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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Hillcrest School.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Hillcrest School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Hillcrest School
CDS Code: 1612596001911
Principal: Maria McCormick
Date of this revision: 5/29/2020

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/29/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Hillcrest School

Site Number: 127

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

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

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

Date(s) plan was approved: May 29, 2020

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

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

Maria McCormick Principal	<i>Maria McCormick</i> Signature	5/29/2020 Date
Elizabeth Van Benschoten SSC Chairperson	<i>Elizabeth Van Benschoten</i> Signature	5/29/2020 Date
Kathleen Arnold Network Superintendent	<i>Kathleen Arnold</i> Signature	6/29/2020 Date
Lisa Spielmand Director, Strategic Resource Planning	<i>Lisa Spielmand</i> Signature	6/30/2020 Date
<i>Jody London</i> Jody London President, Board of Education	<i>Kyla Johnson-Trammell</i> Kyla Johnson-Trammell Superintendent and Secretary, Board of Education	8/27/2020 8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$68,183.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,392.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$37,400.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$5,391.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$68,183.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$68,183.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Hillcrest School

School ID: 127

School Description

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

School Mission and Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	The majority of students leave Hillcrest at or above grade level in reading and math.	The majority incoming students had preschool. Students benefited from a strong ELA and Math program/
<i>Focal Student Supports</i>	Universal screening is in place K-8. Tier 1 and 2 interventions are well defined for K-2 students.	Reading Specialist and intervention team work together to create a fluid intervention program for students.
<i>Student/Family Supports</i>	Hillcrest has a mental health specialist who supports staff, parents and students.	Funding for this position is provided by the PTA
<i>Staff Supports</i>	Hillcrest staff participates in professional development weekly.	Dedicated teachers who are reflective in their practice and seek to strengthen their PLCs
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Teacher Development, Time necessary to become a highly effective teacher in all domains	Teacher Turnover, Not maximizing the existing induction and PD provided by OUSD, lack of site level coaches

<i>Focal Student Supports</i>	Insufficient Budget to support struggling readers and writers or students lacking in conceptual understanding of mathematics	Thorough PD on the use focal student data
<i>Student/Family Supports</i>	Finding opportunities to partner with parents in support of student learning	Aren't systematic ways to communicate with families and a need to utilize times to connect with parents.
<i>Staff Supports</i>	Not enough time to plan in grade levels, need for further training on writing and early literacy	no funding to support teacher development via Instructional Facilitator or Teachers on Special Assignment

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: By May 2023 90% of students K-2 will be reading at grade level.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	70.5%	n/a	80.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	88.9%	n/a	90.0%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	79.8	n/a	90.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	36.3%	n/a	80.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	69.4	n/a	80.0
CAST (Science)	All Students	TBD	59.7%	n/a	80%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		By May 2023 the percent of students grades 3-8 who are at grade level or exceed grade level standards as measured by the ELA and Math portion of the SBAC will grow by 15%. to 90%			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	1.5	n/a	35.0
SBAC ELA	All Students	+20 points DF3	79.8	n/a	90.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	4.2%	n/a	10.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-23.9	n/a	25.0
SBAC Math	African-American Students	+20 points DF3	3.4	n/a	80.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 25%	16.7%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	+5pp	100.0%	n/a	100.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		By May 2023, a well defined tiered instruction, behavior support and screening will be implemented for all students.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	71.2%	n/a	9000.0%
Suspensions	All Students	-2pp	1.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	2.9%	n/a	0.0%

Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	9.2%	n/a	0.0%
Chronic Absence	African-American Students	-2pp	28.1%	n/a	0

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:		By May 2023, all teachers will implement Culturally & Linguistically Responsive Teaching and instruction that is differentiated and researched-based.			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Self Evaluation and classroom walk throughs	All teachers	n/a	0.0%	20.0%	100.0%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Hillcrest School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	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.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in English Language Arts.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Hillcrest K-2 implemented SIPPS Tier 1 instruction-differentiated fluid groups. Additionally targeted students in grades K-2 received more reading instruction with the Reading Specialist. This strategy has proved successful in providing additional opportunity for struggling readers for intervention/instruction.	
What evidence do you see that your practices are effective?	
Students are receiving differentiated phonics instruction 4 times a week K-2, Targeted students are receiving additional reading instruction from a Reading Specialist 2-4 times a week, Targeted students in Grade 3-8 are receiving extra reading instruction using Read Live (Naturally)	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
None at this time	
19-20 Standards-Based Instruction Priority: Standards-Based Mathematics and Science Instruction	
Theory of Change:	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.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers have implemented priority practices	
What evidence do you see that your practices are effective?	
Students are performing well on the IABs, ST math usage has increased	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Consider piloting a new math program	

19-20 Conditions for Student & Adult Learning Priority:		Social-Emotional Learning
Theory of Change:	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.	
Related School Goal:	All students build relationships to feel connected and engaged in learning.	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Our staff has committed to the teaching and reteaching of school wide teaching matrix. There is a school wide response to student behavior that is becoming more consistent.		
What evidence do you see that your practices are effective?		
Students are able to describe our school wide expectations and why they are important		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
none		
19-20 Conditions for English Language Learners Priority:		Reclassification
Theory of Change:	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.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Teachers have implemented priority practices		
What evidence do you see that your practices are effective?		
Reading and ELA scores have increased		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
none		
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET		
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?		
NA		

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Hillcrest School			School ID: 127	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Social-Emotional Learning			
School Theory of Change:	If we implement the social emotional learning curriculum Toolbox and Restorative Practices rooted in equity, all students and families will feel included and have a positive experience at Hillcrest.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	In year 4 of implementation of the SEL curriculum Toolbox K-5 and RJ practices 6-8 teachers will make adjustments that benefit students : Preventative Circle training for teachers 3-8 and overlapping of both RJ practices and Toolbox in grades 3-5.	Principal, district, PTA and ILT will partner to provide professional development to staff to refresh Toolbox curriculum, and Circle training for grades 3-8. Principal and leadership will organize school assemblies to create school-wide consistency in messaging. PTA will support a parent information night for full community engagement with use of emotional tools from school.	Calendar PD, and self assessment tools	

1-2	<p>100% of teachers/staff member teach and implement school wide behavior expectations for all common areas in the first 20 days. Teachers/staff will review expectations throughout the year. Additionally teachers/staff will plan "Hillcrest Day" that celebrates our students while teaching school wide expectations.</p>	<p>Principal and staff will refine and explicitly teach school wide expectations for all common areas. Principal and ILT will work with staff to create a clear behavior ladder and the staff and principal will communicate to families. Principal will make sure parents have an updated parent handbook for the 2020-21 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</p>	<p>Walk throughs and self assessment tools</p>	
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1-3	Teachers, staff and leadership will focus on creating an inclusive school culture that supports all genders, races, and ability levels (indicator: improvement on Parent climate survey around "fair and inclusive") through the SEL curriculum, classroom curriculum, and school celebration traditions	Principal works with ILT to train staff, parents, and kids in social emotional curriculum with an emphasis on inclusivity. Principal will implement school wide recognition traditions that celebrate students modeling inclusive behaviors. Enhance overall school climate and support physical & social-emotional development and learning.	Increase of student engagement and decrease of URFs	
1-4	Continue to strengthen Professional Learning Communities rooted in a shared vision and mission in order to build staff collegiality and better focus on student achievement. PLCs will do a self assessment and will move one level up on the rubric (student centered, use of norms, use data, regular meeting times, collaborative agendas, action items)	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	Self assessments	

1-5	<p>PLCs and the COST process will identify and connect students to extended learning opportunities, targeted intervention and after school and enrichment opportunities--- low income students or students that need additional support, like foster and homeless youth.</p>	<p>Create conditions for an inclusive school environment and one that actively supports ALL of our students, especially our most vulnerable conditions The Hillcrest faculty and administration, in partnership with our PTA and the Adventure Time organization, will ensure that the low-income students, foster youth and ELLs at Hillcrest receive the same types of enrichment opportunities that other students have access to regularly - art, music,drama; hands-on science; organized sports; and opportunities for service and career exploration -- during the school day and through our extended learning programs.</p>	<p>Attendance records of school based enrichment and extending learning opportunities.</p>	
1-6	<p>Teachers provide parents a variety of different ways to engage in the classroom community.</p>	<p>Principal with leadership team builds systems to link educators, students, parents, and caregivers and the community to create a safe and caring school environment.</p>	<p>Development of school/home compact-- inclusive community</p>	

1-7	Teachers and staff will implement and sustain student centered approaches (Cultural Learning Tools: puzzle and patterns, perspectives, talk and wordplay) 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 through shared reading of Culturally Responsive Teaching and the Brain	Increased student engagement, and decrease in URFs	
1-8	Implement welcoming activities for new students and their families	Develop plan to welcome new families and students to ease transition to Hillcrest rooted in our evolving equity plan. Ensure that parents and family members readily understand about the transition to kindergarten.	Increase connectedness to Hillcrest	
1-9	Teachers meet all incoming kindergarteners and their families---students are screened and family survey is given.	Provide release time for teachers, develop survey and screen tools	Provide support to preschoolers and their families as they transition to kindergarten	
1-10	Connect newcomers with peer buddies	Connect new parents with buddy parents	YP, Konstella	

1-11	Teachers in coordination with Hillcrest's mental health specialist and collaboration with Circle Up Education will implement a curriculum that addresses racism in K-8 with an emphasis on K-3. This will be an evidence based anti-racist curriculum with strategies to eliminate racism	Provide time in PD cycle to train teachers on preventative circles and on implementing the adopted anti racist curriculum and strategies that support inclusive and equitable outcomes for all students.	Walk throughs and self assessment tools	
1-12	Teachers will continue to use the sensory supports as part of tier one instruction.	Provide PD time	Walk throughs and self assessment tools	

School Priority ("Big Rock"):		Standards-Based ELA, History, Mathematics and Science Instruction		
School Theory of Change:		In order to increase the number of students who demonstrate math and science thinking that is at or exceeds grade level expectations when they exit 5th and 8th grades, we need to provide students with a rigorous, cohesive, and focused math and program that is grounded in the math practices, NGSS standards, and 21st century learning. Therefore, if we attend common PD, create common planning time via an elective block, then teachers will be able to gain a deeper understanding of the Common Core Standards and the math and science curriculum, which will accelerate student learning.		
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will meet regularly in PLCs to develop instructional plans for all students	Provide regular collaboration time to look at ELA, science and math standards, assessments, data, and instruction	walk throughs and observations	

2-2	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	Ensure your teachers receive ongoing professional development the instruction of writing.	Observations and walkthroughs	
2-3	Teachers will participate in regular observation and feedback cycles	Ensure classrooms are observed and teachers receive feedback on their ELA, math and science instruction	Walk throughs and observation feedback	
2-4	Teacher will work in PLCs to develop schedules that provide adequate time to maximize student learning	Ensure consistent instructional time is scheduled for ELA, math and science	Grade level schedules	
2-5	Teachers will participate in ongoing training and PD to strengthen math instruction	Ensuring 100% of teachers receive in a problem-based model of teaching mathematics and Number Talks training prior to the beginning of the school Professional Development Calendar allow for K-2 and 3-8 Mathematics teams to participate cross-grade level planning with their content teams at least once per month.	Walk throughs	
2-6	Teachers will participate in ongoing training and PD to strengthen math instruction	Prioritizing teacher planning time in mathematics during professional development sessions. Provide allocated PD time for teachers to discuss what they are doing to move students. Provide PD and planning time for teachers to implement ST math and develop intervention.	Provide time in PD schedule	

2-7	Teachers will use data to drive instruction	Ensure that school-wide mathematics data is reviewed three times a year during vertical articulation time. Sixty-to ninety-minute math blocks are implemented school wide.	Schedules and data dive notes	
2-8	Teachers will conduct kindergarten interviews for all incoming students	Ensure that parents and family members readily understand about the transition to kindergarten.	Kindergarten survey, attendance at August Kinder orientation	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum				
School Priority ("Big Rock"):	Literacy			
School Theory of Change:	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.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	<p>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.</p>	<p>The principal will meet regularly with content area teams and collaboratively develop plans for groups of readers. Professional Development Calendar will allow for K-2 and 3-5 Literacy teams to cross-grade level planning with their content teams at least once per month. The principal will provide PD for staff to support BAL literacy, differentiated instruction, and phonics program.</p>	<p>Self assessment tools, observations, and students making a years growth on F & P, SIPPS, SBAC, and SRI</p>	
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3-2	<p>Intentional focus on the use of Depth and Complexity elements to add a layer to curriculum that increases rigor and engagement. Instruction focus on evidence based strategies for complex text including the use of Close Reading strategies across other curricular areas in grades 1-8 and increase the amount of exposure to nonfiction text in kindergarten through 8th grade. These strategies will include scaffolding or CRT for students with disabilities, AA or ELs.</p>	<p>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.</p>	<p>Students will make a year's growth in reading.</p>	
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3-3	<p>Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. 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</p>	<p>Leadership will provide professional development for STIP sub and Reading Specialist in early literacy and effective intervention strategies.</p>	<p>Students multiple years below grade level will make more than a years growth in reading as measured by F&P, SRI, SBAC or SIPPS.</p>	
3-4	<p>The Principal will seek regular feedback from the Instructional Leadership/Faculty Council team on areas needing refining with the Balanced Literacy implementation in classrooms.</p>	<p>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</p>	<p>Use of walk throughs and self assessment tools to ensure school wide implementation.</p>	

3-5	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE students to challenge and extend their thinking, and scaffolding for Students with Disabilities	Principal communicates high expectations and professional learning opportunities for teachers to examine instructional strategies that support all students. Develop and ensure early identification and provide tiered intervention and differentiation. Additionally Principal will provide time for Special Ed. teachers to attend PD that supports differentiated and scaffolded lessons	Use of walk throughs and self assessment tools to ensure school wide implementation.	
3-6	Teachers will partner with families to discuss the importance of school work and metacognitive strategies to be successful Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE students to challenge and extend their thinking, and scaffolding for Students with Disabilities	Leaders will ensure that there is a coherent vision for family engagement and how supports like homework can be used in the classroom Teachers and administration will work in partnership to provide homework support, including specific study skills and motivational strategies structured to complement the school curriculum.	Use of survey and feedback forms to gain information for next steps to support school home connection to support reading growth.	

3-7	Teachers will be trained in culturally responsive teaching strategies that support African American students and English Learners.	Principal will develop with PLCs and Equity team PD series that focuses on instructional strategies that are culturally responsive	Equity plan, teacher handbook	
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District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will be trained in culturally responsive so that they understand what CRT is and the teaching strategies (puzzle and patterns, perspectives, memory, talk and word play)that support all students especially African American students and English Learners.	Provide time for training in the PD plan and the through line will be rooted in the work and principles of NEP and Zaretta Hammond.	Walk throughs and self reflection	

4-2	Teacher PLC teams will focus on data to improve student outcomes both social/emotional and academic especially AA, ELL, & FRL	PLCs	Walk throughs and self reflection	
4-3	Increase the use of evidence based sensory tools (OT) in Tier 1 and Tier 2 instruction	Provide time for planning and training in the PD plan.	Walk throughs and self reflection	
4-4	Implement anti-racist education K-3 and use Circle Up Education program.	Provide time for planning and training in the PD plan	Walk throughs and self reflection	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification			
School Theory of Change:	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.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	STIP sub will receive training (systematic ELD or discussions for learning) , and STIP sub will provide ELL students with 150 minutes a week of instruction.	Provide time for the training through PD	Students will show 1 year of growth on SIPPS, SRI and ELPAC	
5-2	Teacher's will use the EL Snapshot to communicate language goals to parents three times a year	Provide printed EL Snapshots to teachers of ELLs and a sample language goals.	Student and families will be able to articulate next steps towards reclassification	

5-3	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.	
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PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 127
School: Hillcrest School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
General supplies	\$16,696	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide printed EL Snapshots to teachers of ELLs and a sample language goals.	127-1
High quality Prep Teacher (Physical Education)	\$6,596	LCFF Supplemental	1105	Certificated Teachers' Salaries	4601	Teacher Education Enhancement	0.07	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will meet regularly in PLCs to develop instructional plans for all students	127-2
High quality Middle School Teacher	\$28,117	LCFF Supplemental	1105	Certificated Teachers' Salaries	6576	Teacher, Structured English Immersion	0.29	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Continue to strengthen Professional Learning Communities rooted in a shared vision and mission in order to build staff collegiality and better focus on student achievement. PLCs will do a self assessment and will move one level up on the rubric (student centered, use of norms, use data, regular meeting times, collaborative agendas, action items)	127-3
Provide release time for teacher collaboration and strengthening instruction.	\$2,770	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will meet regularly in PLCs to develop instructional plans for all students	127-4
The TSA will provide high quality instructional coaching for teachers which all students will benefit from with special attention to those students who are not at grade level.	\$21,415	General Purpose Discretionary	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom TSA	0.08	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Ensure your teachers receive ongoing professional development the instruction of writing.	127-5
Mental Health Specialist to help support RJ and SEL program	\$5,391	Measure G1	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In year 4 of implementation of the SEL curriculum Toolbox K-5 and RJ practices 6-8 teachers will make adjustments that benefit students : Preventative Circle training for teachers 3-8 and overlapping of both RJ practices and Toolbox in grades 3-5.	127-6

High quality Middle School Teacher	\$30,056	Parent Group Donations	1105	Certificated Teachers' Salaries	6576	Teacher, Structured English Immersion	0.31	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers provide parents a variety of different ways to engage in the classroom community.	127-7
High quality Middle School Teacher	\$38,782	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6576	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE students to challenge and extend their thinking, and scaffolding for Students with Disabilities	127-8
The TSA will provide high quality instructional coaching for teachers which all students will benefit from with special attention to those students who are not at grade level.	\$90,823	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom TSA	0.92	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	127-9
Provide planning time and extended time for targeted intervention, students' academic growth will increase.	\$16,367	Salesforce Principal Innovation Fund	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will meet regularly in PLCs to develop instructional plans for all students	127-10
Provide teachers and students with 21st century classroom technology, would allow students to master learning processes that will enhance understanding (creativity/innovation, critical thinking/problem solving, collaboration and cultural competence). Provide students with leadership opportunities to ensure opportunity for students to be more engaged and connected to school and their community.	\$18,000	Salesforce Principal Innovation Fund	4474	Audio Visual Equip < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE students to challenge and extend their thinking, and scaffolding for Students with Disabilities	127-11
Provide students with necessary equipment and tech to run robust STEM classes during and after the school day.	\$24,199	Salesforce Principal Innovation Fund	4310	Supplie for STEM and Extended learning	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	127-12

**2019-2020****School Site Council Membership Roster – Elementary**School Name: **Hillcrest K-8 127**

Chairperson : Elizabeth Van Benschoten

Vice Chairperson: Sarah Watson

Secretary: Maria McCormick

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Maria McCormick	x			
Nick Rowe			x	
Candace Inclan		x		
Joe Shogren		x		
Jessica Ross		x		
Elizabeth Van Benschoten				x
Sarah Watson				x
Caryn Becker				x
Susan Austin				x
Matt Perry				x

Meeting Schedule
(day/month/time)

Last Tuesday Nov. Dec. Jan. Feb. Mar. April. May.

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members