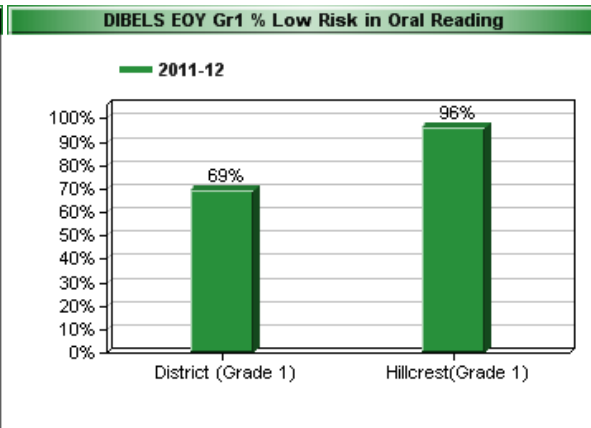
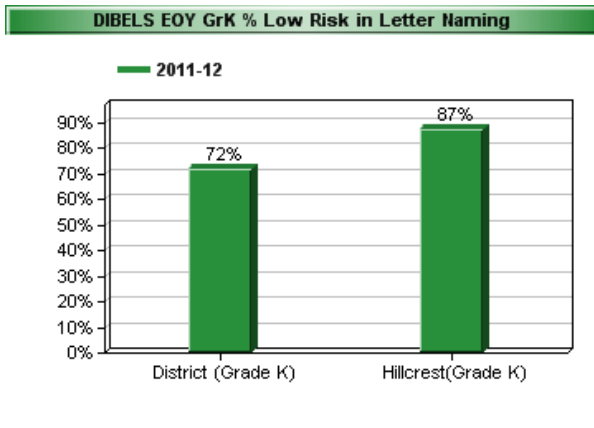


**CST/CMA ELA % BB/FBB**

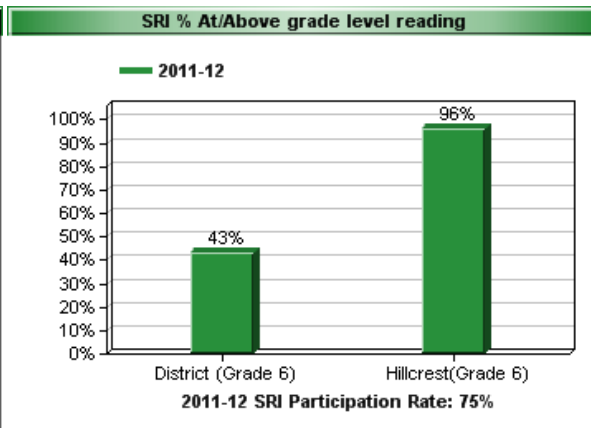
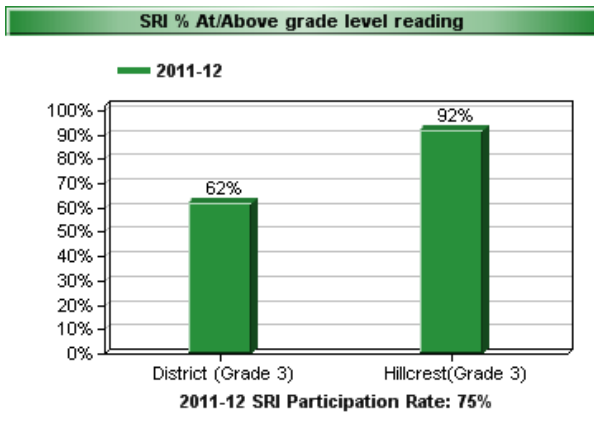




**DIBELS**



**SRI**



- SRA's Open Court Reading is a research-based literacy program that was adopted in Oakland Unified School District over 10 years ago and parts of the program are still widely used by Hillcrest teachers. Although the program exhibits a number of strengths, such as their phonics program, it is also thought to display weaknesses, such as developing lifelong readers; therefore limiting its overall effectiveness as a balanced literacy program.
- This year, the Hillcrest School faculty has been focusing on different aspects of moving towards a more balanced approach to teaching literacy. Professional Development offerings have included training around integrating reading across content areas, the Daily Five & CAFE assessment, and management of independent learning through literacy workstations.

#### Data Analysis

- Strategic professional development in enhancing and modifying the current Open Court Reading program and a movement toward a balanced literacy approach to reading instruction is needed in order to meet a wider range of students' literacy needs.
- Targeted professional development in using data to extend and modify the school's literacy program is essential in order for teachers to differentiate instruction geared to their students' needs.

#### Theory of Action

- If we address all facets of the instructional core--changing the role of the student in the instructional process, increasing the level and complexity of the content in our curriculum, and supporting the knowledge and skill development of teachers--
- then an increase in student learning will occur.

| Strategies  | Indicators                  | ST Group         | Timeline    | Owner             | Date      | Item#        | Strategic Action  | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-----------------------------|------------------|-------------|-------------------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| All elementary and middle school teachers at Hillcrest will continue to need professional development training in integrating instruction to include shared reading, guided reading, literature grouping, independent reading, shared and interactive writing, independent writing, and intervention activities and strategies. | State tests (CST/STAR, PFT) | All Students     | End of Year |                   | 3/28/2013 | 127SQ11A720  |   | N/A         |           |          | 0   | \$0.00        |
| Welcoming our new families in kindergarten  | Survey data (CHKS, etc.)    | Pre-Kindergarten | End of Year | Grade level team  | 4/23/2013 | 127SQ11A5955 | Facilitate the Coordination of the Kindergarten Summer Play Dates & Buddy List for Families | N/A         |           |          | 0   | \$0.00        |
| Welcoming our new kindergarten families!  | Survey data (CHKS, etc.)    | Pre-Kindergarten | End of Year | Grade level team  | 4/23/2013 | 127SQ11A5956 | Organize, plan and execute the Kindergarten Ice Cream Social in August 2013.                | N/A         |           |          | 0   | \$0.00        |
| Enrichment opportunities for GATE students  | Other (OCR, etc)            | GATE             | End of Year | Community Partner | 4/23/2013 | 127SQ11A5957 | Enrichment opportunities will be provided for GATE students through a parent funded school  | N/A         |           |          | 0   | \$0.00        |

|  |                                     |              |             |                                  |           |             |   |     |  |  |   |        |
|--|-------------------------------------|--------------|-------------|----------------------------------|-----------|-------------|---|-----|--|--|---|--------|
| Enrichment opportunities for GATE students   | Other (OCR, etc)                    | GATE         | End of Year | After school program coordinator | 4/23/2013 | 127SQ1A5958 | partner.<br>Additional language classes will be available to talented and gifted youth in order to have the opportunity to learn French or Spanish. | N/A |  |  | 0 | \$0.00 |
| Intensive phonics training for all teachers in order to provide intervention for students at various grade levels (K-8) who have failed to achieve appropriate progress in learning to read and/or mastering fluency when reading multisyllabic words.   | SRI                                 | All Students | End of Year |                                  | 3/28/2013 | 127SQ1A722  |   | N/A |  |  | 0 | \$0.00 |
| At Hillcrest School, we will continue to refine our Writers' Workshop program (based on the work of Lucy Calkins CTRWP and the Being A Writer program) using curricular mapping aligned to the Common Core Standards. This will be a blueprint and living document that will be revised throughout the year and years to come. | Local assessments (benchmarks, PWA) | All Students | End of Year |                                  | 3/28/2013 | 127SQ1A719  |   | N/A |  |  | 0 | \$0.00 |
| Professional development will continue around assessment techniques and strategies for all classroom teachers, so that they are able to regularly assess student reading difficulties and strengths in order to provide appropriate instruction to meet individual needs of every student at Hillcrest.                        | Other (OCR, etc)                    | All Students | End of Year |                                  | 3/28/2013 | 127SQ1A721  |   | N/A |  |  | 0 | \$0.00 |

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Hillcrest K-8

Principal: Lissa HINES

### From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

### School Federal and State Academic Achievement Goals:

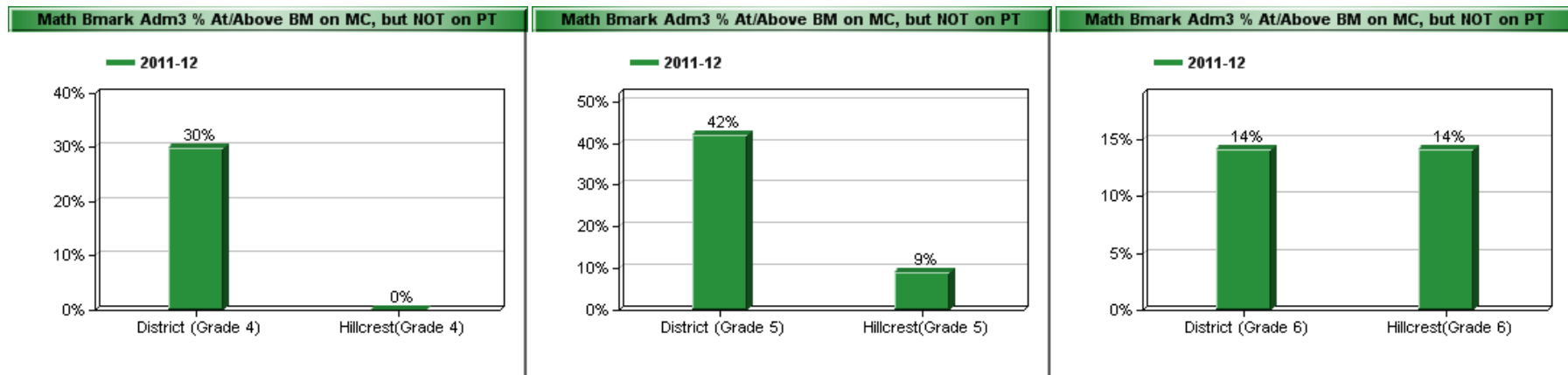
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

### School Quality Standards relevant to this Strategic Priority

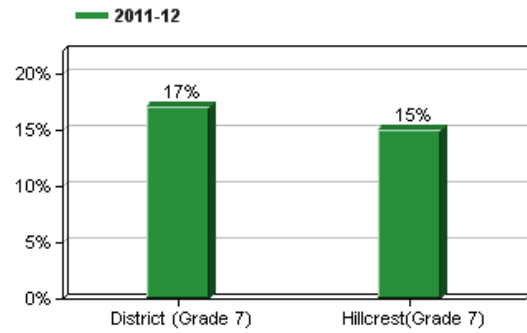
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Benchmark

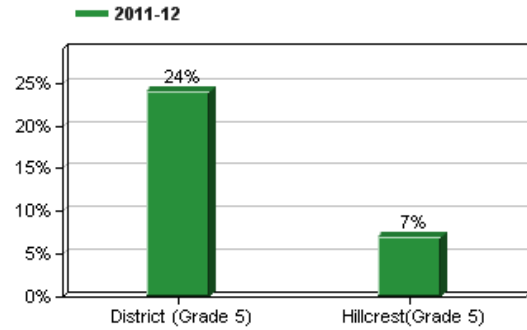


**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**

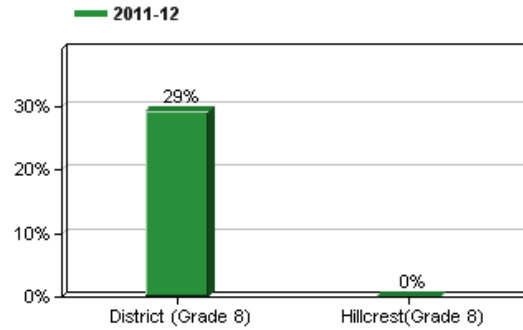


**CST**

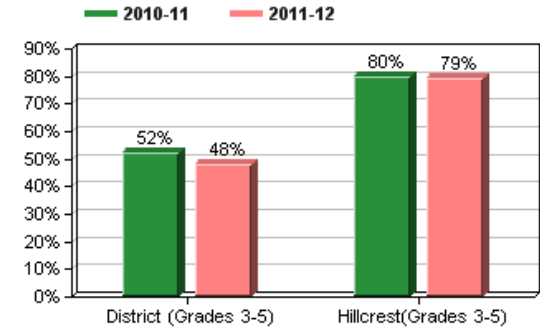
**CST/CMA Gr5/Gr8 Science % BB/FBB**



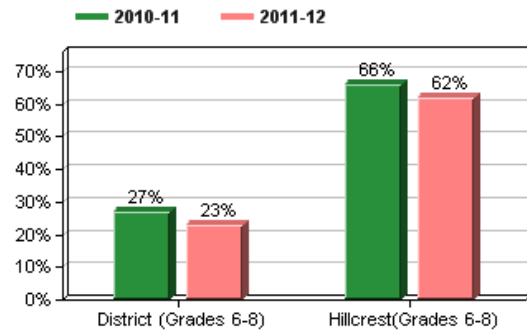
**CST/CMA Gr5/Gr8 Science % BB/FBB**



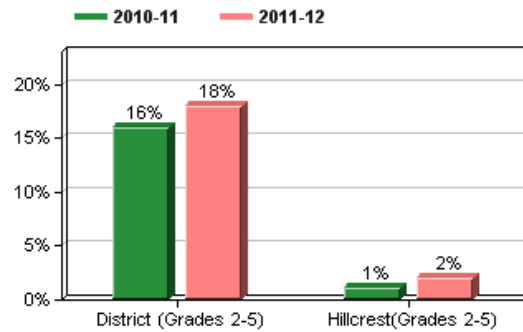
**% Growth in CST/CMA Math 2 Year Cohort Growth Report**



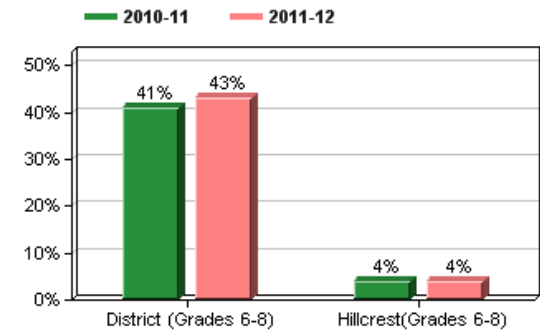
**% Growth in CST/CMA Math 2 Year Cohort Growth Report**

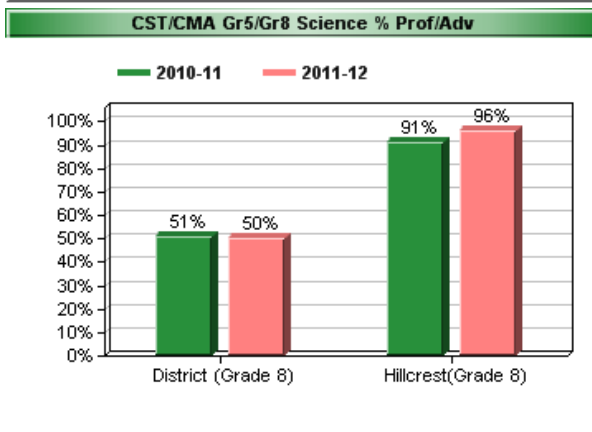
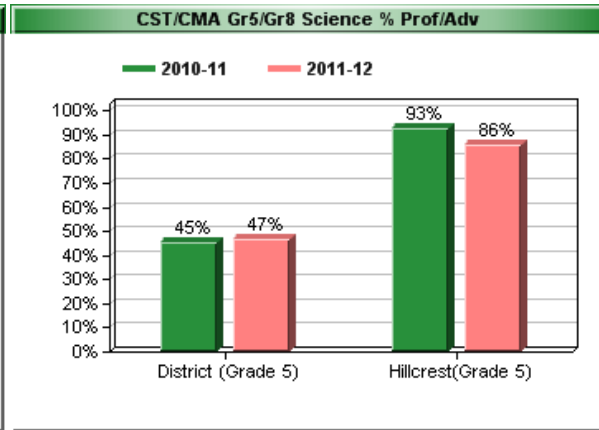
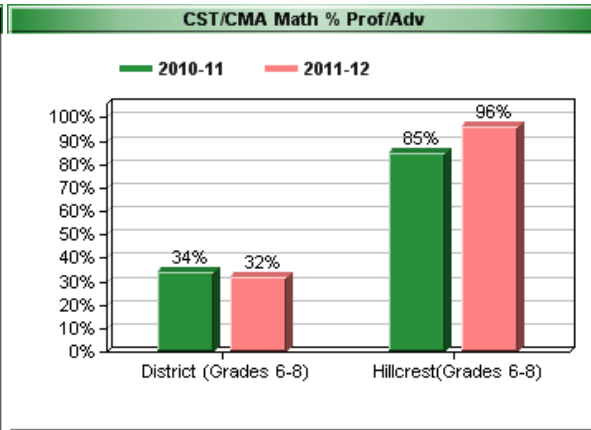
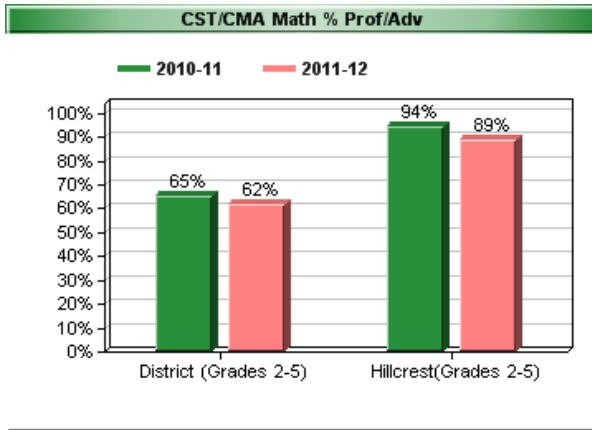


**CST/CMA Math % BB/FBB**



**CST/CMA Math % BB/FBB**





#### School Data

- Teachers in grades k-5 are currently teaching science 90 minutes per week.
- The mathematics curriculum is enhanced by many teachers using effective, specific and observable instructional strategies.

## Data Analysis

- Although the majority of Hillcrest's students are testing at proficient and advanced levels as measured by the CST, a more strategic use of assessment data and analysis to drive instruction must be weaved into each and every grade level.
- Effective, specific and observational instructional strategies, such as the use of multiple algorithms, side-by-side comparison models, and bar models to develop relational thinking must be used in each and every classroom at Hillcrest School.
- There must be coherence across classrooms/grade levels in the use of the "Big Four" as a standard for teaching mathematics: positive behavior classroom management, strategic planning, interactive teaching, thoughtful assessment.
- Targeted, differentiated professional development in mathematics for specific grade-level groups: K-2, 3-5, and 6-8.

## Theory of Action

- Our Theory of Action is simple: If we invest in human capital in the areas of Science, Technology, Engineering and Mathematics, (STEM); focusing on teacher development and integration of academic knowledge with hands-on, real world activities
- in an educational setting; then we will have an increase in STEM motivation, engagement, knowledge and skills, and eventually STEM course-taking when students leave Hillcrest School after the 8th grade.

| Strategies  | Indicators                  | ST Group         | Timeline    | Owner             | Date      | Item#        | Strategic Action  | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-----------------------------|------------------|-------------|-------------------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| All elementary and middle school teachers at Hillcrest will continue to need professional development training in integrating instruction to include shared reading, guided reading, literature grouping, independent reading, shared and interactive writing, independent writing, and intervention activities and strategies. | State tests (CST/STAR, PFT) | All Students     | End of Year |                   | 3/28/2013 | 127SQ11B720  |   | N/A         |           |          | 0   | \$0.00        |
| Welcoming our new families in kindergarten  | Survey data (CHKS, etc.)    | Pre-Kindergarten | End of Year | Grade level team  | 4/23/2013 | 127SQ11B5955 | Facilitate the Coordination of the Kindergarten Summer Play Dates & Buddy List for Families         | N/A         |           |          | 0   | \$0.00        |
| Welcoming our new kindergarten families!  | Survey data (CHKS, etc.)    | Pre-Kindergarten | End of Year | Grade level team  | 4/23/2013 | 127SQ11B5956 | Organize, plan and execute the Kindergarten Ice Cream Social in August 2013.                        | N/A         |           |          | 0   | \$0.00        |
| Enrichment opportunities for GATE students  | Other (OCR, etc)            | GATE             | End of Year | Community Partner | 4/23/2013 | 127SQ11B5957 | Enrichment opportunities will be provided for GATE students through a parent funded school partner. | N/A         |           |          | 0   | \$0.00        |
| Enrichment  |                             |                  |             | After school      |           |              | Additional language classes will be available   |             |           |          |     |               |



|   |                             |              |             |                     |           |             |   |     |  |  |   |        |
|---|-----------------------------|--------------|-------------|---------------------|-----------|-------------|---|-----|--|--|---|--------|
| opportunities for GATE students   | Other (OCR, etc)            | GATE         | End of Year | program coordinator | 4/23/2013 | 127SQ1B5958 | to talented and gifted youth in order to have the opportunity to learn French or Spanish. | N/A |  |  | 0 | \$0.00 |
| Students will be engaged in "hands-on, minds on" FOSS-based science experiences in their classrooms, which will be planned collaboratively in monthly grade-level meetings. Targeted training on note-taking activities, student-directed projects, and interactive notebooking to increase student engagement, organization and retention of information will also be prioritized. | State tests (CST/STAR, PFT) | All Students | End of Year |                     | 3/28/2013 | 127SQ1B2205 |   | N/A |  |  | 0 | \$0.00 |
| Continue to build my leadership skills in order to have effective coaching conversations and to design effective learning modules for adult learners, in order to increase content knowledge of Hillcrest faculty and increasing comfort in teaching mathematics in an engaging manner.   | State tests (CST/STAR, PFT) | All Students | End of Year |                     | 3/28/2013 | 127SQ1B3164 |   | N/A |  |  | 0 | \$0.00 |

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority C. Transitions & Pathways PreK-12

School: Hillcrest K-8

Principal: Lissa HINES

### From OUSD Strategic Plan:

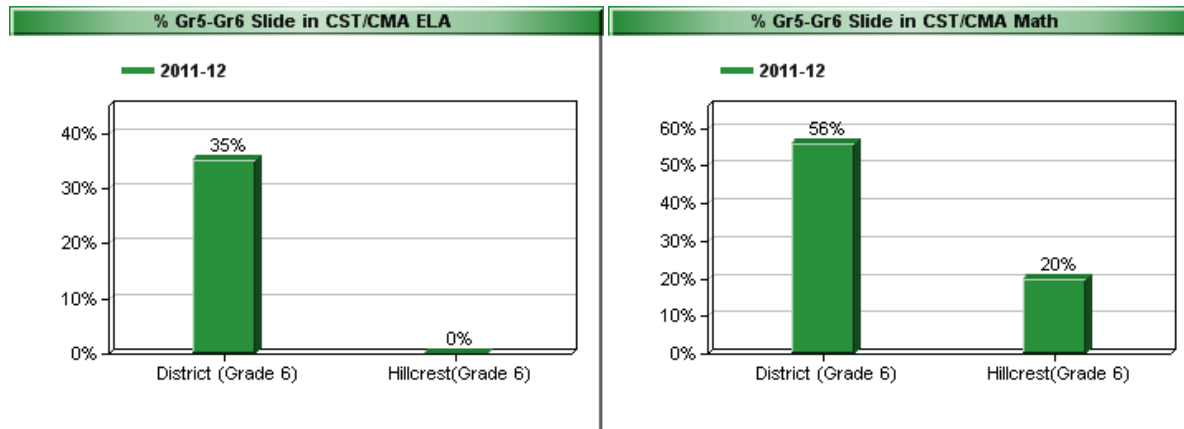
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### CST



**School Data**

- Timely, short-term early interventions, such as time with a PTA funded literacy specialist, allow students in K-2 to catch up quickly in reading.
- A very involved parent force at Hillcrest School, which promotes and supports the goal of attending college.

**Data Analysis**

- Staff are organized to ensure that no student's academic, behavioral or personal needs go unnoticed.
- Multiple strategies are offered to improve students' test-taking skills, preparing them to be comfortable with assessment.

**Theory of Action**

- If we deepen our understanding about how & why inequities and underachievement occur; implement strategies & best practices to turn those patterns around,
- then achievement will improve across the school and steady progression toward closing the achievement gap will be made.

| Strategies  | Indicators                  | ST Group     | Timeline    | Owner | Date      | Item#        | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-----------------------------|--------------|-------------|-------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Students will be engaged in "hands-on, minds on" FOSS-based science experiences in their classrooms, which will be planned collaboratively in monthly grade-level meetings. Targeted training on note-taking activities, student-directed projects, and interactive notebooking to increase student engagement, organization and retention of information will also be prioritized. | State tests (CST/STAR, PFT) | All Students | End of Year |       | 3/28/2013 | 127SQI1C2205 |                  | N/A         |           |          | 0   | \$0.00        |
| Engage teachers in ongoing, inquiry-based professional development that builds their capacity to accelerate learning for our students who have traditionally underserved students, as well as those students with disabilities and learning differences.  | Other (OCR, etc)            | All Students | End of Year |       | 4/1/2013  | 127SQI1C725  |                  | N/A         |           |          | 0   | \$0.00        |

|  |                             |                   |             |  |           |              |  |  |  |  |   |        |
|--|-----------------------------|-------------------|-------------|--|-----------|--------------|--|--|--|--|---|--------|
| Engage teachers in ongoing, inquiry-based professional development that builds their capacity to accelerate learning for our students who have traditionally underserved students, as well as those students with disabilities and learning differences. | SRI                         | Special Education | End of Year |  | 4/1/2013  | 127SQ11C5114 |  |  |  |  | 0 | \$0.00 |
| Professional development for teachers on innovative and inclusive practices of teaching and learning; specifically best practices tied to the California Common Core State Standards and the diverse needs of our students.                              | Other (OCR, etc)            | All Students      | End of Year |  | 3/28/2013 | 127SQ11C724  |  |  |  |  | 0 | \$0.00 |
| A Response to Intervention (RTI) model will continue to be defined at Hillcrest School and will continue to include a pyramid of research-based interventions, in order to provide holistic support for each student.                                    | State tests (CST/STAR, PFT) | Special Education | End of Year |  | 4/23/2013 | 127SQ11C726  |  |  |  |  | 0 | \$0.00 |

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority D. College, Career & Workforce

School: Hillcrest K-8

Principal: Lissa HINES

### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

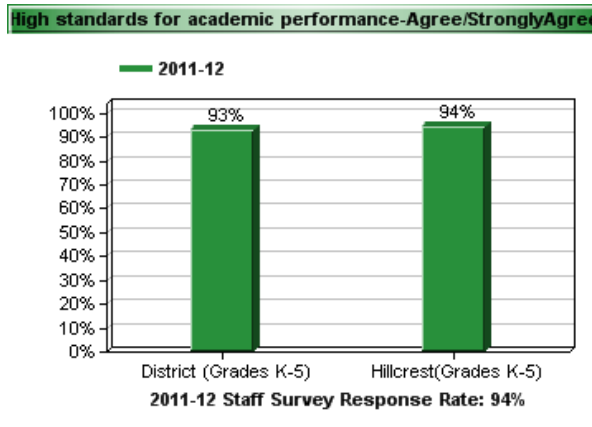
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

### School Quality Standards relevant to this Strategic Priority

A quality school...

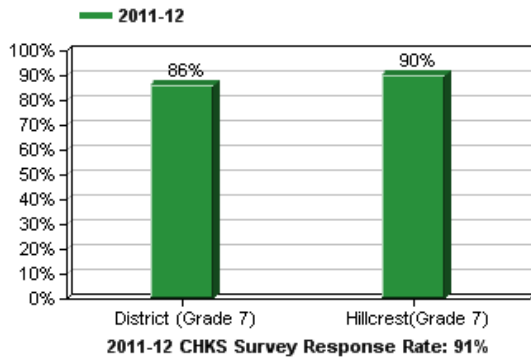
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Survey - High Standards

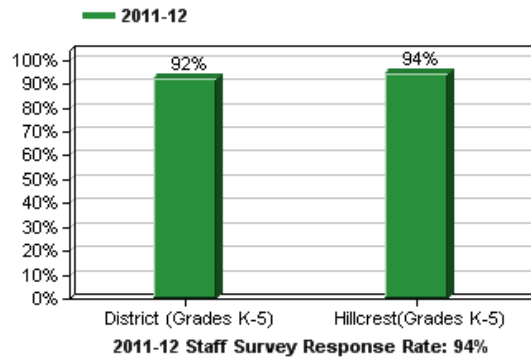


### Survey - Success

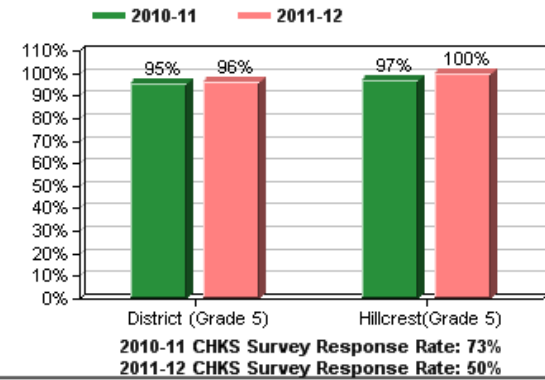
**Plan to go to college after high schools-Very/Pretty Much True**



**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Do you plan to go to college after high school? \_\_\_% Yes**



**School Data**

- School makes a commitment to provide the instruction necessary for every student to be prepared to meet grade level standards, every year- in every classroom.
- There is clear communication about what it takes to get to college in all classrooms at Hillcrest School.

**Data Analysis**

- In order for all students to be a part of a college ready culture, as a school, we must have a shared vision of high expectations, implement an academically rigorous curriculum, & continually examine/improve instructional practice.
- Hillcrest staff must "backwards plan" to align coursework to assessments, instruction, and student support systems with "college" being the end goal.
- Agreeing as a school community as to what a high level of educational coherence should look and feel like for our students, and agree on a plan for achieving this level of rigor in each and every classroom.

**Theory of Action**

- If students are informed and believe that they will go to college and hold strongly to this vision, then they will exercise ownership over the educational process, making college and career a priority.

| Strategies   | Indicators       | ST Group     | Timeline    | Owner | Date     | Item#      | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------------|--------------|-------------|-------|----------|------------|------------------|-------------|-----------|----------|-----|---------------|
| Engage teachers in ongoing, inquiry-based professional development that builds their capacity to accelerate learning for our students who have traditionally underserved | Other (OCR, etc) | All Students | End of Year |       | 4/1/2013 | 127SQ1D725 |                  | N/A         |           |          | 0   | \$0.00        |

|  |                          |                   |             |  |           |             |  |  |  |  |   |        |
|--|--------------------------|-------------------|-------------|--|-----------|-------------|--|--|--|--|---|--------|
| students, as well as those students with disabilities and learning differences.  |                          |                   |             |  |           |             |  |  |  |  |   |        |
| Engage teachers in ongoing, inquiry-based professional development that builds their capacity to accelerate learning for our students who have traditionally underserved students, as well as those students with disabilities and learning differences.   | SRI                      | Special Education | End of Year |  | 4/1/2013  | 127SQ1D5114 |  |  |  |  | 0 | \$0.00 |
| Provide opportunities to build awareness for the variety of careers available, especially those within the sciences, and talk about the path needed for students to obtain those careers.  |                          |                   |             |  | 3/28/2013 | 127SQ1D3173 |  |  |  |  | 0 | \$0.00 |
| Support the learning conditions and provide the resources needed for all students to reach high academic levels.   | Survey data (CHKS, etc.) | All Students      | End of Year |  | 3/29/2013 | 127SQ1D3171 |  |  |  |  | 0 | \$0.00 |
| College readiness will require that all Hillcrest students must be able to comprehend increasingly complex texts as they progress through school. Accessing and learning how to navigate more demanding genres will be key to making sure that students have the reading skills necessary for college and workforce training programs. |                          |                   |             |  | 4/1/2013  | 127SQ1D3170 |  |  |  |  | 0 | \$0.00 |





|  |                                     |              |             |  |           |             |  |  |  |  |   |        |
|--|-------------------------------------|--------------|-------------|--|-----------|-------------|--|--|--|--|---|--------|
| middle school teachers at Hillcrest will continue to need professional development training in integrating instruction to include shared reading, guided reading, literature grouping, independent reading, shared and interactive writing, independent writing, and intervention activities and strategies.                   | State tests (CST/STAR, PFT)         | All Students | End of Year |  | 3/28/2013 | 127SQ1E720  |  |  |  |  | 0 | \$0.00 |
| Intensive phonics training for all teachers in order to provide intervention for students at various grade levels (K-8) who have failed to achieve appropriate progress in learning to read and/or mastering fluency when reading multisyllabic words.   | SRI                                 | All Students | End of Year |  | 3/28/2013 | 127SQ1E722  |  |  |  |  | 0 | \$0.00 |
| At Hillcrest School, we will continue to refine our Writers' Workshop program (based on the work of Lucy Calkins CTRWP and the Being A Writer program) using curricular mapping aligned to the Common Core Standards. This will be a blueprint and living document that will be revised throughout the year and years to come. | Local assessments (benchmarks, PWA) | All Students | End of Year |  | 3/28/2013 | 127SQ1E719  |  |  |  |  | 0 | \$0.00 |
| Continue to build my leadership skills in order to have effective coaching conversations and to design effective learning modules for adult learners, in order to increase content knowledge of Hillcrest faculty and increasing comfort in teaching mathematics in an engaging manner.  | State tests (CST/STAR, PFT)         | All Students | End of Year |  | 3/28/2013 | 127SQ1E3164 |  |  |  |  | 0 | \$0.00 |

|   |                             |                   |             |                  |           |             |   |                |               |  |   |            |
|---|-----------------------------|-------------------|-------------|------------------|-----------|-------------|---|----------------|---------------|--|---|------------|
| Professional development for teachers on innovative and inclusive practices of teaching and learning; specifically best practices tied to the California Common Core State Standards and the diverse needs of our students. | Other (OCR, etc)            | All Students      | End of Year |                  | 3/28/2013 | 127SQ1E724  |   | N/A            |               |  | 0 | \$0.00     |
| A Response to Intervention (RTI) model will continue to be defined at Hillcrest School and will continue to include a pyramid of research-based interventions, in order to provide holistic support for each student.       | State tests (CST/STAR, PFT) | Special Education | End of Year |                  | 4/23/2013 | 127SQ1E726  |   | N/A            |               |  | 0 | \$0.00     |
| Pre-Kindergarten Screening in May 2013 and May 2014, in order for teachers and parents to create corrective instructional support plans for students that are rigorous and based on requirements of the CCCSS.              | Other (OCR, etc)            | Pre-Kindergarten  | End of Year | Grade level team | 4/1/2013  | 127SQ1E727  |   | N/A            |               |  | 0 | \$0.00     |
| Weekly grade-level/cross grade-level meetings to discuss progress of students' in class and differentiation techniques.   |                             |                   |             |                  | 4/1/2013  | 127SQ1E728  |   | N/A            |               |  | 0 | \$0.00     |
| Provide students who are English Language Learners with targeted, computer-based interventions in their classrooms  | CELDT                       | English Learners  | End of Year | Principal        | 4/29/2013 | 127SQ1E4366 | EIA - LEP(7091)Provide Tablets with targeted English language development applications to support ELL students. These tablets will follow the ELL student only throughout his/her scholastic career at Hillcrest. | 7091-EIA - LEP | 4310-SUPPLIES |  | 0 | \$1,079.66 |



|  |  |          |             |           |              |  |     |  |  |   |        |
|--|--|----------|-------------|-----------|--------------|--|-----|--|--|---|--------|
| Middle School, for students in 6-8 grades. |  | Students | End of Year | 4/23/2013 | 127SQL1F3188 |  | N/A |  |  | 0 | \$0.00 |
|--|--|----------|-------------|-----------|--------------|--|-----|--|--|---|--------|

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: Increase student engagement in classrooms and students' attachment to school; thereby reducing bullying.

- Strategy 1.1: Implement Caring School Community Class Meetings and Buddy Classes in grades k-8.
- Strategy 1.2: Employ a team building curriculum in grades 4-8 through the Cooperative Adventures program with Mr. Dave Nettell. These series of complex and difficult group challenges are presented to groups of students in such a way that success can only be achieved through communication and cooperation. Challenges are selected by Mr. Nettell so that group and individual self-esteem enhanced through the development of trust, risk taking, and cooperation.

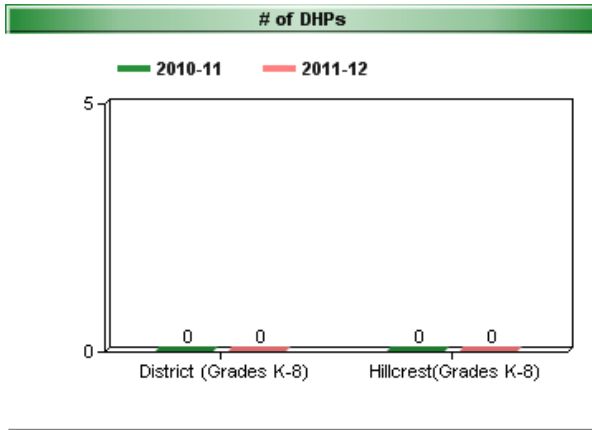
Goal 2: Reduce the number of office referrals by 10%.

- Strategy 2.1: Provide clear behavioral expectations and policies for all students and use a documented behavioral system.
- Strategy 2.2: Train students to be playground ambassadors in order to reduce playground altercations during recess times.

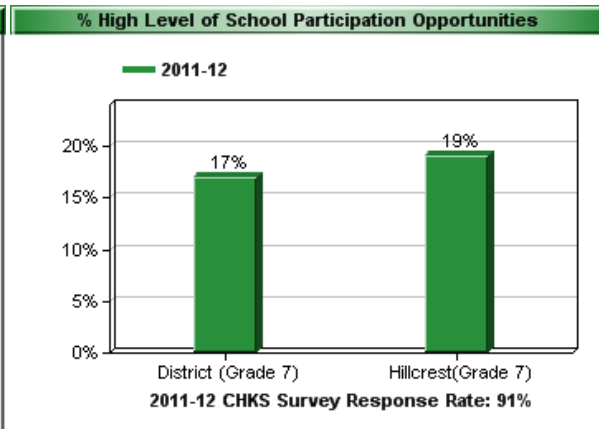
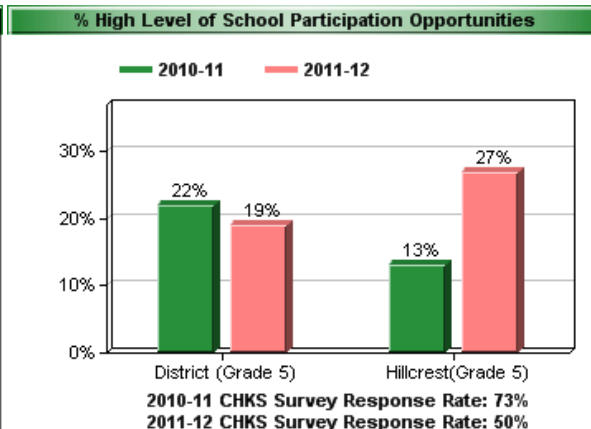
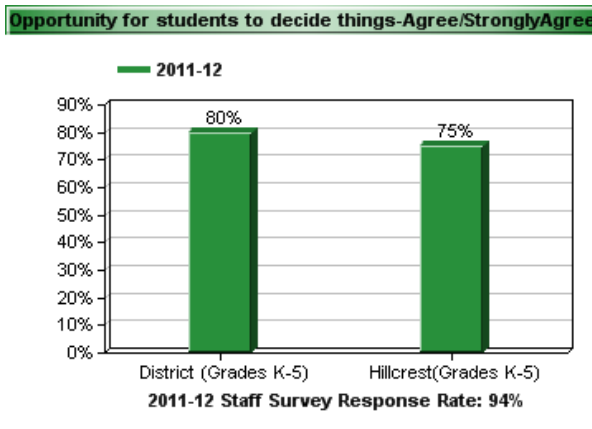
#### School Quality Standards relevant to this Strategic Priority

A quality school...

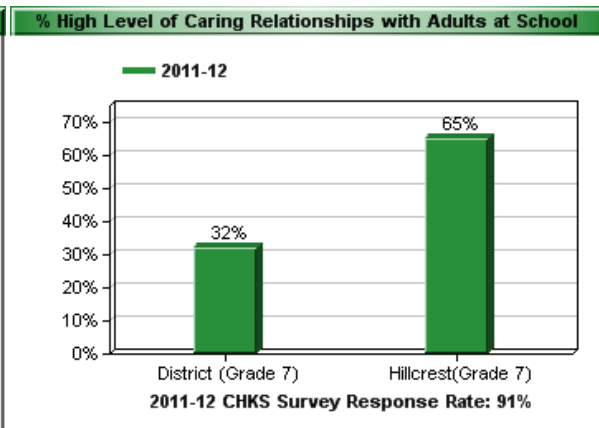
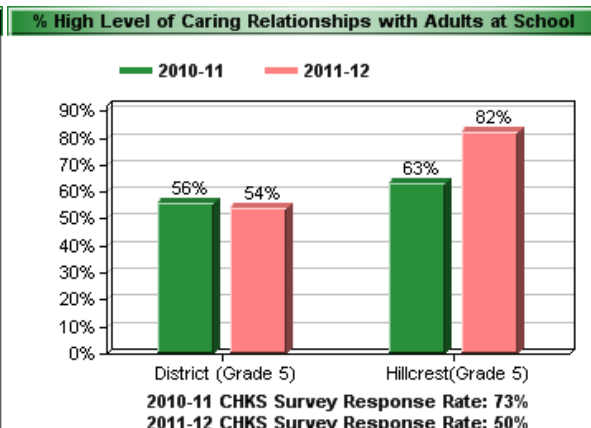
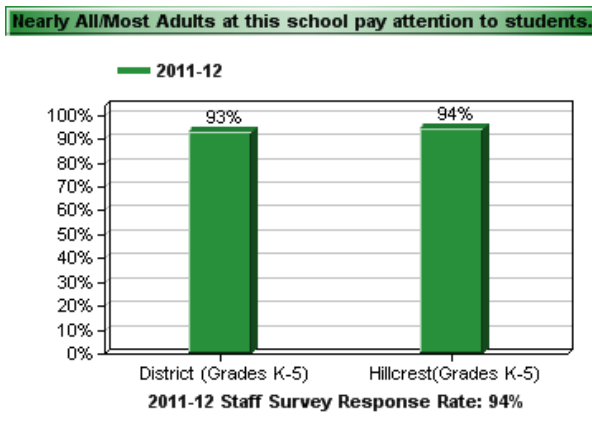
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences



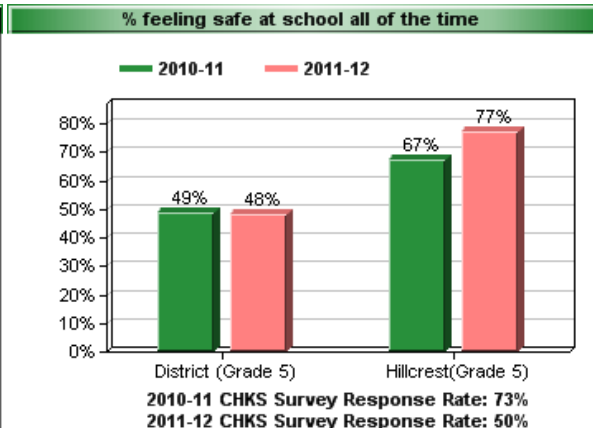
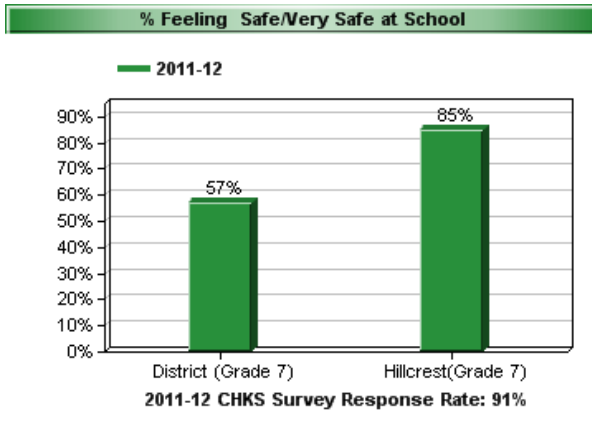
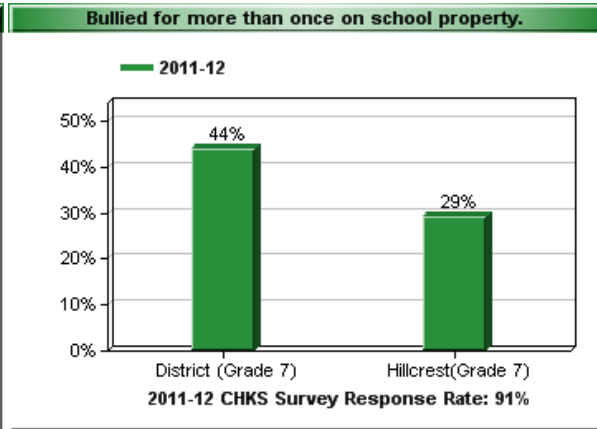
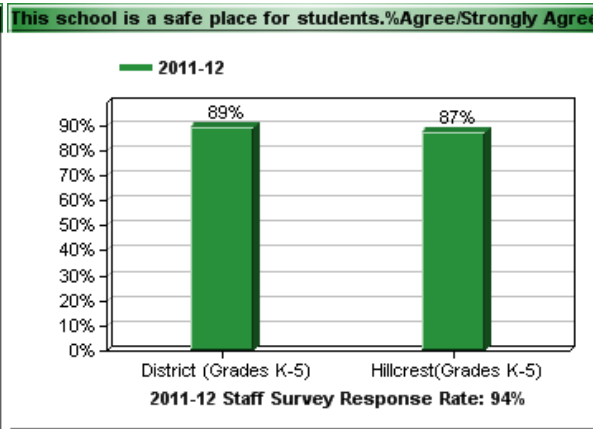
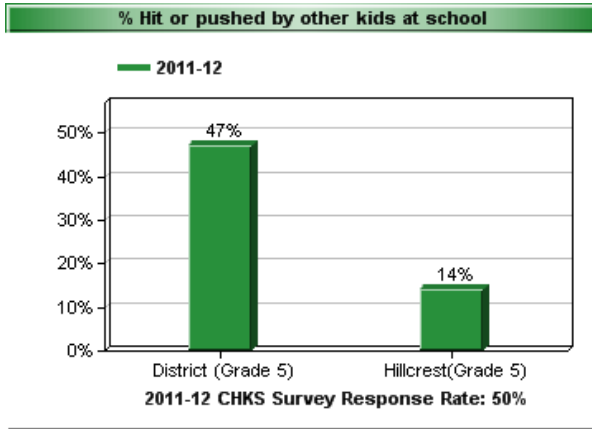
**Survey - Engagement**



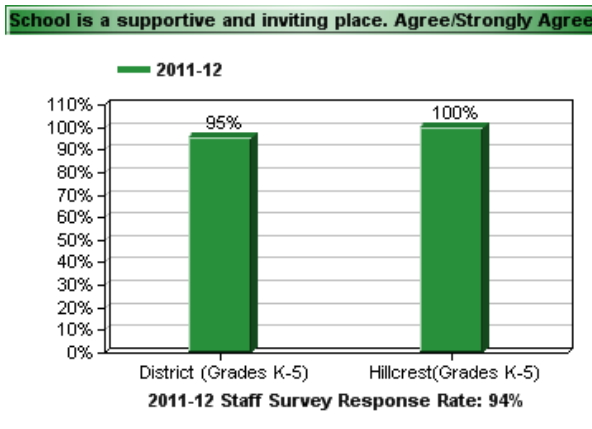
**Survey - Relationships**



**Survey - Safety**

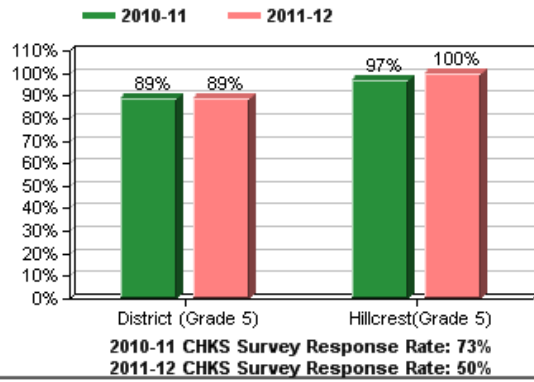


**Survey - Welcoming**

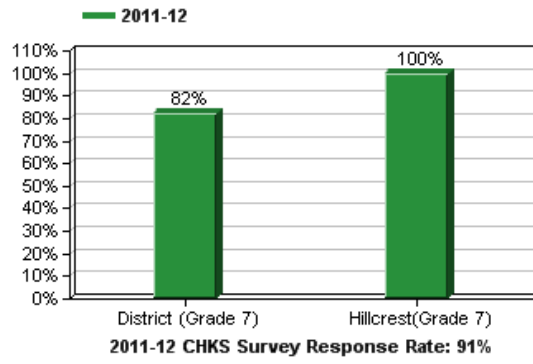


**Survey - Beliefs**

**Most/All the time teachers believe you can do a good job.**

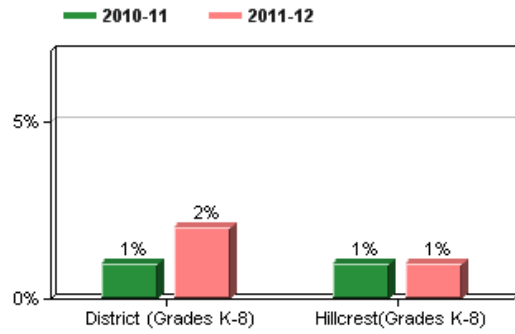


**Teacher wants me to do my best. % Very/Pretty much true**



**Suspensions**

**% receiving one or more out-of-school suspension**





### School Data

- Our school staff realizes that in order to maintain a safe and orderly environment where safety and learning are maximized, that teaching & reinforcement of expectations and procedures must be explicitly taught to students.
- Routines and procedures in the classroom must be visible and consistent, so that all students are held to the same levels of accountability by the teachers & school administrator.

### Data Analysis

- Hillcrest's school culture needs refining in the following areas: collegiality, high expectations, trust & confidence, reaching out to the knowledge base of peers, appreciation & recognition, & development of a caring/sharing atmosphere.
- Dave Levin, the co-founder of KIPP, says, "School culture is nothing but the sum total of a lot of little things." Therefore, "sweating the small stuff" is important in the creation and maintenance of a great school culture!

### Theory of Action

- If students are provided a safe, structured environment coupled with high academic and behavioral expectations and tremendous support;
- with teachers who plan and implement rigorously engaging instructional practices aligned with the Common Core Standards and which reflect content expertise and knowledge;
- then all children can and will make tremendous academic advancement and will be prepared to enter, succeed in, and graduate from college.

| Strategies                                 | Indicators               | ST Group         | Timeline    | Owner                | Date      | Item#        | Strategic Action  | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|--------------------------|------------------|-------------|----------------------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Welcoming our new families in kindergarten | Survey data (CHKS, etc.) | Pre-Kindergarten | End of Year | Grade level team     | 4/23/2013 | 127SQI2A5955 | Facilitate the Coordination of the Kindergarten Summer Play Dates & Buddy List for Families         | N/A         |           |          | 0   | \$0.00        |
| Welcoming our new kindergarten families!   | Survey data (CHKS, etc.) | Pre-Kindergarten | End of Year | Grade level team     | 4/23/2013 | 127SQI2A5956 | Organize, plan and execute the Kindergarten Ice Cream Social in August 2013.                        | N/A         |           |          | 0   | \$0.00        |
| Enrichment opportunities for GATE students | Other (OCR, etc)         | GATE             | End of Year | Community Partner    | 4/23/2013 | 127SQI2A5957 | Enrichment opportunities will be provided for GATE students through a parent funded school partner. | N/A         |           |          | 0   | \$0.00        |
| Enrichment opportunities                   | Other (OCR,              | GATE             | End of      | After school program | 4/23/2013 | 127SQI2A5958 | Additional language classes will be available to talented and gifted youth in order to              | N/A         |           |          | 0   | \$0.00        |

|   |                             |              |             |                  |           |              |  |     |  |  |   |        |
|---|-----------------------------|--------------|-------------|------------------|-----------|--------------|--|-----|--|--|---|--------|
| for GATE students   | etc)                        |              | Year        | coordinator      |           |              | have the opportunity to learn French or Spanish. |     |  |  |   |        |
| Professional development will continue around assessment techniques and strategies for all classroom teachers, so that they are able to regularly assess student reading difficulties and strengths in order to provide appropriate instruction to meet individual needs of every student at Hillcrest. | Other (OCR, etc)            | All Students | End of Year |                  | 3/28/2013 | 127SQI2A721  |  | N/A |  |  | 0 | \$0.00 |
| Use of "Teach Like A Champion" techniques that have been proven to close the achievement gap and ensuring that relevant and engaging occurs with increased frequency.   | Other (OCR, etc)            | All Students | End of Year |                  | 4/23/2013 | 127SQI2A734  |  | N/A |  |  | 0 | \$0.00 |
| Specific criteria and expectations will be given to students through the use models, examples, and "anchor" papers that specify our expectations around student work at Hillcrest School.   | State tests (CST/STAR, PFT) | All Students | End of Year |                  | 4/23/2013 | 127SQI2A735  |  | N/A |  |  | 0 | \$0.00 |
| Examination and revision of the school discipline policy, with an eye to making it more effective and less reliant on traditional exclusionary consequences, especially for our students in Special Education.  | Suspension                  | All Students | End of Year |                  | 4/23/2013 | 127SQI2A736  |  | N/A |  |  | 0 | \$0.00 |
| Creating a caring school community and climate through the implementation of the Caring Schools Community Program.  | Survey data (CHKS, etc.)    | All Students | End of Year | Grade level team | 4/1/2013  | 127SQI2A737  |  | N/A |  |  | 0 | \$0.00 |
| Hillcrest School will welcome all families- and all family structures, sizes and arrangements- through the initiation of relationships with families that are   | Survey data (CHKS, etc.)    | All Students | End of Year | Principal        | 4/1/2013  | 127SQI2A2173 |  | N/A |  |  | 0 | \$0.00 |



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

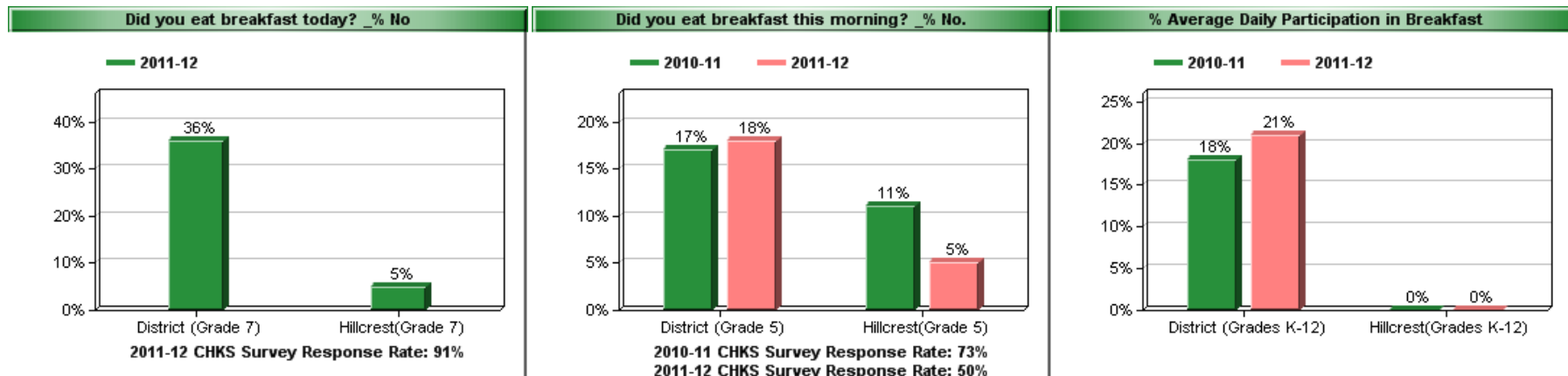
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

#### School Quality Standards relevant to this Strategic Priority

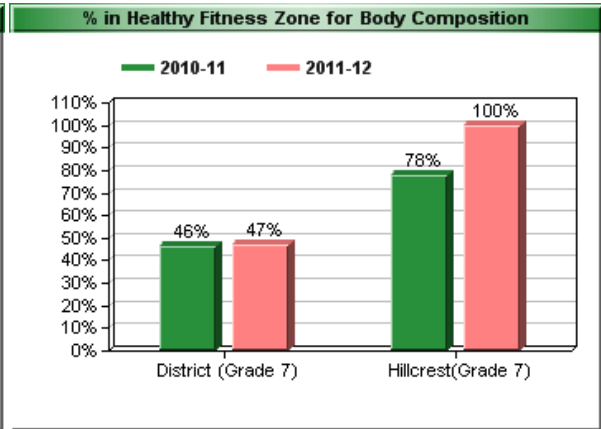
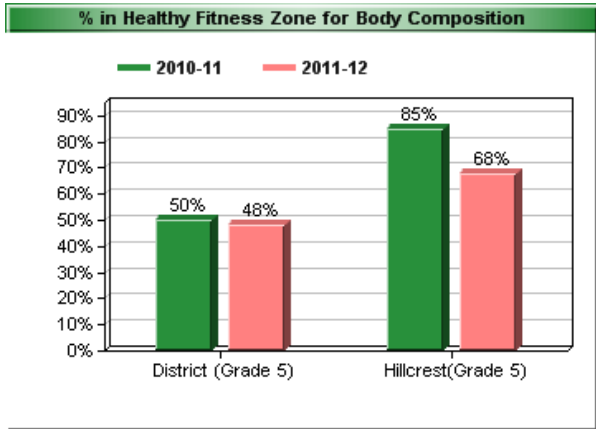
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

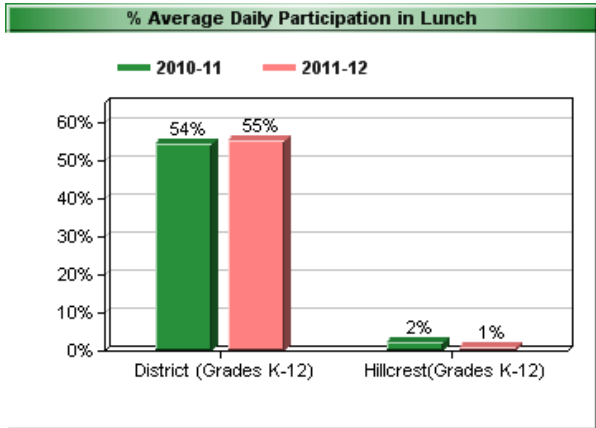
#### Breakfast



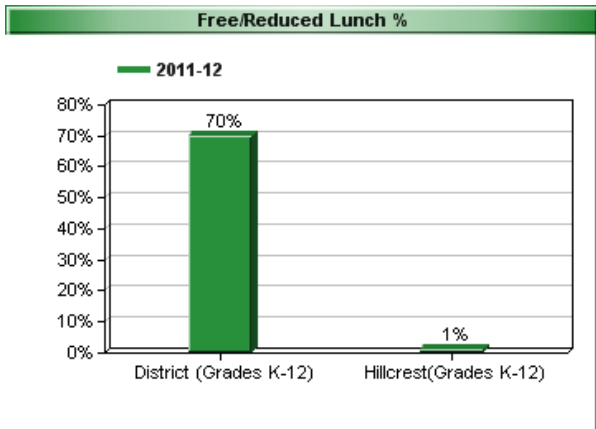
#### Fitness



**Lunch**

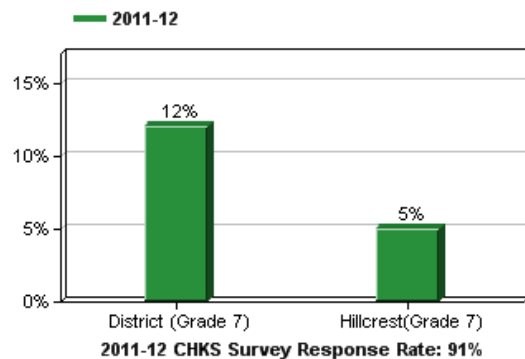


**Socio Economics**

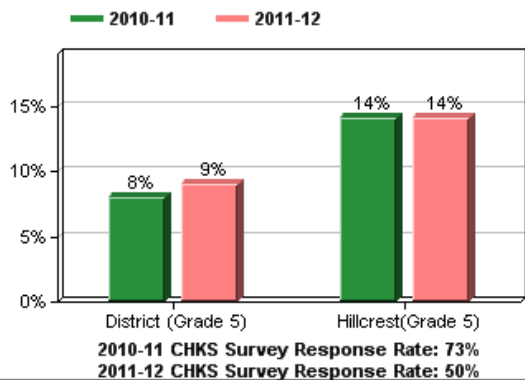


**Survey - Drugs / Alcohol**

#### # of days of alcohol use during past 30 days: one day or more

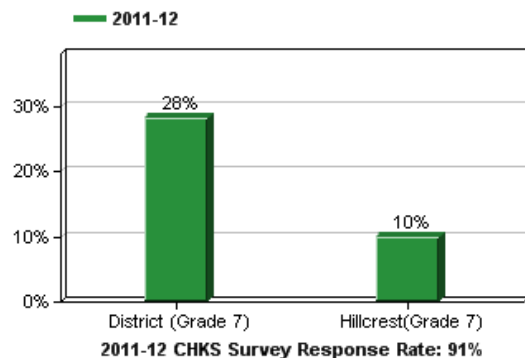


#### % drinking alcohol in past month



#### Survey - Mental Health

#### feeling sad or hopeless almost every day for 2 weeks or more



#### School Data

- Hillcrest School offers its students Physical Education for 50 minutes per week, with an additional 50 minutes per week of Kinesthetic Education, by a credentialed PE teacher.
- Hillcrest teachers receive school-based Professional Development around student health/behavioral topics, including mandated reporting and intervention for students who are experiencing social/emotional health issues.

#### Data Analysis

- Students at Hillcrest School must continue to be provided with high-quality health and mental health education through District staff and our community partners.
- Nutrition, ecoliteracy, gardening, puberty education, anti-bullying, & social-emotional workshops will continue to be offered.

#### Theory of Action

- If we continue to improve the health and wellness of our Hillcrest students by enhancing our physical education programming and through the promotion of active and healthy lifestyles;
- then we will increase our students' self efficacy to make healthy choices regarding their own health and wellness now and in the future.

| Strategies  | Indicators               | ST Group     | Timeline    | Owner | Date      | Item#        | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------------|--------------|-------------|-------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff and our community partners.  | Survey data (CHKS, etc.) | All Students | End of Year |       | 4/23/2013 | 127SQI2B903  |                  | N/A         |           |          | 0   | \$0.00        |
| Provide robust school-wide referral/case management system (e.g. SST) to both on-site and community-based student support services.   | Survey data (CHKS, etc.) | All Students | End of Year |       | 4/23/2013 | 127SQI2B904  |                  | N/A         |           |          | 0   | \$0.00        |
| Provide high-quality health & mental health services through District staff and our community PTA partners.   | Survey data (CHKS, etc.) | All Students | End of Year |       | 4/23/2013 | 127SQI2B905  |                  | N/A         |           |          | 0   | \$0.00        |
| There will be meaningful participation by principal, staff and support service personnel in Student Study Teams, parent meetings and community informational meetings, to ensure that information about services related to family and the well-being of children can inform teaching and instructional practice. | Health data              | All Students | End of Year | Other | 4/1/2013  | 127SQI2B2175 |                  | N/A         |           |          | 0   | \$0.00        |

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

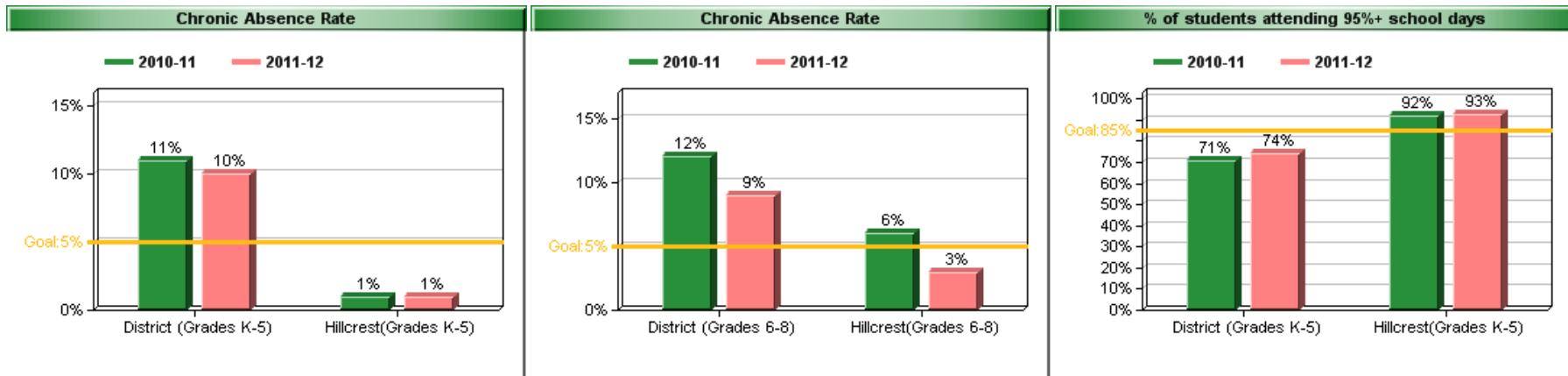
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

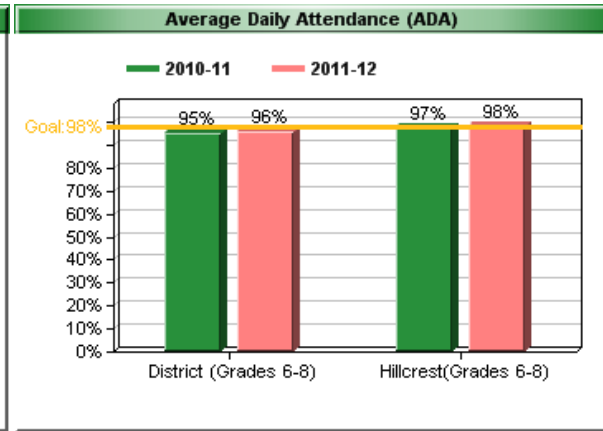
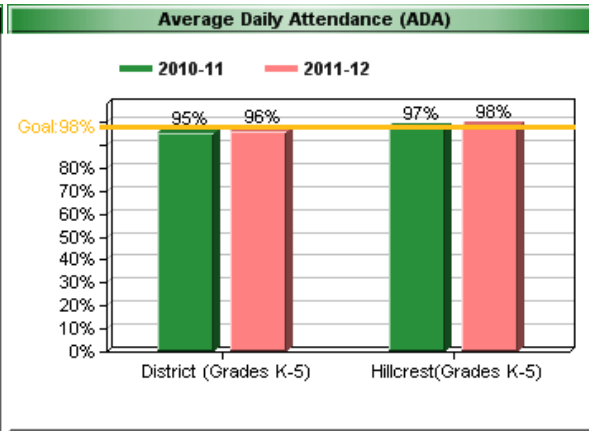
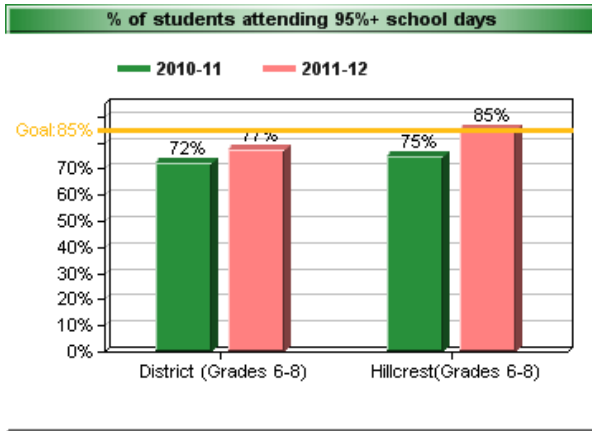
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future







#### School Data

- Hillcrest School has an Average Daily Attendance of 97.4%, just shy of the schoolwide goal of 98%.

#### Data Analysis

- Principal meets 1:1 with parents of students who are chronically absent.
- Staff professional development was conducted in August 2012 to brainstorm ways to encourage attendance.

#### Theory of Action

- The theory of action behind Hillcrest School's Quality Indicator of Safe, Healthy and Supportive Learning Environments is simple: If we believe that the well-being of the child is necessary for quality education to be truly absorbed by students,
- then we will make it a priority to make sure that ALL students are in school, ready and prepared to learn.

| Strategies   | Indicators | ST Group     | Timeline    | Owner           | Date      | Item#        | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|--------------|-------------|-----------------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Daily phone calls home by the school's attendance clerk to the parents/guardians of students who have been reported as absent. | Attendance | All Students | End of Year | Attendance Team | 4/23/2013 | 127SQI2C2552 |                  | N/A         |           |          | 0   | \$0.00        |
| Conduct parent education workshop on the importance of attendance at the annual State of the School Address in September 2013. |            | All Students | End of Year |                 | 4/23/2013 | 127SQI2C2553 |                  | N/A         |           |          | 0   | \$0.00        |

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

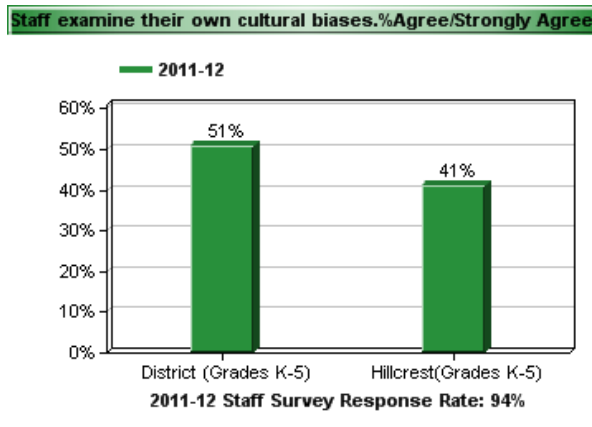
1. Improve the conditions in schools to retain 80% of effective teachers

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### Survey - Professional Learning



### School Data

- Although Hillcrest has high performing students as measured by results of the CST, there has not been enough rigor in instructional practices to challenge students who are considered to be academically talented and gifted.

### Data Analysis

- Research has found that a student with an effective teacher for three years in a row will score 50 percentage points higher on achievement tests than a similar student who is assigned three ineffective teachers during that same period.
- Research shows that the odds of a child being assigned highly effective teachers five years in a row are one in 17,000.
- "Great teachers are the bulwark of America. They should be valued and they should be honored...In too many places, we have no good way of distinguishing good teachers from bad ones... Success should be judged by results." -President Barack Obama
- "It's not rocket science. The better the teacher teaches, the better the student learns." -Harry K. Wong, Author, The First Days of School; How to Be an Effective Teacher

### Theory of Action

- If we work hard every day to deliver on our promise to our community to provide an outstanding education for all students; own our individual shortcomings and do not seek to blame external forces-
- If we are persistent, insistent, and deliberate in our actions; giving 100% each and every day, going the extra mile to make the difference in the lives of our students and their families;
- Most importantly ensuring that there is a highly effective leader in the building and highly effective teachers in EVERY Hillcrest School classroom,
- Then we will have the capacity and control to be not only a high-performing, but a highly-effective community school.

| Strategies  | Indicators                  | ST Group          | Timeline    | Owner | Date      | Item#        | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-----------------------------|-------------------|-------------|-------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Continue to build my leadership skills in order to have effective coaching conversations and to design effective learning modules for adult learners, in order to increase content knowledge of Hillcrest faculty and increasing comfort in teaching mathematics in an engaging manner. | State tests (CST/STAR, PFT) | All Students      | End of Year |       | 3/28/2013 | 127SQI3A3164 |                  | N/A         |           |          | 0   | \$0.00        |
| A Response to Intervention (RTI) model will continue to be defined at Hillcrest School and will continue to include a pyramid of research-based interventions, in order to provide holistic support for each student.   | State tests (CST/STAR, PFT) | Special Education | End of Year |       | 4/23/2013 | 127SQI3A726  |                  | N/A         |           |          | 0   | \$0.00        |

|  |                             |              |             |           |           |              |  |  |  |  |   |        |
|--|-----------------------------|--------------|-------------|-----------|-----------|--------------|--|--|--|--|---|--------|
| Hillcrest School will welcome all families- and all family structures, sizes and arrangements- through the initiation of relationships with families that are receptive, responsive and respectful.  | Survey data (CHKS, etc.)    | All Students | End of Year | Principal | 4/1/2013  | 127SQI3A2173 |  |  |  |  | 0 | \$0.00 |
| A clearly articulated professional development plan based on the school's goals of (1) differentiation of instruction, (2) student engagement and the (3) implementation of a school-wide balanced literacy program.   |                             | All Students | End of Year | Principal | 4/23/2013 | 127SQI3A2202 |  |  |  |  | 0 | \$0.00 |
| Monthly Professional Development sessions to increase awareness of the instructional shifts of the Common Core State Standards, by working through a variety of teacher networks using creative and innovative methods and modes.  | Other (OCR, etc)            | All Students | End of Year | Principal | 4/1/2013  | 127SQI3A2203 |  |  |  |  | 0 | \$0.00 |
| At Hillcrest, we acknowledge that teachers, like our students, are at different levels of readiness, have varied interests, & preferred ways of learning. To meet these varied needs, our professional development plan will be flexible and approached in several ways: grade-level specific workshops in conjunction with different schools, whole-staff workshops, small study groups, paired study, etc. | State tests (CST/STAR, PFT) | All Students | End of Year | Principal | 4/1/2013  | 127SQI3A2204 |  |  |  |  | 0 | \$0.00 |

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

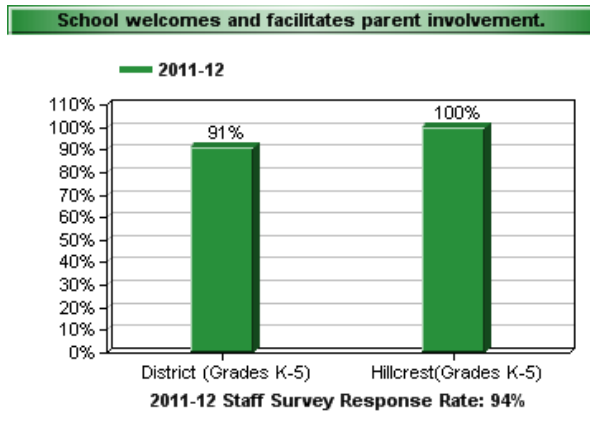
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

#### Survey - Welcoming





|   |                          |              |             |       |          |              |  |     |  |  |   |        |
|---|--------------------------|--------------|-------------|-------|----------|--------------|--|-----|--|--|---|--------|
| principal, staff and support service personnel in Student Study Teams, parent meetings and community informational meetings, to ensure that information about services related to family and the well-being of children can inform teaching and instructional practice. | Health data              | All Students | End of Year | Other | 4/1/2013 | 127SQI4A2175 |  | N/A |  |  | 0 | \$0.00 |
| Hillcrest School's leadership, in conjunction with the SSC and PTA, will allocate resources to support all student achievement by directing as many resources to the classroom as possible.   | Survey data (CHKS, etc.) | All Students | End of Year | Other | 4/1/2013 | 127SQI4A2154 |  | N/A |  |  | 0 | \$0.00 |

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Hillcrest K-8

Principal: Lissa HINES

#### From OUSD Strategic Plan:

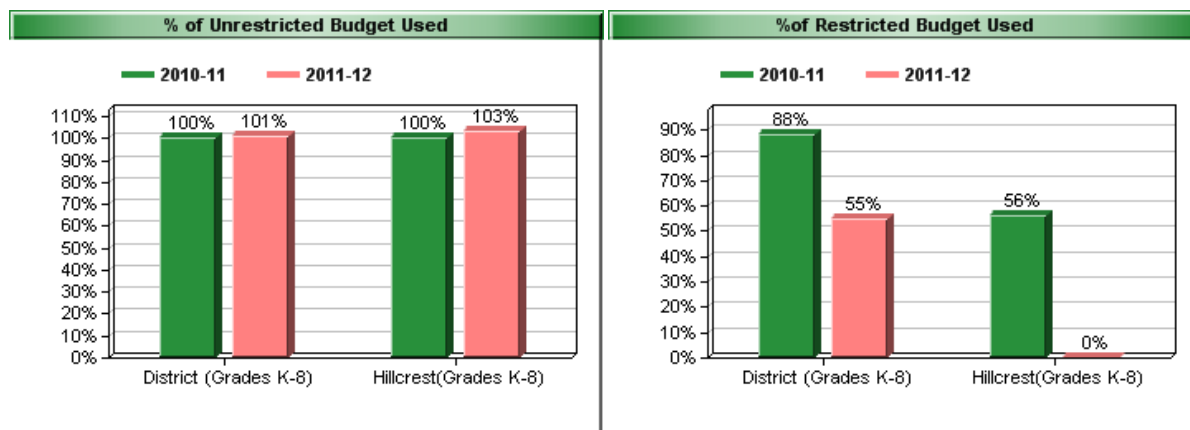
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

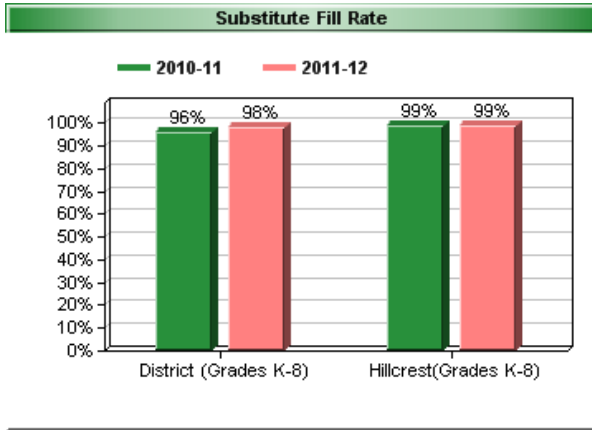
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

#### Budget



#### Sub Fill Rate






**Theory of Action**

- If we create and sustain equitable conditions for student learning and growth, guiding and providing high-quality, healthy and safe learning environments before, during and after the instructional day;
- while simultaneously and strategically using our resources to adapt to the evolution of an effective 21st century school; then we will be able to fully provide the Hillcrest community with a thriving, quality Full-Service Community School.

| Strategies  | Indicators               | ST Group     | Timeline    | Owner             | Date     | Item#        | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------------|--------------|-------------|-------------------|----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Hillcrest School's leadership, in conjunction with the SSC and PTA, will allocate resources to support all student achievement by directing as many resources to the classroom as possible.           | Survey data (CHKS, etc.) | All Students | End of Year | Other             | 4/1/2013 | 127SQI5A2154 |                  | N/A         |           |          | 0   | \$0.00        |
| Strategically working with our community partner, the Hillcrest PTA, Hillcrest School will continue to bring in additional funding that help to support the overall vision and mission of the school. | Survey data (CHKS, etc.) | All Students | End of Year | Community Partner | 4/1/2013 | 127SQI5A2155 |                  | N/A         |           |          | 0   | \$0.00        |

;

| State Program   | Projected Budget  | Final Budget |
|---|-------------------|--------------|
|  <b>Economic Impact Aid/English Learner Program</b><br>Purpose: Develop fluency in English and academic proficiency of English learners<br>...EIA-LEP RESOURCE #7091 | <b>\$1,079.66</b> |              |
| <b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>   | <b>\$1,079.66</b> |              |

## **Appendices**

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

### ASSURANCES 2013-2014

**School Site:** Hillcrest School  
**Site Number:** 127

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on N/A .
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 29, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
\_\_\_\_\_  
SSC Chairperson's Signature

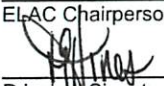
Danielle King  
\_\_\_\_\_  
SSC Chairperson's Name (printed)

4/29/2013  
\_\_\_\_\_  
Date

\_\_\_\_\_  
ELAC Chairperson's Signature


\_\_\_\_\_  
ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal's Signature

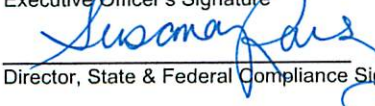
Lissa Hines  
\_\_\_\_\_  
Principal's Name (printed)

4/29/2013  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Executive Officer's Signature

Sondra Aguilera  
\_\_\_\_\_  
Executive Officer's Name (printed)

5/16/13  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

Susana Ramirez  
\_\_\_\_\_  
Director, State & Federal's Name (printed)

6/5/13  
\_\_\_\_\_  
Date

## School Site Council Membership Roster – Elementary School

**School Name:** Hillcrest School      **School Year** 2012-13

|                                   |  |
|-----------------------------------|--|
| <b>Chairperson:</b> Danielle King | <b>Vice Chairperson:</b> Kenneth Newberger |
| <b>Secretary:</b> Joan Cannon     | <b><u>DAC Representative:</u></b>          |

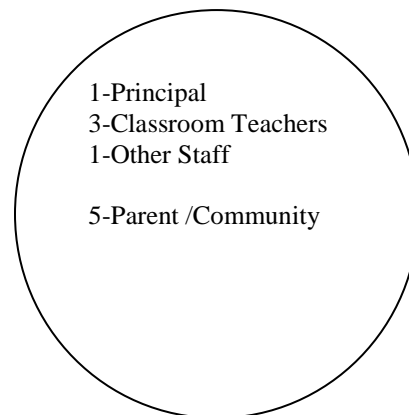
Check Appropriate Representation

| Members' Names            | Address  | Principal | Classroom Teacher | Other Staff | Parent/Comm. |
|---------------------------|--|-----------|-------------------|-------------|--------------|
| Lissa Hines               | 2899 Chelsea Ave Oakland CA 94611              | X         |                   |             |              |
| Joan Cannon               | 449 Modoc Ave Oakland CA 94618                 |           |                   | X           |              |
| Brooke Nelson             | 2416 10 <sup>th</sup> Street Berkeley CA 94710 |           | X                 |             |              |
| Eileen Massey             | 5924 Herzog Oakland CA 94608                   |           | X                 |             |              |
| Christina Freschl         | 1951 Virginia St Oakland CA 94709              |           | X                 |             |              |
| Sarah Holliman            | 5235 Proctor Ave Oakland CA 94618              |           |                   |             | X            |
| Danielle King             | 128 Mandalay Rd Oakland CA 94618               |           |                   |             | X            |
| Monica Marcone            | 75 Elrod Ave Oakland CA 94618                  |           |                   |             | X            |
| Kenneth Newberger         | 6319 Contra Costa Rd Oakland CA 94618          |           |                   |             | X            |
| Carol Newberger           | 6319 Contra Costa Rd Oakland CA 94618          |           |                   |             | X            |
|                           |  |           |                   |             |              |
|                           |  |           |                   |             |              |
| <b>DAC Representative</b> |  |           |                   |             |              |
|                           |  |           |                   |             |              |
| Home Ph.                  | Email:   |           |                   |             |              |

|                         |   |
|-------------------------|---|
| <b>Meeting Schedule</b> | <b>4<sup>th</sup> Monday of the month at 3:15pm</b> |
|-------------------------|---|

**SSC Legal Requirements:**

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



***This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2012. Fax # 273-0488***

# Title I School Parental Involvement Policy 2013 - 2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

## **Involvement of Parents in the Title I Program**

Hillcrest School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.
- Offer a flexible number of meetings for parents at a time most convenient for their schedules.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- Provides parents of Title I students with timely information about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

## **School-Parent Compact**

Hillcrest School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

## **Building Parent Capacity for Involvement**

Hillcrest School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress

## Hillcrest School K-8 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 and 60 minutes for grades 4-5).
- 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, and 30 minutes for grades 4-5).
- 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