

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Legislative File ID No: 18-1301
Introduction Date: 6/27/18
Enactment No.: 18-1107
Enactment Date: 6/27/18
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June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Hillcrest Elementary School.

Background:

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

Discussion:

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Hillcrest Elementary School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Hillcrest School
CDS Code: 1612596001911
Principal: Maria McCormick
Date of this revision: 4/20/2018

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

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

Contact: Maria McCormick	Position: Principal
Address: 30 Marguerite Drive Oakland, CA 94618	Telephone: 510-879-1270
	Email: maria.mccormick@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Hillcrest School

Site Number: 127

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

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

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

Date(s) plan was approved: 5/4/18

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

<u>Maria McCormick</u> Maria McCormick, School Principal	<u>Maria McCormick</u> Signature	<u>5/4/18</u> Date
<u>DAVID C. MOORE</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/4/18</u> Date
<u>Sara Stone</u> Sara Stone, Network Superintendent	<u>Sara Stone</u> Signature	<u>5.24.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5-31-18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Hillcrest School**Site Number:** 127

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/6/2017	SSC	Overview of SPSA process, and review of site plan.
12/15/2017	ILT	Progress on current SPSA goals, and created feedback process for new SPSA goals and root cause analysis.
1/22/2018	Staff	Comprehensive review of goals, input on the development of new goals, and root cause analysis. Additionally teachers looked at teaching practices and leadership practices that support the goals.
2/28/2018	SCC	Continued feedback sessions with SSC

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$90,774.02	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$27,648.18	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$118,422.20	\$0.00

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

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Hillcrest School

School ID: 127

School Description

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

School Mission and Vision

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

Family & Student Engagement

According to Hillcrest CHKS survey results from 2016-2017, most students are having a positive school experience. However, there are students who are having a different experience at Hillcrest. Our goal is to have every child enjoy their learning experience. In recent years, there has been an absence of school-wide explicit social emotional instruction and support. SEL varies in classrooms but is not cohesive across the school. Teachers' expectations vary, which results in students being unsure of when and where to use them. The root cause of this is a lack of PD and norming around this work.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	Students have historically performed well on assessments. Our spring SRI data shows that 10% of students in grades 2-8 are not on grade level. Additionally F&P data shows that we have 13.5% of students not at grade level in grades K-5. As a school we are providing reading interventions for primary students to ensure that we have grade-level proficiency in reading, as measured by the SRI and F&P. Our upper grades are departmentalized, allowing teachers to develop a solid mastery of concepts needed for grade-level standards. Further, this year, we have more intentionally focused on collaboration and vertical articulation across grades.	We recognize that a systematic phonic program is essential for students to master foundational reading. Currently our K-2 uses different phonics programs. Additionally, teacher development is needed for teachers new to OUSD and new to a grade level.	As a literacy team, we need to make sure that we are implementing school-wide, cross-grade level routines and procedures within our balanced literacy program. There is not a universal experience among our classroom, and there are variations on access to BAL based on teacher's experience and training. The root cause of this is absence of adequate training about the Common Core Standards and how they are aligned and supported through the use of the Lucy Calkins curriculum and balanced approach to literacy.

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Students do extremely well with solving traditional algorithms they have learned in their classes. During the 2014-15 school year, we began the implementation of a new common core aligned math curriculum, Expressions, in the Oakland Unified School District for students in grades K-5. From that implementation, there has not been a great deal of turnover and most staff have been trained in it. Prior to this implementation, we had decided as a school to infuse the strategies found in Japanese Mathematics, in grades 2-5. (Teachers in grades K and 1 had had two years of training and guidance in JM through a Department of Education Research Grant).</p>	<p>Students are strong and are often able to express advanced grade-level proficiency in class. However, it is unclear whether students have the deep conceptual understanding that the Common Core requires, or if they have memorized the algorithms that are taught by some teachers and community members. Students need to continue to have more experiences using high-level thinking and reasoning skills in a variety of context, in order to create mathematical representations of real-world situations; use insight and reflection to solve problems, and to formulate and communicate arguments and explanations.</p> <p>As a staff, we need to plan more interventions for students who are struggling.</p>	<p>There is not vertical articulation across the K-8 and it is difficult to gauge where we are across the standards; Teachers have not had enough time devoted to meeting in cross-grade level, math teams, where the scope and sequence of the math curriculum will be commonly agreed upon as a group. Common assessments need to be created; assessment data analyzed, goals set, and plans for improvement developed and implemented. As a school, we need to do a better job accessing and using the Illuminate data system to create formative assessments to support our students. All of these can be addressed, if we are able to effectively create common planning time (Root Cause)</p>
<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>All students and adults are engaged in results based, differentiated, culturally responsive, and safe learning environments that encourage students to move from dependent to independent learners.</p> <p>We have developed school wide expectations, and teaching matrix.</p>	<p>Our students need to continually examine and have awareness as to how our behaviors affect us, others, and our world. We need to be more intentional at all grade levels that teaching tolerance, understanding, and respect is a nonnegotiable part of creating an effective school culture.</p>	<p>Our data indicates that we have a lot of work to do internally as a staff in order to be a truly high-functioning school team for 2018-2019. Professional Learning Communities and Committees are structures we have implemented to better foster staff trust, collaboration, and collegiality with a focus on student achievement.</p> <p>Student, parent, and staff data also indicates that we need to work on the social emotional experiences of students at Hillcrest. The climate and culture in a school is critical to the Hillcrest students' ability to feel and be successful at school. The implementation of a consistent SEL curriculum, with assemblies, PD, student celebration, and parent communication will be an essential element of improving the SEL indicators for students, parents, and staff on the CHKS survey are all new and teachers need to get PD and planning time to incorporate these tools meaningfully.</p> <p>Each teacher has own classroom management system. We need to implement the newly developed school wide teaching matrix, and a cohesive plan to address student behavior.</p>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	We had 2 students eligible for reclassification in 2017-18. We have 3 EL students grades 2-4.	Each ELL student seems to be unique. We need more training on differentiation and meeting the needs of ELL students	Providing students daily with the needed language support varies from teacher to teacher. Our STIP sub is providing additional reading and writing support for our EL students.
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Hillcrest School

School ID: 127

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	By June 2021 the percent of students grades 3-8 who are at grade level or exceed grade level standards as measured by the ELA portion of the SBAC will grow by 15% to 90%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	66.9	74.4	81.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Increase the percent of students in all grades reading at or above grade level by 5% each successive year as measured by SRI 2-8, and F & P K-5--(to 90% of students reading at or above grade level)				
Theory of Action for Language & Literacy Priority:	In order to reduce the number of students who are multiple grade levels behind in reading when they exit 5th and 8th grades, we need to provide students with a rigorous ELA program that ensures all students receive a systematic phonics program K-2 and daily reading instruction that is differentiated and researched-based.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons. Complete implementation of Lucy Calkins' Readers & Writers Workshop program in grades K-5, with attention to how this strategy support specific learners including struggling readers, Students with Disabilities, African American Students, English Learners and GATE students. Teachers create an environment that supports highly motivated readers. Students are engaged with reading "just right" leveled books.	The principal will meet regularly with content area teams and collaboratively develop plans for groups of readers. Professional Development Calendar will allow for K-2 and 3-5 Literacy teams to cross-grade level planning with their content teams at least once per month. The principal will provide PD for staff to support BAL literacy, differentiated instruction, and phonics program.		Self assessment tools, observations, and students making a years growth on F & P, SIPPS, SBAC, and SRI	

1-2	Intentional focus on the use of Depth and Complexity elements to add a layer to curriculum that increases rigor and engagement. Use of Close Reading strategies across other curricular areas in grades 1-8 and increase the amount of exposure to nonfiction text in kindergarten through 8th grade.	Principal will provide ILT with PD on Depth and Complexity elements. Science teachers will specifically be able to target 3rd through 8th grade students in reading nonfiction text and expository and informational writing.	Students will make a year's growth in reading.
1-3	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K-3. Additionally, a full time STIP sub provides intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners.	Leadership will provide professional development for STIP sub and Reading Specialist in early literacy and effective intervention strategies.	Students multiple years below grade level will make more than a years growth in reading as measured by F&P, SRI, SBAC or SIPPS.
1-4	The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.	Lead "Data Dives!" around literacy data (including SRI, DIBELS, F&P, Literacy formative assessments and writing assessments), with attention to the performance of specific learners including struggling readers and English Learners and Newcomers (if needed, in the 16-17 year there were no Newcomers) Emphasize family involvement in children's learning and development	Use of walk throughs and self assessment tools to ensure school wide implementation.
1-5	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE students to challenge and extend their thinking, and scaffolding for Students with Disabilities.	Principal communicates high expectations and professional learning opportunities for teachers to examine instructional strategies that support all students. Develop and ensure early identification and provide tiered intervention and differentiation. Additionally Principal will provide time for Special Ed. teachers to attend PD that supports differentiated and scaffolded lessons.	Use of walk throughs and self assessment tools to ensure school wide implementation.

1-6	Teachers will partner with families to discuss the importance of school work and metacognitive strategies to be successful Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE students to challenge and extend their thinking, and scaffolding for Students with Disabilities.	Leaders will ensure that there is a coherent vision for family engagement and how supports like homework can be used in the classroom Teachers and administration will work in partnership to provide homework support, including specific study skills and motivational strategies structured to complement the school curriculum.	Use of survey and feedback forms to gain information for next steps to support school home connection to support reading growth.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Standards-Based Mathematics and Science Instruction	By June 2021 the percent of students grades 3-8 in who are at or exceed grade level standards as measured by the Math portion of the SBAC will grow by 10%. By June 2020, 100% of teachers will demonstrate understanding of both NGSS and math standards.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	54.7	64.7	74.7
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Demonstrate flexible thinking, accuracy, and efficiency in mathematical thinking in Number Talks and MARS Tasks, and Increase the percent of students in all grades at or above grade level by 5% each successive years as measured by SMI 2-8, CEOU's , Mars Task grades 1-8 SIRA, FOSSMap, teacher-created science assessments				
Theory of Action for Standards-Based Instruction Priority:	In order to increase the number of students who demonstrate math thinking that is at or exceeds grade level expectations when they exit 5th and 8th grades, we need to provide students with a rigorous, cohesive, and focused math program that is grounded in the math practices and 21st century learning. Therefore, if we attend common PD on the implementation of TQE and create common planning time via an elective block, then teachers will be able to gain a deeper understanding of the Common Core Standards and the math curriculum, which will accelerate student learning.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

2-1	Use Common Core-Aligned Mathematics Program in K-8 classrooms.	Ensuring 100% of teachers receive training in a problem-based model of teaching mathematics and Number Talks training prior to the beginning of the school year. Professional Development Calendar will allow for K-2 and 3-8 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.	Use of walk throughs and self assessment tools to ensure school wide implementation and an aligned math program.
2-2	Teachers will track each student's mathematical growth and confer with students and parents to set growth goals in areas needing improvement.	Prioritizing teacher planning time in mathematics during professional development sessions. Provide allocated PD time for teachers to discuss what they are doing to move students. Provide PD and planning time for teachers to implement ST math and develop intervention.	Student make a years growth in mathematics--Ceous, SBAC, and SMI
2-3	Teachers will share successes with one another in the area of problem-based mathematics instruction during vertical content team planning time in order to continually improve their individual teaching practices.	The leader will ensure that school-wide mathematics data is reviewed three times a year during vertical articulation time. Sixty-to ninety-minute math blocks are implemented school wide.	Observations, self-assessment tool
2-4	Teachers will incorporate Performance Tasks in their classwork, homework and assessments, in order to support the development of their students' critical thinking skills. In PLCs, they will align these tasks to Common Core Standards and grow their capacity in successful implementation of a mathematically powerful classroom.	The administrator will conduct monthly observations in order to provide feedback on math instruction as it relates to student and school-wide goals. Math teacher lead and principal will provide K-2 & mathematics teachers with an OUSD math scope and sequence, and assist in communicating information and initiatives that are common core aligned and refined in the OUSD Mathematics Department.	Observations, self-assessment tool

2-5	Kindergarten teachers are familiar with the understandings and skills key for that age group in each domain (physical, social, emotional, cognitive), including how learning and development in one domain impact the other domains group in each domain (physical, social, emotional, cognitive), including how learning and development in impact the other domains; especially around numeracy. They will continue to align these practices with the Common Core Standards and ensure that students are successful	The administrator will conduct monthly observations in order to provide feedback on math instruction as it relates to student and school-wide goals and ensure that parents and family members readily understand about the transition to kindergarten Math teacher lead and principal will provide K-2 & mathematics teachers with an OUSD math scope and sequence, and assist in communicating information and initiatives that are common core aligned and refined in the OUSD Mathematics Department.	Observations of kindergarten math instruction
2-6	Integrate science content in literacy (e.g., through close reads) and math (e.g., intentional opportunities for students to see the relationship between math and science)	Check-ins with leader and/or opportunities in PD and PLC to have regular planning time on science integration; support in providing observation time for teachers to see colleagues at same school or other schools	Observations of teachers using science content
2-7	Review of student data on learning of science standards through SIRA, CAST, and other teacher-created assessments	Provide PD time for teachers to review data, plan lessons, and share best practices	Number of PD sessions reviewing science data
2-8	Deepen understanding of California Common Core Standards in order to plan more rigorous tasks.	Devote PD time on Wednesdays to deepening understanding of CCSS. Revisit math resources created by ILT as well as learning from Solution Tree, Sandra Kaplan ---Habits of a Scholar and Depth and Complexity. Provide Release time to focus on planning.	PD sessions and observations.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Social-Emotional Learning	By June 2021, there will be no disparities between racial and ethnic subgroups in URFs.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	California Healthy Kids Survey: "I feel like I am part of my school."	All Students	88.5%	91.0%	93.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Yearly student/family surveys, Toolbox, URFs		
Theory of Action for Conditions for Student & Adult Learning Priority:	If we implement the social emotional learning curriculum Toolbox and Restorative Practices, all students and families will feel included and have a positive experience at Hillcrest.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Introduce a school wide social emotional curriculum	Principal, district, PTA and ILT will partner to provide professional development to staff to implement SEL curriculum. Principal and leadership will organize school assemblies to create school-wide consistency in messaging. PTA will support a parent information night for full community engagement with use of emotional tools from school.	Calendar PD, and self assessment tools

3-2	Refine and teach school wide behavior expectations for all common areas.	Principal and staff will refine and explicitly teach school wide expectations for all common areas. Principal and ILT will work with staff to create a clear behavior ladder and the staff and principal will communicate to families. Principal will make sure parents have an updated parent handbook for the 2018-19 year that is posted to the school and PTA websites. Support staff will implement a systematized behavior ladder for infractions and implementation of restorative practices. Leadership will work with PTA to communicate these expectations and consequences to families. Leadership will provide PD to all Hillcrest staff (classroom, resource, specialist and Adventure Time) to practice implementation of this behavior expectation and consequences system. (Indicators in CHKS survey re: fairness of teachers and consequences, students know rules, etc) The Hillcrest faculty, PTA and Adventure Time organization will encourage best practices around enrichment learning curricula, with an emphasis on developing social-emotional skills & complementing and enriching, rather than replicating, the school-day curriculum. PTA supports communication about consequences and expectations to parents through website and weekly Hillcrest Newsletter. Adventure Time staff receive training on expectations and the behavior ladder as well as the the Toolbox curriculum and are required to maintain these expectations after school hours.	Walk throughs and self assessment tools
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3-3	Teachers, staff and leadership will focus on creating an inclusive school culture that supports all genders, races, and ability levels (indicator: improvement on Parent climate survey around "fair and inclusive") through the SEL curriculum, classroom curriculum, and school celebration traditions.	Principal works with ILT to train staff, parents, and kids in social emotional curriculum with an emphasis on inclusivity. Principal will implement school wide recognition traditions that celebrate students modeling inclusive behaviors. Enhance overall school climate and support physical & social-emotional development and learning.	Increase of student engagement and decrease of URFs
3-4	Continue to strengthen Professional Learning Communities rooted in a shared vision and mission in order to build staff collegiality and better focus on student achievement	Principal continues to offer PD and release time to organize Professional Learning Communities. PTA will support PTA funded staff in participating PD and attending all staff meetings in 2018-19	New vision and mission
3-5	Connect students to extended learning opportunities for after school and enrichment opportunities for low income students or students that need additional support, like foster and homeless youth	Create conditions for an inclusive school environment and one that actively supports ALL of our students, especially our most vulnerable conditions The Hillcrest faculty and administration, in partnership with our PTA and the Adventure Time organization, will ensure that the low-income students, foster youth and ELLs at Hillcrest receive the same types of enrichment opportunities that other students have access to regularly - art, music, drama; hands-on science; organized sports; and opportunities for service and career exploration -- during the school day and through our extended learning programs.	Observation of students during AT, collaborative meetings with AT staff, and training outcomes.
3-6	Teachers provide parents a variety of different ways to engage in the classroom community.	Principal with leadership team builds systems to link educators, students, parents, and caregivers and the community to create a safe and caring school environment.	Development of school/home compact-- inclusive community
3-7	Teachers and staff will Implement and sustain student centered approaches that meet the needs of all students and continue to build a school community that is committed to collaboration, accountability, restorative practices, and culturally responsive pedagogy.	Through the ILT and Principal leadership, create the conditions for the Hillcrest staff to build our capacity and knowledge of Culturally Responsive Pedagogy and Systems.	Increased student engagement, and decrease in URFs

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reclassification	100% of ELLs in grades K-5 will have been reclassified by the time they leave 5th grade or within 5 years of entering school.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	<i>n/a (too few students to report)</i>	<i>n/a (too few students to report)</i>	<i>n/a (too few students to report)</i>
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, ELPAC, and F&P				
Theory of Action for English Language Learners Priority:	If we provide ELL students integrated and designated ELD instruction and differentiated Tier 1 instruction, these students will move up one proficiency level in ELPAC.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	STIP sub will receive training (systematic ELD or discussions for learning) , and STIP sub will provide EL students with 150 minutes a week of instruction.	Provide time for the training through PD GO.		Students will show 1 year of growth on SIPPS, SRI and ELPAC	
4-2	Teacher's will use the EL Snapshot to communicate language goals to parents three times a year.	Provide printed EL Snapshots to teachers of ELLs and a sample language goals.		Student and families will be able to articulate next steps towards reclassification.	
4-3	For integrated ELD and math, teachers will teach the language of the task.	As part of our math cycle will surface the language demands in the summative tasks.		ELLs will perform as well as EOs on summative assessments.	

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 127

School: Hillcrest School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$4,953.48	General Purpose Discretionary	Teacher Stipends	Literacy	A2.10 Extended Time for Teachers	1120				127-1
\$4,334.30	General Purpose Discretionary	Teacher Extra Comp	Literacy	A2.10 Extended Time for Teachers	1122				127-2
\$6,811.04	General Purpose Discretionary	Teacher Subs	Literacy	A3.4 Teacher Professional Development focused on Literacy	1150				127-3
\$21,044.42	General Purpose Discretionary	Supplies	Standards-Based Mathematics and Science Instruction	A2.3 Standards-Aligned Learning Materials	4310				127-4
\$4,000.00	General Purpose Discretionary	Travel and Conference	Literacy	A3.4 Teacher Professional Development focused on Literacy	5200				127-5
\$7,171.59	General Purpose Discretionary	Attendance Specialist	Social-Emotional Learning	A2.2 Social Emotional Learning	2205	SPECIALIST, ATTENDANCE	SPECAT0021	0.20	127-6
\$10,758.70	General Purpose Discretionary	Noon Supervisor	Social-Emotional Learning	A2.2 Social Emotional Learning	2905	NOON SUPERVISOR	NOONSV0187	0.20	127-7
\$31,700.49	General Purpose Discretionary	STIP	Standards-Based Mathematics and Science Instruction	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0749	0.70	127-8
\$2,375.12	LCFF Supplemental	Supplies for ELL students and low-income students	Reclassification	A2.3 Standards-Aligned Learning Materials	4310				127-9
\$11,687.14	LCFF Supplemental	EEIP provides intervention for students not achieving at grade level for both literacy and math, including ELLs, foster youth, and low-income students	Reclassification	A4.1 English Learner Reclassification	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0188	0.20	127-10
\$13,585.92	LCFF Supplemental	STIP provides intervention for ELL students	Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0749	0.30	127-11

\$216.82	Measure G1	Supplies	Standards-Based Mathematics and Science Instruction	A2.3 Standards-Aligned Learning Materials	4310				127-12
\$16,433.56	PTA Donation	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				127-13
\$31,137.44	PTA Donation	Teacher partial funding	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2493	0.36	127-14
\$31,137.44	PTA Donation	Teacher partial funding	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2493	0.36	127-15

School Site Council Membership Roster – Elementary School

School Name: Hillcrest K-8

School Year: 2017-18

Meeting Date: December 22, 2017

<u>Chairperson: David Moore</u>	<u>Vice Chairperson: Kristin Ruff</u>
<u>Secretary: Hallie Bahr</u>	<u>LCAP Representative:</u>

Check Appropriate

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Community
Maria McCormick	X			
Hallie Bahr		x		
Ryan Head		X		
Christina Nguyen			X	
Joseph Shogren		x		
David Moore				X (parent)
Samuel F. Beltran				X (parent)
Janelle Perry				X (parent)
Kristin Ruff				X (parent)
Diane Ambrose				X (parent)