

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1276
Introduction Date: 6/27/18
Enactment No.: 18-1085
Enactment Date: 6/27/18 er

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

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



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

Legislative File ID No: 18-1276
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Jonathan Mayer
Date of this revision: 4/20/2018

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

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

Contact: Jonathan Mayer	Position: Principal
Address: 5750 College Avenue Oakland, CA 94618	Telephone: 510-654-7337 Email: jonathan.mayer@ousd.org

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

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Claremont Middle School

Site Number: 201

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

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

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

Date(s) plan was approved: 5/16/18

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

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

Signatures:

		<u>5/16/18</u>
Jonathan Mayer, School Principal	Signature	Date
		<u>5/16/18</u>
Print name of SSC Chairperson	Signature	Date
		<u>5/23/18</u>
Mark Triplett, Network Superintendent	Signature	Date
		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Claremont Middle School**Site Number:** 201

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

Date	Stakeholder Group	Engagement Description
2/14/2018	SSC	Discussed how to use Title 1 monies and prioritize needs and electives for 2018-19
3/14/2018	SPED parent engagement	Meeting with SPED parents from room 40A to discuss experiences of Mod-Severe autism class
2/21/2018	Teachers	Used PD time to discuss overall structures and feedback regarding: electives, our structures around Grade Level Deans, RJ and community schools manager

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$235,120.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$158,649.66	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$90,665.34	TBD
TOTAL:	\$484,435.50	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$51,732.98	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,272.33	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$53,005.31	\$0.00

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

1A: ABOUT THE SCHOOL

School: Claremont Middle School

School ID: 201

School Description

At Claremont Middle School, one of the most diverse schools in Oakland, we focus on three things: building our school-wide culture and climate; creating exciting learning opportunities that engage our student body, and increasing the literacy of our students as we create life long learners. We do this by creating a Compassion, Mindful and Safe (CMS) environment. We're a school that is very student centered and also supportive of our strong, cohesive teaching staff, committed to creating a culture of growth mindset.

School Mission and Vision

We prepare students to leverage their grit to build academic stamina, while building bridges across differences to create positive change
 We explicitly teach and continuously reinforce rigorous and relevant instruction within a compassionate, mindful and safe environment
 We lead with learning as the main event, with equity at the center and student voice as the driving force
 We inspire our students and staff to continuously find ways to work collaboratively, to spark curiosity for learning, and to find the joy in the process

Family & Student Engagement

We have very supportive staff. Our grade level teams work together to troubleshoot causes of chronic absence and have consistent practices from classroom to classroom. Our ILT has been working over the past two years to focus on our big rocks, which all touch on student engagement. We have a very strong COST team that works closely with our counselors and TSAs to identify and support Tier 2 and Tier 3 students. We now have an attendance team focused on supporting students at risk of being chronically absent. Students do not always arrive at school on time or attend at all. About a third of our chronically absent students are enrolled in our SDC programs and are coming long distances across town on District-provided buses. We have students coming from more than a 45-minute to 1-hour public transit ride away from our site. The bus service for PEC has had struggles this year, affecting the attendance of our Special Education students beyond their control. We have families who keep students home if a family member is sick. Some families take vacations during the school year.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	We are doing schoolwide SSR in English classes. We're doing a "Race to 1000" SRI score challenge. All departments have identified a key reading strategy such as three reads or other close reading strategies (annotating text). We've built up our library and have a great librarian who can make strong recommendations.	We have novice teachers. It is a challenge to continue to support our most at-risk students to have books, get them to the library, and meet them where they're at when they are more than three years below grade level in reading. 37% of our current students are reading more than two years below grade level. While our teachers take their students to the library to pick out books, they are not using the library for research projects.	30-40% of our sixth graders come into Claremont multiple years below grade level in reading. Teachers do not always have support to know how to use the library for research reports.

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION</p> <p style="text-align: center;"><i>(including core content beyond language & literacy)</i></p>	<p>Teachers are being consistent with whiteboard configuration and high expectations of student work and are beginning to mix up instruction between independent, partner, and cooperative work.</p>	<p>While our students are performing more strongly on the mid-year District math benchmark, this falls by the year-end benchmark. We lost three math teachers between 15-16 and 16-17. Turnover can be challenging as we try to implement our math program. We're also dealing with students who span a wide range of ability: from 3-4 years below grade level to 2-3 years above grade level. This presents challenges for differentiation. Teachers are still working on balancing the accountability of group work vs. organized, accountable, cooperative learning structures.</p>	<p>We have three new teachers on our math team who are still balancing learning how to teach with dealing with students at such different capacity levels.</p>
<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(Culture & Climate, including Measure G1)</i></p>	<p>We have reduced suspensions from 90 in 2014-15 to 45 in 2015-16, with a target of 35 suspensions for 2016-17. We spend the first two weeks going through schoolwide expectations and clearly explaining school rules to our students.</p>	<p>We have a high number of new teachers as well as continual teacher turnover so we need to continually teach teachers how to create a safe and welcoming environment. We have trouble continuing to message safe and compassionate behavior through advisory throughout the year.</p>	<p>We've done a schoolwide adoption of the Claremont values (CMS: compassionate, mindful, and safe) and hand out CMS bucks. We have a school culture committee that's meeting monthly to come up with incentives and review data on discipline. The school calendar and advisory time supports continued reemphasis of school values. We will continue with advisory next year and will continue teaching the schoolwide values through advisory. We offer individual coaching on effective classroom management aligned with school values for new or struggling teachers. We cultivate alternatives to suspension through RJ. Principal, BTSA coaches, and department leads support teachers in a progressive discipline system in the classroom. ILT and grade level teams identify and implement a consistent schoolwide consequence ladder.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(continued)</i></p> <p style="text-align: center;"><i>(Culture & Climate, including Measure G1)</i></p>			<p>New teachers have trouble implementing the discipline ladder consistently; inconsistent practice of overall staff with consequence ladders. There is a lack of consistent practices from classroom to classroom regarding consequences for behavior, expectations when entering the classroom, and even blackboard configuration (e.g., a daily agenda posted) so that students can travel from classroom to classroom and know what to expect. Students travel long distances to get to school; many have to travel over an hour, which contributes to chronic absences. When students are below grade level and struggling in school, they are more likely to act out, especially when there are inconsistent practices between core teachers at a grade level.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;"><i>(SELLS Needs Assessment)</i></p>	<p>We're using high engagement strategies that include academic language to support our ELLs, such as Rally Coach in math and Think/Pair/Shares in other classes. We also have ongoing professional development to focus on and support academic language and vocabulary in all subject areas.</p>	<p>Because of the limited number of ELLs, we don't set aside consistent, ongoing explicit ELD instruction.</p>	<p>A lot of our ELLs qualify for resources and/or have IEPs. Additionally, we have a number of ELL students in our Special Day Classes. There are relatively few ELL students who are General Ed students.</p>
<p style="text-align: center;">ARTS, MUSIC & WORLD LANGUAGES</p> <p style="text-align: center;"><i>(Measure G1)</i></p>	<p>We currently offer 17 elective classes.</p>	<p>Because the Spanish program is new, we don't have a good way to estimate how many students will take Spanish.</p>	<p>We don't want to offer electives simply for the sake of offering electives; we want to find strong teachers to offer compelling programs. This will take time to identify these strong teachers.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Claremont Middle School

School ID: 201

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	We will have 5 percent annual growth in students that are proficient or advanced as measured by the SRI and by GPA; we will also move 10 percent of students who are multiple years below grade level to within one year or to grade level.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	Low-Income Students	40.0%	45.0%	50.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?					
Theory of Action for Language & Literacy Priority:	We will continue with seven reads a week during the school day/week through advisory, English, social studies, and science, Students will have daily silent reading or annotating for 20 minutes. Consequently, students' reading levels will go up. If we can differentiate the reading material and find students high-interest books and articles, then they will increase the amount of time reading on task. If we teach students how to strategically read for meaning and analyze text then they will be able to more successfully make meaning of the text they are reading. We will be providing students at risk with multiple opportunities to read and teaching explicit reading strategies such as "3 reads", close reading, and summarizing. Our librarian will also provide free library books to students, and one to one conferences with students who struggle to choose books. We will continue to use a few STIP Subs, and our ISS's who work with RS teachers, and have RS teachers do read alouds with key IEP students to work in small groups to work directly with students who are below grade level in reading. For our Newcomers, we will explicitly teach prefixes, suffixes, and root words in ELA classes.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will confer one-to-one with students to ensure that they choose just-right books and prepare them to reach grade level targets on SRI.	We will hold "Ceremonies of 1000" for students who grow their reading scores by more than 100 points/two years and go over 1000. We will put pictures up on walls, invite an adult and celebrate their success.		We will assess kids who are at or above grade level or within one year of grade level vs. the number multiple years below throughout the year. We will hold at least two ceremonies each year.	

1-2	Students will understand their lexile level, know how to choose just write books, and begin to take charge of their own reading and literacy growth. Teachers will work with students to set goals for their reading growth and number of books read for the year	Continuing with SSR daily in Advisory and supporting teachers to have quality environment for SSR, and use SSR to differentiate for English Learners, GATE students, and low-performing students. Support teachers with coaching around how to maintain SSR	We'll have evidence of the Seven Reads during advisory and other classes. Teachers will use Newsela for science and social studies weekly.
1-3	Assist students in selecting books in their lexile range, provide direct instruction on how to choose the "just right" book, teach parents about lexile levels	Have library open 5 days a week and during advisory; work with SSC to help build classroom libraries; Hire additional librarian so it is open five days a week and at advisory; admin, stip sub and other adults bring students to library when they are not reading during advisory, or help redirect to high interest books	Library is open for five days each
1-4	Purchase Lexiled leveled books and create numerous intervention opportunities for supporting our students who are reading two or more years below grade levels	TSA's will created protocols for our support staff to push in / pull out guided reading groups during ELA's SSR We will use stip subs twice a week, to pull small groups of three or four students who are reading multiple years below grade level.	Students in Adviosry will be using lexiled books, as well as lightsail books on computers as evidenced through ILT walk throughs.
1-5	Monitoring student engagement with book and comprehension	Create observational rubric that will be used monthly in all ELA and Social Studies Classes TSA support	Rubric and walk-through data
1-6	Provide direction on how to choose just right books in their lexile range.	Administrators will walk struggling readers to the library to choose books.	Walk-throughs and anecdotal evidence from teachers about students reading the whole period.
1-7	Teachers use Closed Reading strategy and Three reads strategy.		Walk-throughs and anecdotal evidence from teachers.
1-8	Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	Give teachers designated planning time to help meet the needs of low-performing students and low income students	Walk-throughs and anecdotal evidence from teachers.
1-9	Build 20-minute SSR into master schedule and create balanced classrooms	Align master schedule and include in advisory period.	Visit advisories to see which are 100% compliant. Master schedule.

	Priority ("Big Rock"):	JUNE 2021 GOAL
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STANDARDS-BASED INSTRUCTION	Mathematics	By June 2021, 50% of students will be meeting or exceeding mathematics standards as measured by the SBAC math section.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-34.1	-24.1	-14.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SMI math, end of year SBAC, district assessments.				
Theory of Action for Standards-Based Instruction Priority:	If we can balance students learning math facts and conventions/algorithms with opportunities to problem solve, then we will be supporting our students to become successful mathematicians. We are going to continue with having all students keep notebooks and be able to have a table of contents and engage in direct instruction with an I do-we do-you do direct instruction model for part of most classes. Additionally, students will sit in pairs or groups of four and be able to both solve problems individually and work with others to make meaning of the math. We will plan to have an additional STIP Sub provide support to students who are below grade level in math, pushing directly into the classroom. The long term strategy is to use high engagement strategies to get to the top 80 percent of the students, and to have teachers or stip subs regularly pull small groups of 4-8 students to reteach key concepts while other students teach each other through Rally Coach or Sage and Scribe.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers will continue to use Rally Coach for pair work and we will introduce Sage and Scribe.	Math TSA will model Rally Coach and look for implementation during observations. Hire a Math TSA.		Students will be working in pairs and know how to teach each other the days lesson through a rally coach model	
2-2	Teachers will differentiate the math curriculum and use small groups to encourage cooperative learning structures.	A lead Math teacher will be in the classroom . 6 FTE in 7th grade, then spend .4 in the 6th and 8th grade classrooms, modeling and supporting teachers to implement the district curriculum and help focus the math department to ensure that best practices are consistently implemented with fidelity and that all students have access to the curriculum. Offer algebra/math compression course for all eighth graders at or above grade level, including GATE students. Give teachers designated planning time to help meet the needs of low-performing students.		All students will have notebooks with table of contents and record specific math strategies and lessons	

2-3	Teachers will provide grade level curriculum as well as reteaching of remedial math concepts where necessary for low-performing students.	School will offer training to teachers on how to support low-performing students. Parents, teacher aides, and push-in teachers will provide additional small group instruction.	Students who are multiple years below will be receiving small group instruction and a number of them will have their math scores on SMI increase in year over year by more than two years.
2-4	Teachers will provide quarterly Silicon Valley Math Initiative "Problem of the Month" to challenge high-performing students in both 6th and 7th grades	Math Coach will support the "Problem of the Month." School will provide parent newsletter or other communications around SVM I "Problem of the Month" to engage families.	all 6th and 7th grade students will do problems of the month 4 times during the year
2-5	Continue with a "Math Facts Monday" or "Integer Wednesday" to build and hone key fundamental math skills while engaging students.		Students Do Nows on Mondays and Fridays will be math facts
2-6	Teachers will provide strategic seating to spread out algebra students throughout each Math 8 class to be able to support students at risk. Algebra students will receive algebra instruction daily during advisory.	We will provide two sections of algebra in addition to regular Math 8. All students will take Math 8, with at least 45% of the students in each class at or above grade level and can provide support to other classmates.	There will be 60-65 students who take the end of year algebra test for placement in geometry for 9th grade.

CONDITIONS FOR STUDENT & ADULT LEARNING (including Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Safe Culture & Climate	In the 2017-18 academic year, we will reduce our suspensions 25			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	All Students	3.8%	3.5%	3.2%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Office referrals				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we teach expected behaviors (compassionate/mindful/safe) to students during electives and all classes the first two weeks of school and then we reinforce these expectations throughout the year, we can support all of our students to make good decisions and be successful. Additionally, if we train students in restorative justice practices and use our RJ coordinator and all admin use strategies such as RJ for conflict resolution, we will be able to get student voice into the conflicts and get to the root causes of conflicts. We have both a Community School Manager, and an RJ Coordinator to support our students at risk. We will hold New Student orientation/registration events during the summer months. We will also hold a Prospective Family Open House where new families can meet teachers, tour the campus, and hear directly from current students about their experiences. Our 6th grade team during advisory period will be very explicit with school wide rules, protocols, and teaching CMS Values.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will use Advisory period to build culture and climate in their classrooms and will use the student handbook during advisory period to focus on school wide policies for student expectations, including teaching students how to “show up” ready for school.	Use PD time to train teachers in RJ circles Hire RJ coordinator and Student Advisor to support culture and climate. Cultivation of alternatives to suspension through RJ and other community partners. Individual coaching on effective classroom management aligned with school values for new or struggling teachers. Work with ILT to approve the CREW curriculum and to set aside time at PD to ensure that we implement school-wide CREW in an advisory period	Students will be observed following CMS protocols.
3-2	Teachers will share schoolwide expectations and will implement consistent schoolwide practices.	We will use Advisory to teach school wide expectations. We will shift to schoolwide protocols for expectations in class, in the halls, on playground - "One Voice" and "SLANT"; using a CREW/advisory to teach. We will coordinate with the after school program to use same schoolwide expectations throughout the whole day.	Students will lean into the learning and follow expectations for engaged student behavior. We will have 1.4 FTE positions designated just for coaching. There will be a before school "boot camp" for new teachers; TSA/coaches will be in classrooms daily and at least 8 teachers will get ongoing coaching to implement both best practices and school wide agreed to signature practices

3-3	<p>Implementation of common classroom practices - do now, writing down homework in binder reminder, etc</p>	<p>Teacher leaders use ILT to analyze data to identify action steps and goals after each inquiry cycle.</p> <p>Teacher leaders and administration collect data on student engagement.</p> <p>Leadership supports staff to engage in peer observations, both on site and off-site to seek out and learn from outstanding teachers who use Kagan and other high engagement strategies. School wide professional development of high engagement strategies and best practices, including peer observations and modeling by teachers at monthly PDs.</p> <p>Provide PD around engagement strategies - mandating engagement, no "opt out" Provide PD and unify expectations around classroom protocols: "Do Now"; exit tickets; learning targets and close reading.</p>	<p>There will be peer observations throughout the year and feedback from peer observations will be shared with staff during PD</p>
3-4	<p>Teachers at each grade level will meet and determine a behavioral expectation ladder that is implemented across the grade level.</p>	<p>Individual coaching, principal, BTSA coaches and department leads/coaches supporting them to have a progressive discipline system in the classroom – that is consistent across the school. We will have grade levels meet with a grade level dean who helps to determine classroom rules and consequences and helps to norm student experiences as they travel from one class to another Determine an effective master schedule based on enrollment and community and student needs</p>	<p>We will have grade levels meet with a grade level deans two to three times a month during grade level meetings to provide support for students most at risk as well as to keep teacher voice implemented into ongoing restorative practices</p>

3-5	Teachers will use a schoolwide system of differentiating between classroom-managed and office-managed behaviors. Teachers will use the Universal Referral Form to standardize reporting of disciplinary situations.	Integrate restorative practices into office disciplinary conversations. School wide adoption of the universal referral form to enable school culture committee to review data on a monthly basis. Use alternative consequences for issues of defiance. School culture committee meets monthly to review data on discipline.	Monitor URFs and office referral patterns.
3-6	Teachers will engage parents in Back-to-School Night, including targeted engagement of parents of English Learners to welcome students and explain how reclassification works.	Parent and family engagement around academic acceleration, literacy, issues of equity, Black Lives Matter, envisioning the future of Claremont, and how to use monies for cafeteria for school makeover	Parent attendance at school events; number of school events across the year
3-7	Select teachers will join administrators to observe highly-functioning schools.	Bring staff to highly functioning schools to better understand what makes a highly functioning school. Set aside funds and arrange visits to schools that are highly functioning and time for ILT to discuss this and to come to determination of what changes need to happen.	We will visit two highly functioning schools this year
3-8	AAMA staff member will teach two classes to 7th and 8th grade students.	Have African American Male Achievement (AAMA) staff member attend PD and aligning practices with staff around engagement, blackboard, etc. Hire AAMA staff member to provide targeted support to our AAMA students	24 students will participate in 2 different 7th and 8th grade AAMA classes
3-9	Teachers refer emotionally at-risk students to the school COST Team. Teachers will also refer students whom they believe may be homeless to the COST Team for support.	COST team meets weekly to discuss strategies to support students in transition, including homeless and foster youth. The team also focuses on we onboard any new foster and homeless youth and seek out mentors. Community schools manager meets to discuss onboarding process, case manager and counselor.	Bi-weekly COST Team meetings

3-10	Create conditions for student success and engagement by using the first two weeks as a time to build culture and climate, including supporting new sixth graders as they transition into Claremont.		
3-11		Develop a new afterschool program in collaboration with the District and the existing afterschool partner to better address student needs.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	We will reclassify 20 percent of General Education English Language Learners each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	n/a (fewer than 15 students)	n/a (fewer than 15 students)	n/a (fewer than 15 students)
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, grades, office referrals, books they're reading during SSR, classroom participation				
Theory of Action for English Language Learners Priority:	If teachers use a balance of rotating best practices around academic conversations, think/pair/shares, and think/ink/pair shares, and encouraging students to work in pairs and small groups, there will be multiple opportunities for English Language Learners to feel comfortable sharing ideas about new material out loud in English and their English will improve. Additionally, we believe that having such explicit designated reading times daily at students' targeted levels (including Newsela articles, which differentiate by SRI level), we'll give students ample practice reading "just right" literature, which will support them to learn English as well.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	We will implement more consistent practices around explicit instruction of prefix, suffix, and root words to benefit both English Language Learners and other struggling readers.	School will acknowledge reclassified English Learners during advisory as well as with a family celebration in the office.	We will have pictures on the walls of our reclassified students
4-2		Engage parents in Back-to-School Night, including targeted engagement of parents of English Learners to welcome students and explain how reclassification works.	There will be a meeting on back to school night with our ELL families to go over reclassification and where exactly there student needs to focus

4-3		Our attendance clerk calls Spanish-speaking families to invite them school events and meetings.	
4-4		Connect newcomer students to established District newcomer programs.	at least two to three students who would benefit from a newcomer program get reassigned to a newcomer program

ARTS, MUSIC & WORLD LANGUAGES <i>(Measure G1)</i>	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Elective Expansion	We will increase the number of high interest options for electives to foster high interest participation in electives and a passion for learning, as measured by the number of elective classes offered. Over 80% of students will get their first choice for electives, and less than 5% of students will change electives during the academic year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Percent of students getting first choice in electives	All Students	n/a	60.0%	70.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Number of electives offered; range of electives offered.				
Theory of Action for Arts, Music & World Languages Priority:	We will continue with three Computer Science/Design Thinking classes, have a 0 period jazz band course and continue with all 6th graders taking 1/2 year of computer science and 1/2 year of band - which will provide equitable access to all students for both our music program as well as computers and technology. Also have three art classes and two 7/8 CS classes.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
5-1	Art and computer science teachers will coordinate to teach a yearlong course where students switch at the semester.	Design master schedule to accommodate new course and hire teachers with skills to collaborate on this class.			
5-2	Teachers will offer more electives, including music offerings, yearbook, coding, and more advanced classes such as an advanced STEM class, advanced computer animation, etc.	Align Master schedule to make electives schedule possible. Continue electives department to allow staff to meet regularly and align their practices.			

5-3	AAMA staff member will teach two classes to 7th and 8th grade students.	Have African American Male Achievement (AAMA) staff member attend PD and aligning practices with staff around engagement, blackboard, etc. Hire AAMA staff member to provide targeted support to our African-American students.	24 students will participate in 2 different 7th and 8th grade AAMA classes
5-4	Create conditions for student success and engagement by using the first two weeks as a time to build culture and climate, including supporting new sixth graders as they transition into Claremont.		
5-5	Band and computer science teachers will offer sixth graders a half year of band and half year of computer science.		
5-6	Band teacher will offer seventh grade band and eighth grade band.		

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$90,665.34	After School Education & Safety (ASES)	Contract with afterschool provider	Safe Culture & Climate	A1.6 After School Programs	5825				201-1
\$28,608.35	General Purpose Discretionary	Hire a STIP sub.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STIP	TCSTIP0761	0.60	201-2
\$37,517.68	General Purpose Discretionary	Hire a STIP sub.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STIP	TCSTIP0729	1.00	201-3
\$45,348.21	General Purpose Discretionary	Hire a STIP sub.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STIP	TCSTIP0730	1.00	201-4
\$55,726.65	General Purpose Discretionary	Extended Contracts	Literacy	A3.2 Reading Intervention	1120				201-5
\$53,550.00	General Purpose Discretionary	Supplies	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	4310				201-6
\$1,350.00	General Purpose Discretionary	Refreshments	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	4311				201-7
\$10,000.00	General Purpose Discretionary	Equip Maintenance	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				201-8

\$2,019.61	General Purpose Discretionary	Hire an AAMA coordinator.	Elective Expansion	A5.1 School Culture & Climate (Safe & Supportive Schools)	5733				201-9
\$1,000.00	General Purpose Discretionary	Postage	Safe Culture & Climate	A3.3 Family Engagement focused on Literacy Development	5910				201-10
\$9,285.53	LCFF Supplemental	Hire a TSA to be an 8th grade dean and social studies lead.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1119	10 MONTH CLASSROOM TSA	C10TSA0116	0.10	201-11
\$14,950.58	LCFF Supplemental	Hire a teacher coach to model lessons and run a new teacher boot camp and training.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1119	10 MONTH CLASSROOM TSA	C10TSA0245	0.18	201-12
\$20,398.62	LCFF Supplemental	Hire an 8th grade social studies teacher to make advisory model possible to support academic acceleration.	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1482	0.29	201-13
\$45,337.62	LCFF Supplemental	Hire an additional math teacher to provide targeted small group intervention and allow another math teacher to model lessons and provide coaching.	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.50	201-14
\$68,462.38	LCFF Supplemental	Hire a Math 6 teacher to make advisory model possible to support academic acceleration.	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1962	1.00	201-15
\$214.93	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4310				201-16
\$27,856.58	Measure G1	Hire a TSA to be an 8th grade dean and social studies lead.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1119	10 MONTH CLASSROOM TSA	C10TSA0116	0.30	201-17
\$5,959.04	Measure G1	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				201-18

\$9,500.00	Measure G1	Hire an AAMA coordinator.	Elective Expansion	A5.1 School Culture & Climate (Safe & Supportive Schools)	5733				201-19
\$45,337.62	Other Donations	Hire an additional math teacher to provide targeted small group intervention and allow another math teacher to model lessons and provide coaching.	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.50	201-20
\$10,000.00	PTA Donation	Hire a Restorative Justice coordinator.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				201-21
\$34,662.39	PTO/PTA	Hire an AAMA coordinator.	Elective Expansion	A5.1 School Culture & Climate (Safe & Supportive Schools)	5733				201-22
\$8,305.88	Title I: Basic	Hire a teacher coach to model lessons and run a new teacher boot camp and training.	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0245	0.10	201-23
\$43,427.10	Title I: Basic	Surplus, intended to hire a Restorative Justice coordinator.	Safe Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				201-24
\$1,272.33	Title I: Parent Participation	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				201-25



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

Claremont Middle School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents give feedback at the Annual Title 1 Meeting as we as at the monthly SSC Meetings.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Title 1 Meetings
SSC Meetings held before and after school
PTA Meetings

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Title 1 Meetings
On-Going monthly morning coffee meetings sponsored by the Claremont PTA
Teacher after school office hours and student led conferences



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Claremont Middle School Web page
Claremont email broadcast- the Knightline, using parent provided email addresses on file
"Robocalls" Automated telephone messaging system to parent provided telephone numbers
Daily Announcements during advisory period via the school intercom system to students
After-school Program announcements to parents and students to check out

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

- Student led parent teacher conferences held quarterly
- Back to school night orientations

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

- Title 1 Meetings
- On-Going Parent Coffees
- Open teacher office hours and student led parent teacher conferences

School-Parent Compact

(Name of school) Claremont Middle School :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Claremont Middle School;

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

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

(In the box below, briefly describe or bullet how this happens at your school.)

Report cards
Teacher Progress Reports
Aeries Parent Portal - provide all parents with access code and explanation on how to use the system

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

These include school - wide evening programs to bring teachers, students, and parents in fun programs that focus on core curriculum areas - Historical Literacy Night, Family Math & Science Night, School Wide Awards Celebrations

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Parent Education nights, outreach to parents such as Historical Literacy, Math & Science, and High School information nights, Parent teacher conferences



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Parent education nights, outreach to parents such as Historical Literacy, Math & Science, High School Information nights, and parent trainings to monitor student information.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Claremont Middle School Web Page, Claremont Email broadcast, The Knight-line, using parent provided email addresses on file, Robocall - automated telephone messaging system to parent provided telephone numbers, Daily announcements during advisory period via the school intercom system to students, After school program announcements to parents and students during check out.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Orientation at the beginning of the school year for new and returning students; student led conferences; the electronic newsletter; automated phone calls; and special school wide events.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Teacher before and after school office hours, student led conferences, school data available in the main office



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Claremont Middle School School Site Council on (Date) 10/11/2017 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Claremont Middle School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

10/11/17

(Date)

Claremont Middle School **Secondary School Compact**

School Name

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

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.

School Site Council Membership Roster – Middle School

School Name: Claremont Middle School

School Year: 2017-2018

Chairperson : Edana Anderson	Vice Chairperson: Sara Richard
Secretary: Alisa Walsh	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Jonathan Mayer	x				
Edana Anderson			x		
Alisa Walsh				x	
Jaime Eder				x	
Deb Berne				x	
Mari Morrish				x	
Kellenne Kaiser				x	
Rachael Friedman				x	
Jhunehl Fortaleza		x			
Seth Maher		x			
Ian Kaferle		x			
Sara Ricahrd		x			

Evelyn Hardy (Alternate)		x
Meeting Schedule (day/month/time)	3rd Wednesday of each month - 7:40am-8:40am	

SSC Legal Requirements: (Ed. Code 52852)

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 **Students are not required to be members of the Middle School SSC.**
- 5 Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3-Parent/Community
And 3-Students

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

**Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.*