

**2018-2019
School Plan for Student Achievement (SPSA)**

Hillcrest High School

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

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Approved by District Board of Education on March 14, 2019.

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Programs			
This plan represents the coordination of the following resources to support student achievement:			
Federal Programs		State Programs	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
N/A	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

- The school site council (SSC) recommends this school plan and proposed expenditures 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.
 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 (SPSA) requiring board approval.
 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 English Learner Advisory Committee: 12/11/18
 Leadership Team/Department Advisory Committee: 12/11/18
 Other committees established by the school (LIST):
 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
 5. This SPSA 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.
 6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
 7. This SPSA was approved by the SSC at a public meeting on: 1/14/19

Attested:

Typed Names:	Signature:	Date:
Principal: Sherri Kemp, Ed.D.		1-14-19
SSC Chairperson: Erin Askier		1-14-19

School Profile (High Schools)

Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	5 (0.3%)	5 (0.3%)	6 (0.4%)
Asian	116 (6.5%)	112 (6.4%)	112 (6.8%)
Pacific Islander	9 (0.5%)	6 (0.4%)	5 (0.3%)
Filipino	58 (3.2%)	55 (3.2%)	49 (3.0%)
Hispanic or Latino	1,127 (63.0%)	1,089 (62.7%)	1,030 (62.9%)
African American	125 (7.0%)	108 (6.2%)	93 (5.7%)
White (not Hispanic)	310 (17.3%)	316 (18.2%)	301 (18.4%)
Multiple or No Response	40 (2.2%)	45 (2.6%)	42 (2.5%)
English Learners (EL)	290 (16.2% ^{%%})	273 (15.6% ^{%%})	222 (13.6%)
Socio-Economically Disadvantaged (SED)	1,127 (63.1%)	1103 (63.5%)	1011 (61.7%)
Students with Disabilities	172 (9.6%)	197 (11.3%)	166 (10.1%)
Total Enrollment	1,790	1,736	1,638

Datasource

2014-15, 2015-16 datasource is CALPADS

2016-17 datasource is CALPADS, 12/7/2016

2017-18 datasource is CALPADS, 12/2/2017

2018-19 datasource is CALPADS, 12/19/2018

Hillcrest High School is the newest of three comprehensive high schools in the Alvord Unified School District. The Alvord Unified School District also includes one alternative education center and one continuation school. Hillcrest High School opened in August of 2012 with 432 ninth grade students feeding from four middle schools. An additional grade level was added each year, until the school was at full capacity in the fall of 2015 serving 1,700 students in grades 9-12. All students are taught by 100% highly qualified teachers as determined by NCLB legislation. New teachers participate in the beginning Teacher Support and Assessment program (BTSA). In addition, Hillcrest teachers collaborate on lesson design and assessments to provide "First Best Instruction" to all students. Bi-monthly meetings allow for additional staff development training on Rigorous Curriculum Design, engagement strategies, and STEM curriculum to support career and college readiness. Hillcrest High School is at capacity, with a diverse population of 1737 students enrolled in grades nine through twelve. Staff members are committed to developing a culture where all students experience success in a physically, intellectually, and emotionally safe environment.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
9	460	443	460	428	404
10	453	467	442	442	428

11	440	465	447	424	415
12	0	415	441	442	391

Facilities and Technology

Hillcrest High School opened in August of 2012. It is nestled against the hills of western Riverside and provides students and staff the following facilities:

A total of 53 classrooms, most equipped with ceiling mounted projectors, Smartboards and wireless capability to support STEM instruction

Each classrooms has a desktop computer and each teacher is provided a laptop to support STEM instruction

Facility design provides a collaborative area where teachers are clustered in "work stations" allowing for frequent communication.

5 fully equipped computer labs

26 mobile laptop carts for classroom instruction

8 Science labs

Multi-purpose room

Enrichment rooms (black box theatre facilities for band and choir)

Physical education locker rooms and athletic fields

Library (including a computer lab)

Swimming Complex

Hillcrest has STEM/Linked Learning Curriculum Pathways which will provide opportunities for students to build marketable skills.

Instructional Minutes

The total amount of student instructional days in the Alford Unified School District equals to 180 days. Students follow a traditional 1-6 period day. All students at Hillcrest High School are scheduled into a rigorous standards-based instructional program for 350 minutes daily and one shortened school day of 300 minutes once a week to allow for staff collaboration. All students are scheduled into classes which support high school graduation and the completion of the A-G requirements as well as preparing students to meet the challenges for the 21st century career pathways.

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities

Our priorities are: students, teachers and instructional content.

District Values

- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision

The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

Hillcrest High School has many areas which merit pride and positive school culture. Some of these include:

- Interventions are in place to support all students' academic success including a well-attended after school tutoring program and a credit recovery program

Targeted interventions in literacy and math are held during 7th period and are accessible to all students.

- Teachers utilize technology for effective teaching and learning in the classroom.
- The staff of Hillcrest High School exemplifies an inclusive, caring, and supportive collaborative culture
- Career and Technical Education pathways continue to expand with an additional CTE pathway incorporated this year
- STEM at Hillcrest High School includes the addition of an information and communication technology component embedded into all math courses, a math pathway specific to computing and robotics developed with UC Davis, and a Project Lead

the Way engineering path, AP computer science.

- The AVID program at Hillcrest High School is strong and continuing to thrive with all AVID seniors applying to two or more colleges this year.
- Departments work in PLCs to lesson plan and create challenging and engaging curriculum based on students' needs on a weekly basis.
- A school-wide student centered vision which uses assessment data to inform instruction
- Departments work cross-curricular to teach the way students' learn
- Hillcrest High School offers a wide variety of athletic classes to meet the needs of our diverse athletes.

Central Focus on School Reform

Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

The Alvord Unified School District's promise that "All Students Will Realize Their Unlimited Potential" is the driving force behind all areas of focus at Hillcrest High School. The staff are committed to supporting all students in making sure they are college and career ready and contribute positively to the welfare of our community. To that end, staff development is focused on increasing student achievement in a variety of ways. Accountability measure are given at the site, district, state, and federal levels. Results from both formative and summative assessments from these various agencies are used to inform instruction. Teachers meet weekly in Professional Learning Communities to analyze student data to improve first best instruction and plan interventions for their students. Teachers have implemented the units of study developed in collaboration with the LEA following the Rigorous Curriculum Design. District-wide intervention has been designated to pinpoint universal areas of need in each content area.

Hillcrest has implemented a successful literacy intervention and Literacy Center to support growth and achievement in literacy for any all students in need. Afterschool tutoring and mentoring is available five days a week and is open to all students after school to offer help and support for academically struggling students.

Interdisciplinary teams of teachers continue working on implementation of a STEM curriculum and adoption of the Common Core standards with emphasis placed on providing the support necessary for all students to graduate A-G eligible.

Collaboration Process (EPC 5.6,8)

The instructional program at Hillcrest High School is focused on the successful completion of the A-G requirements for college and career readiness for all students. Teachers meet in departments in weekly PLCs to analyze student achievement data to inform their CCSS-based instruction. Teachers follow the assessment cycle to identify student progress in standards mastery and identify students in need of support. Teacher collaboratively develop engaging lessons to ensure meeting the differentiated needs of all learners.

Cite Research/Resources for Central Focus on School Reform

Teachers have been trained in the California Common Core Standards for ELA and Mathematics, as well as the Next Generation Science Standards. Hillcrest High School staff continues to engage in their work in PLCs to analyze student achievement data and inform instruction. Teachers continue to refine the District developed units of study and common formative assessments to develop engaging, standards-based lessons, and identify students in need of additional support.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sherri Kemp, Ed.D.	[X]	[]	[]	[]	[]
Erin Askier	[]		X		
Robert Schwandt III	[]	X			
Danielle Ennis	[]	X			
Carolyn Viramontes	[]	X			
Errol Garnett	[]	X			
Yasmin Ramirez	[]			X	
Rola Massoud	[]			X	
Yorleniz Garcia	[]			X	

2018-19 School Site Council					
Charlotte Habib	[]				X
Felicia Ortega	[]				X
Candelaria Ortiz	[]				X
Numbers of members of each category	1	4	1	3	3

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group

Leadership Team

Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

The leadership team meets monthly to look at the instructional and administrative challenges and work together to brainstorm the best ways to serve student learning and support the adults that serve them. The leadership team works with administration to design meaningful staff development for all teachers to support all students. The team is comprised of department chairs including representatives from special education, the EL coordinator, the AVID site coordinator, a member of the counseling team, the Instructional Coach, the WASC Chair, and the administrative team.

2018-19 Leadership Team	
Name of Members	Title
Erin Askier	Instructional Specialist
Amy Waldman	Librarian
Angel Garcia	VAPA Dept Chair
Albert Montoya	EL Coordinator
Becca Cook	Activities Director
Cari Viramontes	LOTE Department Chair
Denise Adams	English Department Chair
Stacy Brown	Physical Education Department Chair
Ed Moran	CTE Department Chair
Everton Souza	Physical Education Department Chair
Elizabeth Ramirez	LOTE Department Chair
Matt Montello	Special Education Department Chair
David Survillas	Social Studies Department Chair
Georgina Ramirez	Assistant Principal
Robert Schwandt	Math Department Chair
Ryan DeJournett	Assistant Principal
Rob Kuri	Assistant Principal
Julie Stanfield	AVID Coordinator
Stuart Drake	Science Department Chair
Teresa Bierbaum	Counseling Department Chair

Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results

The school ensures that the results of the CAASPP and ELPAC (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

Teachers record grades using Aeries on-line grade-book. LEA provides parent portal which allows parents the opportunity to view all grades and pertinent information on the internet. In addition the district mails yearly SBAC testing results for 11th graders. Hillcrest High School offers parent-teacher conferences twice a year. Parents may request a parent-teacher conference at anytime during the school year. Counselors are available any day for parents to meet regarding their student's academic achievement. Parent/student workshops are offered at various points during the school year to assist in analyzing PSAT scores, SAT scores, and SBAC performance.

Analysis of Site's Current Instructional Program

The following statements are adapted from the Elementary and Secondary Education Act (ESEA), and the California Essential Program Components (EPC). In conjunction with the needs assessments, these categories are used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey

Discussion of each of these statements should result in succinct and focused findings based on verified facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and administrators review state and local data continuously to modify and improve instruction based on student's needs. SBAC data is reviewed and core instructional department goals are developed to improve student achievement . Yearly AP and PSAT data is analyzed to identify strengths and areas in need of improvement. Summative assessments in ELA and Mathematics are given to all students at three points during the school year to identify areas in need of support and student growth. Local common formative assessments are given in each core content area. Teachers monitor and analyze student data to inform instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All core curricular teachers administer assessments to inform instruction. Teachers meet in PLCs to analyze data from ongoing assessments and modify instruction and plan interventions embedded into the school day . Underperforming students receive MTSS intervention within the school day and are offered opportunities for extended learning during 7th period in a structured environment with trained peer mentors. Teachers training is supported with professional development opportunities including differentiated staff development, conferences and workshops, and district-wide professional development through CTE. LCFF funding is used to support teacher professional development..

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Hillcrest teachers meet all credential requirements in accordance with state guidelines.

4. Sufficiency of credentialed teachers and teacher professional development (e.g. access to instructional materials training on SCE-adopted instructional materials) (EPC)

All teachers at Hillcrest High School are fully credentialed and the site is compliant with state and federal staffing requirements. All core curriculum teachers receive training on SCE-adopted instructional material. Due to state funding limitations, all adopted materials are no longer eligible for publisher staff development. The LEA provides weekly literacy training for the Instructional Coach . The district's as well as the on-site instructional coaches provide teacher on-site support.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Bi-weekly staff meetings/staff development are designed to support implementation of rigorous and engaging curriculum and instructional strategies. Weekly PLC time is used to develop "First Best Instruction" to implement Common Core and Next Generation Science Standards. Appropriate professional development opportunities are provided through site professional development specific to individual department needs, district trainings, and the BTSA program for new teachers.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing support through admin, identified in classroom walk-throughs. Department chairs and content area teachers work collaboratively to support each other in cognitively planning first-best instruction. District content Teachers on Special Assignment (ELD/ ELA, Social Science and Math coaches) as well as the on-site instructional coach participate in department and interdisciplinary team meetings for consultation and staff development purposes. BTSA providers work with and support the new teachers.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

During weekly PLC time and staff meetings, teachers collaborate in department and interdisciplinary teams. Teacher teams are supported by administration and the instructional coach to meet the differentiated needs of each department

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use Unit Planing Organizers created in collaboration and with support from the district using the RCD process aligned to Common Core Standards and the Next Generations Science Standards. Teacher teams use pacing guides and research-based instructional strategies to design effective lessons to meet the needs of all students. Content area teams collaborate to develop content-aligned and engaging curriculum and learning activities.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-aligned instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate standards-based instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students receive appropriate and rigorous instruction using standards-aligned core course instructional materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and departments offer tutoring before and after school and during lunch. All students have access to the Literacy Center for ELA and mathematics support during 7th period and Homework Zone tutoring after school. An on-line academic recovery program (Odysseyware) during the instructional day and 7th period supports the mastery of course standards and course remediation.

14. Research-based educational practices to raise student achievement

High yield instructional strategies are utilized in all classrooms at Hillcrest High School. Teachers utilize appropriate instructional strategies to ensure the daily learning objective is met. Higher level questioning is a school-wide instructional strategy used in all classrooms. Teachers cognitively plan learning activities with a level of rigor that is in alignment with the level of rigor required to reach standards-mastery in the Common Core and NGSS. Department teams analyze data and collaborate on instructional strategies to provide intervention and enrichment to meet the diverse needs of their students. Technology-enhanced lessons are implemented to increase student engagement in all core subjects.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families are informed of student progress through the Aeries online grade book utilized by teachers and easily accessible. Student progress reports are available every six weeks to keep parents informed to elicit student support. The counselors engage students in academic counseling and monitor under performing students after six week grading periods. Counselors and teachers utilize a variety of communication methods including email and apps such as Remind to communicate with students and parents. Parent conferences are held twice a year. The School Site Council reviews the SPSA and analyzes current practices to ensure the needs of all students are met. The AVID program supports students first in their family to be on a college pathway, schedules regular parent nights to keep parents and families informed and involved. A community based agency, the Carol Wylie Center provides students with counseling services on campus. The Hillcrest High School guidance department invites parents to monthly Coffee with the Counselor workshops to continue to support and assist under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

Hillcrest High School promotes active participation through several different organizations. AVID organizes parent nights to keep parents involved and informed throughout the year. Advisory meetings that are open to the public include the Parent Teacher Student Association which meets regularly throughout the year, an English Learner Advisory Committee which, like the School Site Council, holds monthly meetings. All these advisory committees provide regular input to the school administration and are involved in decision making. Trojan University supports student and parent education regarding the college application process and FAFSA completion. Counselors hold monthly parent workshops on a variety of topics to meet the academic and social needs of the students and families.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funding support Staff Development for interdisciplinary teams to build Common Core lessons which will help students be prepared for the 21st century workforce. LCFF funds are also leveraged to purchase technology for effective teaching and learning in the classroom and provide differentiated intervention and support for struggling students.

18. Fiscal support (EPC)

LCFF-LI and LCFF-EL funds supplement the general fund to provide technology to support a STEM curriculum, teacher trainings and professional development and additional resources for under-performing students.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal? Implementation of effective and engaging instruction was instrumental in the academic progress of our students.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Progress on the CAASP was not fully met in ELA and Math standards. History/social science goals were met. Teachers are continuing to focus on these goals in their PLC's to analyze their data from CFA's to inform their instruction.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

All parties including the site leadership team were involved in the discussion of student progress and areas in need of growth.

How was the plan monitored during the school year?

Administration, SSC, and leadership revisited goals when analyzing various formative data results.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Description of Barriers and Related School Goals

The first four years at Hillcrest High School, the school increased in size each year with the addition of a grade level each year. Now in year seven, the school is fully staffed. One challenge has been in developing alignment in all departments with academic expectation for academic rigor alignment between CCSS and classroom instruction. Great progress has been made in this area over the last two years. The school is at capacity all classrooms are being used throughout the school day forcing teachers to travel and share classrooms. Some classes are being held in non-instructional spaces. As a site, we are assessing students in ELA and math with vetted assessment to monitor student need and growth. Teachers are developing their own CFA's and analyzing to guide instruction.

To address these needs, clear and focused classroom expectation have been implemented regarding rigor, data analysis and subsequent informed instructional planning. The number of technology resources has increased 300% in three years to provide equitable access to technology for effective teaching and learning. Teacher training is being implemented to support teachers' expertise in developing meaningful and real-life applicable lessons to engage students in the learning process. Teachers are developing CFA's to be able to analyze and compare data across common departments to support school-wide student achievement. Targeted intervention programs have been developed to support students struggling with literacy and numeracy skills.

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	445	445	409	436	429	402	432	429	399	97.3	96.4	98.3
All Grades	445	445	409	436	429	402	432	429	399	97.3	96.4	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2591.2	2590.5	2572.3	23	22.84	20.55	34	30.07	28.82	21	26.57	23.81	22	20.51	26.82
All Grades	N/A	N/A	N/A	23	22.84	20.55	34	30.07	28.82	21	26.57	23.81	22	20.51	26.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	27	30.30	25.56	50	48.02	46.62	23	21.68	27.82
All Grades	27	30.30	25.56	50	48.02	46.62	23	21.68	27.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	31.00	26.63	47	42.89	42.96	25	26.11	30.40
All Grades	29	31.00	26.63	47	42.89	42.96	25	26.11	30.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	19	21.21	21.05	65	62.70	58.15	16	16.08	20.80
All Grades	19	21.21	21.05	65	62.70	58.15	16	16.08	20.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	35	28.44	28.39	49	51.98	44.97	16	19.58	26.63
All Grades	35	28.44	28.39	49	51.98	44.97	16	19.58	26.63

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	445	445	411	437	435	404	435	435	404	98.2	97.8	98.3
All Grades	445	445	411	437	435	404	435	435	404	98.2	97.8	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2570.6	2552.2	2550.8	12	6.90	6.68	20	22.99	20.54	25	22.53	25.00	43	47.59	47.77
All Grades	N/A	N/A	N/A	12	6.90	6.68	20	22.99	20.54	25	22.53	25.00	43	47.59	47.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	19.54	18.32	30	25.98	25.74	48	54.48	55.94
All Grades	23	19.54	18.32	30	25.98	25.74	48	54.48	55.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	9.43	9.16	49	47.13	49.75	34	43.45	41.09
All Grades	17	9.43	9.16	49	47.13	49.75	34	43.45	41.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	12.87	11.39	58	54.71	54.46	26	32.41	34.16
All Grades	16	12.87	11.39	58	54.71	54.46	26	32.41	34.16

CAASPP Results Data Analysis**English-Language Arts/Literacy****All Students**

Overall in ELA, Hillcrest students' scores decreased in the area of standards exceeded" by 2% to equal 20% and standards met by 1% to equal 29%. The number of students who did not meet standards increased by 6% to equal 28%. In the area of reading, the number of students exceeding standards decreased by 5% and the number students meeting standards decreased by 2%, The number of student below standard increased by 6%. In the area of writing, the number of students exceeding standards and the number of students meeting standards both decreased by 4%. The number of students not meeting standards increased by 4%. In the area of listening the number of students exceeding standards stayed the same. The number of students meeting standards decreased by 4%. The number of students not meeting standards increased by 4%. In the area of research and inquiry, the percentage of students exceeding standards stayed the same, the number of students meeting standards fell by 5% and the number of students not meeting standards increased by 7%. Students do not take the CAASP in 10th grade, so it is not possible to see cohort growth from year to year. However, this data is used to measure overall student achievement and analyze areas in need of support.

Mathematics

All Students

Overall in mathematics, Hillcrest students' scores remained 7% in the area of standards exceeded. The number of students meeting standards decreased to 20%. The Percentage of students not meeting standards remained the same. In the claim of concepts and procedures, the number of student above standards decreased by 1%, students at standards remained the same, and student below standards increased by 1%. In the area of math analysis, students scoring above standards decreased by 1%, met standard stayed the same, and students scoring below standard increased by 2%. In the area of reasoning, students scoring above standard stayed the same, students scoring at standard increased by 2% and student scoring below standard decreased by 2%. Students do not take the CAASP in 10th grade, so it is not possible to see cohort growth from year to year. However, this data is used to measure overall student achievement and analyze areas in need of support

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1552.5	1547.1	1557.3	72
Grade 10	1548.1	1539.6	1555.9	53
Grade 11	1540.7	1525.1	1556.0	54
Grade 12	1544.3	1531.3	1556.7	63
All Grades				242

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	18	25.00	26	36.11	19	26.39	*	*	72
Grade 10	17	32.08	16	30.19	12	22.64	*	*	53
Grade 11	11	20.37	18	33.33	15	27.78	*	*	54
Grade 12	21	33.33	20	31.75	*	*	12	19.05	63
All Grades	67	27.69	80	33.06	56	23.14	39	16.12	242

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	34	47.22	20	27.78	12	16.67	*	*	72
Grade 10	21	39.62	18	33.96	11	20.75	*	*	53
Grade 11	22	40.74	20	37.04	*	*	*	*	54
Grade 12	29	46.03	18	28.57	*	*	*	*	63
All Grades	106	43.80	76	31.40	39	16.12	21	8.68	242

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	11	15.28	19	26.39	22	30.56	20	27.78	72
Grade 10	*	*	19	35.85	14	26.42	15	28.30	53
Grade 11	*	*	11	20.37	13	24.07	22	40.74	54
Grade 12	*	*	22	34.92	18	28.57	16	25.40	63
All Grades	31	12.81	71	29.34	67	27.69	73	30.17	242

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	32	44.44	29	40.28	11	15.28	72
Grade 10	20	37.74	28	52.83	*	*	53
Grade 11	27	50.00	17	31.48	*	*	54
Grade 12	28	44.44	21	33.33	14	22.22	63
All Grades	107	44.21	95	39.26	40	16.53	242

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	39	54.17	29	40.28	*	*	72
Grade 10	30	56.60	20	37.74	*	*	53
Grade 11	31	57.41	20	37.04	*	*	54
Grade 12	35	55.56	24	38.10	*	*	63
All Grades	135	55.79	93	38.43	14	5.79	242

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	12	16.67	28	38.89	32	44.44	72
Grade 10	*	*	23	43.40	24	45.28	53
Grade 11	*	*	13	24.07	32	59.26	54
Grade 12	*	*	31	49.21	24	38.10	63
All Grades	35	14.46	95	39.26	112	46.28	242

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	16	22.22	48	66.67	*	*	72
Grade 10	18	33.96	32	60.38	*	*	53
Grade 11	15	27.78	35	64.81	*	*	54
Grade 12	19	30.16	40	63.49	*	*	63
All Grades	68	28.10	155	64.05	19	7.85	242

Conclusions indicated by the ELPAC data:

The majority of our English Learner population falls into the level 4 and level 3 categories in grades 9-12. As to be expected, students scored highest in the listening and speaking categories. Hillcrest High School English Learners have historically made adequate progress on the CELDT and the trend appears to be continuing with the ELPAC. Since this is the first year of ELPAC scores, true growth comparisons can not be made.

Dropout and Graduation Rates

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Cohort Dropout Rate	--	3.1	0.9	7.5	5.9	4.7	10.7	9.7	9.1
Cohort Graduation Rate	--	95.9	97.8	86.5	89.7	90.1	82.3	83.8	82.7

Conclusions indicated by the Dropout and Graduation data:

Data source: CDE Dataquest, 12/14/2017 & 9/7/2018

No data available for 2013-14 and 2014-15 as the school opened in August, 2012. The class of 2015-16 was the first to graduate.

Action Plan: Planned Improvements in Student Performance

Performance Goal 1.1: English-Language Arts

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students exceeding or meeting standard in the Overall English Language Arts Claims (Reading, Writing, Listening, Research and Inquiry) on the Summative Smarter Balanced Assessments will increase by 3%.

Data Used to Form this Goal:

CAASPP SBAC data.

Findings from the Analysis of this Data:

The data show that this cohort of HHS students are at the same level of as last year's cohort in the area of ELA, however, the ultimate goal is for ALL students to meet or exceed standards.

How the School will Evaluate the Progress of this Goal:

The school will review yearly SBAC results to evaluate the progress towards this goal.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	2 - Collaborate with partners	PLC time for teacher collaboration days for each content area for the purposes of planning, collaboration, norming of grading and homework procedures, differentiation of instruction, data review and analysis to address the needs of all students and planning intervention and enrichment activities. (The equivalent of two planning days per semester).	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Promote literacy and Common Core State Standards for English Language Arts across curricula to increase academic rigor for all students.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	Continue to expand AP course offerings and access to rigorous courses.	Aug 2018	June 2019			
	3 - Comprehensive PreK-12 program	We will continue to build our STEM career pathway education programs and expand student choices.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	Instructional materials to supplement core curriculum.	Aug 2018	June 2018	4000-4999: Books And Supplies	LCFF-LI	1500
	9 - Learning organization	Build master schedule according to student course selections, interests and needs.	Aug 2018	June 2019			
	8 - Learning environment to achieve excellence	All students will have access to the PSAT in grades 9 and 10 and the SAT in grade 11.	Aug 2018	June 2019			
	2 - Collaborate with partners	Hillcrest High School teachers will work in collaboration with each other to revise the current unit planning organizers developed through rigorous curriculum design in collaboration with district personnel.	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	5461
	3 - Comprehensive PreK-12 program	Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum developed through RCD as well as Common Core standards across the curriculum. (Copy machines provide teachers with unlimited copies for Common Core and RCD)	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,000
	2 - Collaborate with partners	Teachers collaborate in departments to share best practices and during interdisciplinary team meetings and workshops.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Provide resources for supplemental programs such as year book, online student newspaper, access to online databases.	August 2018	June 2019	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF-LI LCFF-LI	300 5000

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Targeted Professional Development	6 - Support exemplary staff	Staff professional development opportunities for training relating to content area, STEM and Advanced Placement, technology, using lexile levels, as well as leadership development to support successful PLCs.	August 2018	June 2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	3000
	6 - Support exemplary staff	District-funded Instructional coach to support on-site professional development.	August 2018	June 2019			
	6 - Support exemplary staff	Bi-weekly subject-specific PLC time.	August 2018	June 2019			
	6 - Support exemplary staff	Monthly staff development time.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.	August 2018	June 2019			
	9 - Learning organization	Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during the school day.	August 2018	June 2019			
	9 - Learning organization	MTSS- Literacy Center available to all students 7th period for support in ELA and mathematics Intervention targeted at failing students to provide support for mastery of CCSS ELA and mathematics standards. Tiered intervention has open access for all students.	August 2018	June 2019			
	9 - Learning organization	All student take SRI test at designated intervals to assess student lexile placement and growth; used to inform data-driven decisions	August 2018	June 2019			
	9 - Learning organization	All mathematics student take MDTP at designated intervals to assess student placement and growth; used to inform data-driven decisions.	August 2018	June 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Encourage ELAC, SSC PTSA and other parent group participation. One parent conference will be held per semester. Three parent nights for each sport season will be hosted. Parents will be informed of academic progress through online grade books (aeries)	August 2018	June 2019			
	7 - Family engagement	Offer workshops on FAFSA, cash for college, PSAT results, Trojan University offering guidance and support for college readiness.	August 2018	June 2019			
	7 - Family engagement	One 8th grade showcase for parents and future students of HHS.	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Hillcrest High School offers two Drama Performances, three Band Concerts and two Choir Concerts.	August 2018	June 2019			
	7 - Family engagement	9th grade orientation for students and parents before the start of school	August 2018	June 2019			

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students meeting or exceeding the overall standard on Math Claims (Concepts and Procedures, Problem Solving/Modeling and Data Analysis, and Communicating Reasoning) will increase by 3%.

Data Used to Form this Goal:

CAASPP SBAC data.

Findings from the Analysis of this Data:

The data show that this cohort of HHS students are at the same level of as last year's cohort in the area of mathematics, however, the ultimate goal is for ALL students to meet or exceed standards

How the School will Evaluate the Progress of this Goal:

The school will review yearly SBAC results to evaluate the progress towards this goal.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Promote Common Core State Standards for Mathematics to increase academic rigor for all students.	August 2018	June 2019			
	2 - Collaborate with partners	PLC time for teacher collaboration, norming of grading and homework procedures, differentiation of instruction, data review and analysis to address the needs of all students and planning intervention and enrichment activities.	August 2018	June 2019			
	9 - Learning organization	Continue to build and elaborate our STEM career pathway education programs and expand student choices. Support software and technology for Integrated Math Computing, Robotics, and AP computer science courses.	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,500
	8 - Learning environment to achieve excellence	Supplemental Instructional Common Core materials.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	500
	9 - Learning organization	Build master schedule according to student course selections, interests, and needs.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	All students will have access to the PSAT in grades 9-11 and the SAT in grade 11.	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	11000
	3 - Comprehensive PreK-12 program	Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum developed through RCD as well as Common Core standards across the curriculum. (Copy machines provide teachers with unlimited copies ro Common Core and RCD).	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	3006
	2 - Collaborate with partners	Teachers collaborate in departments to share best practices	August 2018	June 2019			
Targeted Professional Development	6 - Support exemplary staff	Staff professional development opportunities for training related to content area, STEM and Advanced Placement as well as leadership development to support successful PLCs.	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	5000
	6 - Support exemplary staff	District-funded Instructional coach to support on-site professional development, as time permits.	August 2018	June 2019			
	6 - Support exemplary staff	weekly subject-specific PLC time.	August 2018	June 2019			
	6 - Support exemplary staff	Teacher led professional development	August 2018	June 2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from trained peer tutors after school.	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	9 - Learning organization	Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during the school day.	August 2018	June 2019			
	9 - Learning organization	Literacy Center to provide targeted and intensive intervention with individualized instruction in ELA and Math, open access to all students 7th period.	August 2018	June 2019			
Academic-Centered Family and Community Engagement	7 - Family engagement	Encourage ELAC, SSC PTSA and other parent group participation. One parent conference will be held per semester. Three parent nights for each sport season will be hosted. Parents will be informed of academic progress through online grade books (aeries).	August 2018	June 2019			
	7 - Family engagement	Offer workshops on FAFSA, cash for college, PSAT results and how to use them and two Trojan University workshops addressing different colleges/universities.	August 2018	June 2019			
	7 - Family engagement	One 8th grade showcase for parents and future students of HHS.	August 2018	June 2019			
	7 - Family engagement	Offer monthly meetings for parents to attend Coffee with the Counselors to collaborate on student's academic success and provide timely workshops on a variety of topics	August 2018	June 2019			
	7 - Family engagement	Hillcrest High School offers two different Drama Performances, three Band concerts and two Choir concerts.	August 2018	June 2019			

Planned Improvements in Student Performance

Performance Goal 1.3: History/Social Studies (Secondary Only)

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in History/Social Studies.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

1. All social studies students will score a 3 or above on the strand specific DBQ writing. The rubric used is a 4 point rubric developed by the Social Studies ILT. Students will be able to evaluate documents, determine reliability, and provide a written, in depth analysis of primary and secondary sources.
2. By June 2019, the percentage of students meeting or exceeding the overall English Language Arts Claims (Reading, Writing, Listening, Research and Inquiry) on the Summative Smarter Balanced Assessments will increase by 3%.

Data Used to Form this Goal:

CFA results, CAASP data.

Findings from the Analysis of this Data:

CFA (DBQ's) are universally being used to inform instruction. The data show that this cohort of HHS students are at the same level of as last year's cohort in the area of ELA, however, the ultimate goal is for ALL students to meet or exceed standards.

How the School will Evaluate the Progress of this Goal:

The school will review yearly SBAC and DBQ results to evaluate the progress towards this goal.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment							
	9 - Learning organization	Build master schedule according to student course selections, interests, and needs.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Support literacy and Common Core State Standards for English Language Arts across curricula to increase academic rigor for all students.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Continue to expand AP course offerings and access to rigorous courses.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Rigorous Instructional materials to supplement core curriculum.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	1000
	8 - Learning environment to achieve excellence	All students will have access to the PSAT in grades 9-11 and the SAT in grade 11.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Technology to enhance teaching and learning in the content area, access to current, real-world issues.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	3260
Research-based Strategy Instruction/ Supplemental Instruction							
	3 - Comprehensive PreK-12 program	Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum. (Copy machines provide teachers with unlimited copies for Common Core and RCD).	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	500
	2 - Collaborate with partners	Teachers collaborate in departments to share best practices and engage in the assessment cycle to analyze data and develop data-driven instruction.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Provide resources for supplemental programs including access to online databases (budget in ELA goal).	August 2018	June 2019			
Targeted Professional Development	6 - Support exemplary staff	Staff professional development opportunities for training related to content area, STEM and Advanced Placement as well as leadership development to support successful PLCs.	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	2000
	6 - Support exemplary staff	District-funded Instructional coach to support on-site professional development.	August 2018	June 2019			
	6 - Support exemplary staff	Bi-monthly subject-specific PLC time.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.	August 2018	June 2019			
	9 - Learning organization	Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during the	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		school day.					
	9 - Learning organization						
Academic-Centered Family and Community Engagement	7 - Family engagement	Encourage ELAC, SSC PTSA and other parent group participation.	August 2018	June 2019			
	7 - Family engagement	One parent conference will be held per semester, three parent nights for each sport season, and academic parent workshops hosted by counseling staff.	August 2018	June 2019			
	7 - Family engagement	Parents will be informed of academic progress through online grade books (aeries)	August 2018	June 2019			
	7 - Family engagement	Offer workshops on FAFSA, cash for college, PSAT results and how to use them and two Trojan University workshops addressing different colleges/universities.	August 2018	June 2019			
	7 - Family engagement	One 8th grade showcase for parents and future students of HHS.	August 2018	June 2019			
	7 - Family engagement	Monthly meetings for parents to attend Coffee with the Counselors to collaborate on student's academic success.	August 2018	June 2019			
	7 - Family engagement	Hillcrest High School will offer two different Drama Performances, three Band concerts and two Choir concerts.	August 2018	June 2019			

Planned Improvements in Student Performance

Performance Goal 1.4: Science (Secondary Only)

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in Science.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the percentage of students scoring near or at standard in the English Language Arts Claims (Reading, Writing, Listening, and Research/Inquiry) and the Mathematics Claims (Concepts and Procedures, Problem Solving/Modeling and Data Analysis, Communicating Reasoning) on the Summative Smarter Balanced Assessments will increase by 3%.

Data Used to Form this Goal:

CAASPP SBAC data.

Findings from the Analysis of this Data:

The data show that this cohort of HHS students are at the same level of as last year's cohort in the area of ELA, however, the ultimate goal is for ALL students to meet or exceed standards.

How the School will Evaluate the Progress of this Goal:

The school will review yearly SBAC results to evaluate the progress of this goal.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment							
	3 - Comprehensive PreK-12 program	Support literacy and Common Core State Standards for English Language Arts and Math across curricula to increase academic rigor for all students.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Continue to expand AP course offerings and access to rigorous courses.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Continue to build and elaborate our STEM career pathway education programs and expand student choices.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Study trips to enhance hands-on learning experiences	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Strategically build master schedule according to student course selections, interests and needs.	August 2018	June 2019			
	2 - Collaborate with partners	Hillcrest High School teachers will work in collaboration with teachers from other schools to revise the current curriculum and align with NGSS.	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	1574
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum across the curriculum. (Copy machines)	August 2018	June 2019	5000-5999: Services And Other Operating Expenditures	LCFF-LI	11900
	2 - Collaborate with partners	Teachers collaborate in departments to share best practices and engage in the assessment cycle to analyze data to inform instruction.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Provide resources for supplemental programs such as STEM programs, Project Lead the Way and access to online programs.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-LI	5000
Targeted Professional Development	6 - Support exemplary staff	Staff professional development opportunities for training related to content area, STEM and Advanced Placement as well as leadership development to support successful PLCs	August 2018	June 2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	3000
	6 - Support exemplary staff	Bi-monthly subject-specific PLC time.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	9 - Learning organization	Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.	August 2018	June 2019			
	9 - Learning organization	Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during the	August 2018	June 2019			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		school day.					
Academic-Centered Family and Community Engagement	7 - Family engagement	Encourage ELAC, SSC PTSA and other parent group participation.	August 2018	August 2019			
	7 - Family engagement	One parent conference will be held per semester. Three parent nights for each sport season will be hosted.	August 2018	August 2019			
	7 - Family engagement	Parents will be informed of academic progress through AERIES parent portal	August 2018	August 2019			
	7 - Family engagement	Offer workshops on FAFSA, cash for college, PSAT results and how to use them and two Trojan University workshops addressing different colleges/universities.	August 2018	August 2019			
	7 - Family engagement	Offer monthly meetings for parents to attend "Coffee with the Counselors" to collaborate on student's academic success.	August 2018	August 2019			
	7 - Family engagement	Hillcrest High School offers two different Drama Performances, three Band concerts and two Choir concerts.	August 2018	August 2019			

Planned Improvements in Student Performance

Performance Goal 2: English Learners

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By 2019 15% or more students will make annual progress in learning English by improving at least one level on ELPAC.

Data Used to Form this Goal:

ELPAC results.

Findings from the Analysis of this Data:

Our students are making adequate progress on AMAO 1 and students with 5 or more years of instruction in AMAO 2. Students with less than 5 or more years still need additional support, which will be provided through intensive intervention in ELD class 1-3.

How the School will Evaluate the Progress of this Goal:

Progress towards this goal will be measured using common formative assessments as well as the new language acquisition assessment in 2019.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement ation of ELA CCSS and ELD standards.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	Provide collaboration and planning time to support differentiation of instruction.	August 2018	June 2019			
	9 - Learning organization	Strategically build master schedule according to student course selections, interests, and needs.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	All students will have access to the PSAT in grades 9-11 and the SAT in grade 11.	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	9 - Learning organization	Purchase technology to support ELD standards instruction and differentiation.	August 2018	June 2019	4000-4999: Books And Supplies	LCFF-EL	21819
Targeted Professional Development	6 - Support exemplary staff	Provide training to Bilingual Instructional Aid	August 2018	June 2019			
	6 - Support exemplary staff	Provide professional development opportunities related to English Learners	August 2018	June 2019			
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Provide annual stipend to maintain the English Learner Facilitator position in order to maintain compliance documentation and to support site staff in meeting the needs of English learners .	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	3116
Academic-Centered Family and Community Engagement	7 - Family engagement	Encourage ELAC, SSC PTSA and other parent group participation. Provide translation services.	August 2018	June 2019			
	7 - Family engagement	One parent conference will be held per semester. Three parent nights for each sport season will be hosted. Provide translation services.	August 2018	June 2019			
	7 - Family engagement	Parents will be informed of academic progress through online AERIES parent portal	August 2018	June 2019			
	7 - Family engagement	Offer workshops on FAFSA, cash for college, PSAT results and how to use them and two Trojan University workshops addressing different colleges/universities requirements. Provide translation services.	August 2018	June 2019			
	7 - Family engagement	Offer monthly meetings for parents to attend Coffee with the Counselors to collaborate on student's academic success. Provide translation services.	August 2018	June 2019			
	7 - Family engagement	CABE	August 2018	June 2019	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	310
	7 - Family engagement	Translators	August 2018	June 2019	1000-1999: Certificated Personnel Salaries	LCFF-EL	2000

Planned Improvements in Student Performance

Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 0.5 %.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 5%.

By June 2019 Hillcrest High Schools average daily attendance will increase by 0.5%.

Data Used to Form this Goal:

Attendance and Discipline data is compiled in Aeries. The data is analyzed for trends in changes in student attendance and discipline.

Findings from the Analysis of this Data:

In 2018, discipline did decrease. Discipline incidents as measured by suspension, OCl referrals, and tardies, has decreased.

How the School will Evaluate the Progress of this Goal:

Analyze data pulled from the AERIES student management system.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Health class is a graduation requirement; addresses health, drug awareness, and personal safety	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Participate in awareness events including Friendship Week (anti-bullying) Red Ribbon Week, etc.	August 2018	June 2019			
	5 - Develop character of students	Workshops on sexual harassment and social media given by Riverside DA office and Riverside Crisis Center to all students.	August 2018	June 2019			
Targeted Professional Development	6 - Support exemplary staff	Staff development will focus on the importance of student engagement and achievement and student connections.	August 2018	June 2019			
	6 - Support exemplary staff	Staff development on crisis intervention and protocol for students in need.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	The admin team will regularly evaluate attendance, discipline records and suspensions and provide updates to staff.	August 2018	June 2019			
	2 - Collaborate with partners	The Wylie Center will continue to provide support and counseling services to our at-risk youth, including substance abuse support.	August 2018	June 2019			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Parents will be informed by the school when students are not in attendance, habitually tardy or absent, or disruptive to the learning environment.	August 2018	June 2019			

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.

LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

All Hillcrest High School Seniors will graduate with a diploma. 60% of Hillcrest High School students will meet A-G requirements.

Data Used to Form this Goal:

Data gathered from Aeries will be used to assess graduation rates and A-G completion rates.
The California Schools Dashboard Graduation Rate was 95.4% for 2017-18.

Findings from the Analysis of this Data:

Last year, Hillcrest graduation rate was 98%. We want to capture all students to achieve a 100% graduation rate. Additionally, we want every student to be college and career ready as shown by A-G eligibility.

How the School will Evaluate the Progress of this Goal:

Analysis of graduation and A-G completion rates in Aeries and analysis of graduation rates.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Grade level workshops provided to all students through Guidance counseling.	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Individual one-one academic counseling for each student to assess yearly progress for graduation and college readiness	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Intervention-based counseling provided for struggling students on an ongoing basis to support graduation and college readiness	August 2018	June 2019			
	8 - Learning environment to achieve excellence	Working toward all classes being A-G eligible	August 2018	June 2019			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Emphasis on cultural diversity on campus including clubs supporting under-represented students.	August 2018	June 2019			
	3 - Comprehensive PreK-12 program	HHS will continue to work on implementing engaging pathways that integrate rigorous academics with career-based learning and real world workplace experiences.	August 2018	June 2019			
Targeted Professional Development	6 - Support exemplary staff	Staff development will focus on the implementation of rigorous instruction utilizing school-wide instructional strategies	August 2018	June 2019			
	6 - Support exemplary staff	Staff development focus on the assessment cycle to identify needs of students.	August 2018	June 2019			
	6 - Support exemplary staff	Staff development focus on the effective use of technology for teaching and learning.	August 2018	June 2019			
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	The principal and head counselor regularly evaluates and monitor course selections to ensure high graduation rate and increasing A-G readiness.	August 2018	June 2019			
Academic-Centered Family and Community Engagement	4 - Communicate effectively	Parents will receive updates on student progress towards graduation via progress reports in Aeries portal.	August 2018	June 2019			
	7 - Family engagement	Annual College Signing Day to highlight students who have signed to a four year university or the armed forces.	August 2018	June 2019			
	7 - Family engagement	Senior Awards night to recognize the efforts of our students to secure academic scholarship and awards to college.	August 2018	June 2019			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	27,245	0.00
LCFF-LI	67,501	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	27,245.00
LCFF-LI	67,501.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	5,116.00
4000-4999: Books And Supplies	LCFF-EL	21,819.00
5800: Professional/Consulting Services	LCFF-EL	310.00
4000-4999: Books And Supplies	LCFF-LI	28,021.00
5000-5999: Services And Other	LCFF-LI	33,480.00
5800: Professional/Consulting Services	LCFF-LI	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,116.00
4000-4999: Books And Supplies	49,840.00
5000-5999: Services And Other Operating Expenditures	33,480.00
5800: Professional/Consulting Services And Operating	6,310.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	18,261.00
Mathematics	21,006.00
History/Social Studies (Secondary Only)	6,760.00
Science (Secondary Only)	21,474.00
Limited English Proficient Students	27,245.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	
High School Graduation/College Readiness	

**Program Descriptions
School Based Coordinated Program (SBCP)**

Intent

To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program

The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

- a) Local Control Funding Formula-Low Income (LCFF-LI)
- b) Local Control Funding Formula-English Learners (LCFF-EL);
- c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services

Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o Special Education (including specially designed academic instruction and related services).

Objectives

The objectives of the Hillcrest High School Based Coordinated Program are as follows:

- o Support student achievement and learning in all content areas.
- o Support staff professional development.
- o Support engaging and rigorous standards-based curriculum and classroom instruction that meets the needs of all learners.

Program Descriptions English Learner (EL) Program

Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- o **Structured English Immersion (SEI)**: K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses ELPAC levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- o **English Language Mainstream (ELM)**: K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- o **Alternative bilingual program**: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- o Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- o Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- o Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o increased EL parent/advisory training to understand/assist their own children’s educational needs

Title III funds may only be used to supplement, not supplant.

Description of Site Program

All English learners are enrolled in a rigorous curricular program that will allow them to successfully complete graduation and complete A-G requirements. English learners are placed in appropriate EL support classes for optimal language acquisition according to their most recent ELPAC score. English learners are appropriately placed in subject specific courses to ensure mastery of common core standards. Interdisciplinary teams provide additional language scaffolding necessary for student achievement.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

One Bilingual Instructional Assistant: Multi-funded 50% Title I District and 50% Title III District (TI-\$26,308) and (TIII-\$26,308)

English Learner Facilitator Stipend 100% LCFF-EL Site (\$2,755)

Title	Description
English Learner Facilitator	English Learner Facilitator attends district meetings and plans professional development for teachers to support implementation of EL programs, build capacity, maintain EL records and communications. Assists with redesignation process.
Bilingual Assistant	One bilingual assistant provides primary language support for EL students in core content areas

Objectives

Our objectives are as follows:

- o 100% of our English learners will graduate from high school and complete A-G requirements.
- o Continued staff development to build ELL scaffolding and understanding of ELD standards.
- o Additional technology to support EL students in English language acquisition and to support skills necessary for career and college readiness.

**Program Descriptions
Gifted and Talented Education (GATE) Services**

Intent

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
 - Differentiation within the regular classroom
 - Enrichment opportunities
 - Special group instruction away from the regular class
 - Classes in which GATE students are clustered
 - Seminars and study trips
 - Grade level advancement
 - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services

At this time, state funding does not support a G.A.T.E program. Hillcrest believes in meeting the needs of all students by offering a variety of courses differentiated for each learner. In addition, teachers employ differentiation for high achievers as well as identified G.A.T.E. students. Students are encouraged to participate in Advanced Placement and Honors classes. Extracurricular enrichment are available to our G.A.T.E students such as academic decathlon, coding club, debate team, science club, and any number of opportunities that arise during the school year to broaden the scope and experience of our students.

Objectives

Our objectives are as follows:

- o Support educational opportunities for G.A.T.E. and high achievers such as the Science Fair, college trips, STEM programs and showcases
- o Support student participation in Honors and AP classes.
- o Provide curriculum based on high and challenging standards.

Program Descriptions Special Education Program

Intent

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services

All students with exceptional needs are appropriately identified and receive appropriate support as directed by the student's IEP. Two different types of service provided; Direct Service and Indirect Service Direct Service instruction. All students are scheduled into appropriate courses to meet graduation and A-G requirements. Students receive Indirect Service in mainstreamed classes with support from an instructional aide or SPED providing teacher providing collaborative support. Teachers also collaborate with the Resource Specialist to ensure that students are receiving the proper accommodations/modifications outlined in their IEP's. Direct Services may be provided in a general education setting in a collaboration model with a SPED teacher, or in a Direct Service class. Our goal is to provide the least restrictive environment while providing adequate support to meet our students' needs.

Objectives

- Where and when appropriate, students will progress along the continuum from Direct Services to Indirect Services.
- Each Special Education student will be closely monitored by his/her case carrier. Such monitoring will include collaboration with all school personnel and the parents. The IEP team will be convened as often as necessary to develop the proper program for each student.
- Ensure that all students are appropriately identified for state and federal assessments.

Program Descriptions Technology Program

Intent

To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services

The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- o Using technology to improve teaching and learning
- o Assisting students acquire technology and information literacy skills
- o Utilizing technology that ensures appropriate access to all students
- o Using technology for efficient student record keeping and assessment
- o Making teachers and administrators more accessible to parents via utilizing technology
- o Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

Description of Site Program

Hillcrest has 6 operational computer labs to support a STEM instructional program. In addition, there are 35 mobile laptop carts available for each department to share and use. The library houses an additional laptop cart. Students and teachers use Google Apps for Education which allows students to store all documents, spreadsheets, complete research, and create presentations online. Teachers regularly use educational technology in the classroom to support engaging teaching and learning environments. Students and parents can access AERIES daily to review their current progress in each class. Teachers regularly use Educator's Assessment Data Management System (EADMS) to assess students and to access student achievement data for the purpose of informing instruction. Hillcrest High School has continued to expand the STEM programs offering a Computer Aided Drafting and Design pathway, and engineering pathway, a math pathway with computing and robotics integrated, AP computer science pathway, as well as stand alone technology courses like Digital Imaging.

Objectives

Hillcrest wants all students to:

- know how to create and send e-mail, create and effectively present individual and collaborative presentations, research with efficacy and validity, and master learning management systems, to ensure our students are college and career ready.
- effectively use technology as a tool to gather information, process that information, and synthesize what is being learned.
- educate students in 21st century global technology skills.
- continue to expand technology resources to create a 1-1 lap-top environment for students in each classroom.

**Program Descriptions
School Safety Program****Intent**

To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

Description of District Services

Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

Description of Site Program

Student Assistance Programs and School Safety Program supports comprehensive drug, alcohol, tobacco and violence reduction programs in order for all students to attend safe and drug free schools. The focus is to reduce barriers to learning as well as build protective factors leading to student success, academically, physically, and socially and emotionally. The school partners with outside service providers for additional counseling services and education programs in addition to support provided by teachers, counselors, classified staff, and administration

Objectives

Our objectives are as follows:

- o Provide a safe, nurturing, positive learning environment.
- o Provide adequate supervision before, during and after school.
- o Provide staff development and school wide disaster drills.
- o Provide an updated disaster plan.
- o Monitor school gates and entrances.
- o To continue a strict adherence to our school's behavior plan which is fair, firm, and consistent.
- o To continue to adhere to our school safety plan.

**Program Descriptions
Parent and Family Engagement Program**

Intent

To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services

Hillcrest High School provides numerous, ongoing opportunities for parent involvement. SSC, ELAC and the PTSA hold regular meetings on campus. Parents are invited to meet monthly with our counselors for coffee and to discuss student success and progress. The guidance department hosts multiple parent nights and parent training opportunities including FAFSA workshops, Cash for College, PSAT night, Trojan University, and BSU activities. Two parent conferences are offered during the year as well as an athletics parent information night for each sport season. Parents are invited to multiple VAPA performances including band concerts, choir concerts and drama performances. Administration is available for parent meetings to support student success.

Objectives

Our objectives are as follows:

- o Provide opportunities for parent involvement to increase home to school connection in relation to student achievement.
- o Acknowledge the importance of parent involvement and effects on student academic performance.

o Provide parent workshops to empower families to support student academic success.

**Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time**

Intent

Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services

Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives

- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$67,501.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is \$27,245.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is 0. There is a carryover of 0 for a total allocation of 0

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative			
Object Code	Description	Narrative	
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. Salaries for Special Projects Personnel to manage and conduct categorically related duties. Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). Includes Classified Personnel Salaries (Clerks, Instructional Assistant/ Computer, Instructional Assistants, and Bilingual Assistants). Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary. 	
1130	Teacher's Salaries - Substitutes		
1140	Teacher Salaries - Stipends		
1900	Teacher's Salaries Project Specialists/Instructional Coaches		
2100	Instructional Aide's Salary		
2110	Instructional Aide's Salary - Hourly		
2200	Classified Support Salaries		
2400	Clerical, Technical, Office Staff Salaries		
2410	Clerical, Technical, Office Staff Salaries - Hourly		
2900	Other Classified Salaries		
2910	Other Classified Salaries - Hourly		
3000	Employee Benefits		Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)		Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)	
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.	
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.	
5300	Dues and Memberships	Memberships and dues in professional associations.	
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.	
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.	
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.	
5800	Assemblies/Other Services	Assemblies	
5815	Consultants	Consultants	
5845	Printing	Outside printing. Copies to maintain supplemental programs.	
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.	
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.	
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.	
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.	

School Site Council Agenda
January 14, 2019
Meeting Location: Principal's Conference Room Time 2:45

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance

II. Action Items

1. Approve meeting Minutes from December 2018
2. Approval to be a School Based Coordinated Program
3. Approval of Centralized Services
4. Approval of Site Categorical Budgets (18-19 final)
5. Approval of Single Plan for Student Achievement (SPSA)

III. Discussion/Information

1. Budget Reports
2. LCFF Expenditures
3. Single Plan for Student Achievement
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. The next SSC meeting is scheduled for March 11, 2019
2. Adjournment: Action Item

School Site Council Minutes
January 14, 2019
Meeting Location: Principal's Conference Room Time 2:45

I. Introductory Procedure

1. Call to Order – **Meeting was called to order at 2:45pm by Erin Askier**
2. Establishment of Quorum- **Established with 7 members present**
3. Pledge of Allegiance

II. Action Items

1. Approve meeting Minutes from December 2018 **A motion was made by Robert Schwandt to approve the October minutes as written. A second was made by Dr. Kemp. The motion was approved unanimously**
2. Approval to be a School Based Coordinated Program **A motion was made by Dr. Kemp to approve SBCP. A second was made by Ms. Massoud. The motion was approved unanimously.**
3. Approval of Centralized Services **A motion was made by Erin Askier to approve Centralized Services. A second was made by Dr. Kemp. The motion was approved unanimously.**
4. Approval of Site Categorical Budgets (18-19 final) **A motion was made by Ms. Viramontes to approve the final LCFF budgets. LCFF-EL \$27,245.00, LCFF-LI \$67,501.00. A second was made by Charlotte Habib. The motion was approved unanimously.**
5. Approval of Single Plan for Student Achievement (SPSA) **The 2018-2019 SPSA was reviewed by the team. A motion was made by Rob Schwandt to approve the SPSA as written. A second was made by Candelaria Ortiz. The motion was approved unanimously.**

III. Discussion/Information

1. Budget Reports- **Budgets have been depleted. HC was complimented for spending LCFF funds wisely.**
2. LCFF Expenditures- **4 classroom laptop carts have been purchased and are currently being assembled at the district warehouse. We now have 40 classroom carts and are very close to meeting our 1:1 goal.**
3. Single Plan for Student Achievement- **No further discussions**
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC) **ELAC was held on 12/11/18. HC will be sending our DELAC rep. to the regional CABE conference on May 10, 2019.**
 - Parent Advisory Committee (PAC) **Nothing to report**
5. Program Reports
 - Professional Development Opportunities **HC will be hosting our own PD day on January 15th. 5 Staff members will be presenting workshops on various topics such as Google Forms, Google Classroom, Engagement Strategies, Lexile, and Intervention. Teachers and Staff self-select the workshop they want to attend. We will look into more of these PD days in the future.**
 - Parent and Family Involvement Opportunities- **Nothing to report at this time**
 - Interventions- **IM3 is piloting a new math intervention program in which students will be assessed for foundational math skills and referred to Literacy Center to work on identified gaps.**
6. Principal's Report **Finals are this week W/TH. No school for students on Friday 1/18. ELPAC testing will take place the last week of February, SAT on March 6th, and SBAC beginning in April.**

IV. Hearing Session/Public Comments

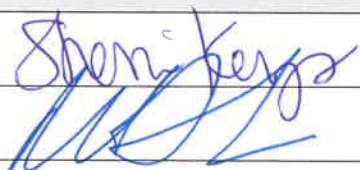




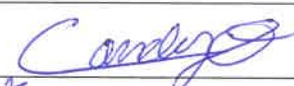
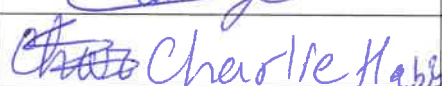
This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. The next SSC meeting is scheduled for March 11, 2019
2. Adjournment: Action Item A **motion was made by Erin Askier to adjourn the meeting at 3:06pm A second was made by Dr. Kemp. The motion was approved unanimously and the meeting was adjourned.**

Hillcrest High School

School Site Council Sign-In Sheet January 14, 2019

Name	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Sherry Kemp		Principal	
Robert Schwandt		Classroom Teacher	
Errol Garnett		Classroom Teacher	
Carolyn Viramontes		Classroom Teacher	
Danielle Ennis		Classroom Teacher	Vice Chair
Erin Askier		Other Staff	Chair Person
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Rola Massoud		Parent/Community Member	
Yasmin Ramirez		Parent/Community Member	
Yorleniz Garcia		Parent/Community Member	
Felicia Ortega		Student	Secretary
Candelaria Ortiz		Student	
Charlotte Habib		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title

Alvord Unified School District
Hillcrest High School
English Learners Advisory Committee
Agenda
Date: 12/11/18

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-in (EL4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda
 - a. Approval of Minutes of Meeting from 11/14/18:
Amendment to the minutes?
Motion made by _____ Second by _____
 - b. Election of New ELAC members (monthly) - EL4a *
Name(s)
Motion made by _____ Second by _____
 - c. Election of ELAC Officers – EL4.1*
Nominees
Motion made by _____ Second by _____
President _____
Vice President _____
Secretary _____
 - d. Election of DELAC representative – EL4.2 *
Nominees
Motion made by _____ Second by _____
DELAC rep _____

III. Discussion/Information

Training

1. Bylaws Review/Revise (IF time allows as part of roles and responsibility training & bring to next meeting for approval) EL4
2. Needs Assessment for EL programs – EL4c
3. School Attendance (If time allows, if not leave for next month) – EL4c2
4. Reclassification
5. SPSA Input

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: 1/9/2019
2. Adjournment:

Alvord Unified School District
Hillcrest High School
English Learners Advisory Committee
Minutes
Date: 12/11/18

I Introductory Procedures

1. Call to Order 7:40 AM
2. Welcome/Sign-in (EL4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda

- a. Approval of Minutes of Meeting from 11/14/18: **Proposed to present minutes at the next meeting on January 9, 2019. Group agreed.**
Amendment to the minutes?
Motion made by _____ Second by _____
- b. Election of New ELAC members (monthly) - EL4a *
Name(s) **Gabriela Ortiz and Elida Miramontes**
Motion made by _____ Second by _____
- c. Election of ELAC Officers – EL4.1*
Nominees **No nominees**
Motion made by _____ Second by _____
President _____
Vice President _____
Secretary _____
- d. Election of DELAC representative – EL4.2 *
Nominees **No Nominees**
Motion made by _____ Second by _____
DELAC rep _____

III. Discussion/Information

Training

1. Bylaws Review/Revise (IF time allows as part of roles and responsibility training & bring to next meeting for approval) EL4
2. Needs Assessment for EL programs – EL4c
 1. **Both parents in attendance would like for there to be a bilingual assistant/teacher assigned to the Literacy Center/Homework Zone as most Spanish Speaking students do not attend the literacy center for this reason.**
 2. **Gabriela asked if there were funds for parents to attend CABE.**
 3. **Gabriela shared that at DELAC there was discussion about a math software called SSEC. Is this something our EL students can obtain?**
 4. **Both parents in attendance asked if Rosetta Stone can be obtained for parents.**
 5. **Gabriela proposed that students be recognized by way of an award for their reclassification as a form of incentive.**
3. School Attendance (If time allows, if not leave for next month) – EL4c2
4. Reclassification
5. SPSA Input **ELAC would like to continue the focus on building technology program at Hillcrest.**

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: 1/9/2019
2. Adjournment: **8:45 AM**

ELAC

December 11, 2018

Sign In Sheet

Name/Nombre	Signature/Firma
Elida Miramontes	Elida M [Signature]
Gabriela Ortiz	[Signature]