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Enactment Number	19-1181
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Claremont Middle School

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Claremont Middle School



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

Legislative File Id. No. 19-1334
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Jonathan Mayer
Date of this revision: 5/15/2019

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

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

Contact: Jonathan Mayer
Address: 5750 College Avenue
Oakland, CA 94618

Position: Principal
Telephone: 510-654-7337
Email: jonathan.mayer@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Claremont Middle School

Site Number: 201

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

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/15/19

- 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>John Man</u>	<u>Jonathan Mayes</u>	<u>5/15/19</u>	_____
Principal		Signature	Date
<u>Robert Brian</u>	<u>Robert Brian</u>	<u>5/15/19</u>	_____
SSC Chairperson		Signature	Date
<u>Mark Triplett</u>	<u>[Signature]</u>	<u>5.16.19</u>	_____
Network Superintendent		Signature	Date
<u>MILDRED OTIS</u>	<u>[Signature]</u>	<u>5/30/19</u>	_____
Officer, State and Federal Programs		Signature	Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2019	SSC	Discussed G1 and electives; discuss Title 1 options, TSA's, Restorative Justice and best use of Title 1 funds
2/13/19	SSC	Discussed engagement evenings - black history, pi night, literacy celebrations; Celebrations of 1000
1/28/2019	ILT/SLT meeting	Master Schedule priorities -- G1 funding -

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,848.65
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	#REF!

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$58,720.18	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$76,050.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,128.47	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$155,668.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$66,373.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$34,784.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$91,571.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$59,848.65	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$424,446.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$484,294.65
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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 Compassionate, Mindful and Safe (CMS) environment. We're a school that is 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

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

Priority Strengths	Root Causes of Strengths
Our SRI test scores at mid year have increased	we have focussed on SSR schoolwide with incentives and had school wide incentives, etc.
- End of year SBAC for 6th graders showed DF3 was 19.5; in IAB interim in 7th they were 8 above.	We continue to create systems grades 6-8 in line with our big rock of Standards based instruction
- 8th grade cohort went from 21 to 37 on DF3 from SBAC to fall IAB	- Unsure why improvement -
- SRI -- preliminary January data indicates growth in 6th grade (more than 64% of students now above grade level in reading)- still awaiting 7th and 8th data	- targeted small reading intervention groups, Lightsail reading program, advisory SSR, focal students (15) receiving extra 1-1 support
- 3 resource teachers this year - one per grade	worked closely with district special ed staff; spent last spring 2018 hiring RS teachers and ISS's to support this
- strong Boot Camp for new teachers and ongoing coaching support with two Instructional Coaches	used monies from PIFF and site funds to have 1.8 FTE dedicated to coaches
- Since 2014, Latinx students have moved from -74.6 to +4.1 in 2017-2018	- reading initiatives described above; overall culture improved so students are working majority of minutes, bell to bell
Priority Challenges	Root Causes of Challenges

- 8th grade English teacher on leave	new teacher, it is challenging to teach students who are either above grade level or multiple years below, at the same time
- General teacher retention issues	- OUSD pay scale, attracting good talent, lack of good hiring committee
- Communication among leadership bodies	- ILT is only leadership body with teacher representation; we haven't had regular share outs until this year with SLT/ILT and other leadership bodies - now we do it weekly on Mondays
- African American students have only grown from -97.9 in 2014 to -78.0 in 2017-2018	- We have not figured out a system to adequately support the progress of AA students who come to us multiple years below grade level; we have tried many systems including small group reading and additional math support, and that helps, but we don't get to all students

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District goal, identify a related school goal and set 19-20 school targets. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column B based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Train and develop at least 15 student leaders for Restorative Justice and Student Council.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	65.04%	Coming soon	70.00%
Suspensions	African-American Students	-2pp	7.32%	5.32%	5.00%
Suspensions	Students with Disabilities	-2pp	4.88%	2.88%	3.00%
Chronic Absence	African-American Students	-2pp	14.00%	12.00%	8.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	80% of students will receive full credit on Target 1 (related to RL1), demonstrating proficiency in Claim/Evidence/Reasoning.
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Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	0.9	15.9	20
ELA SBAC	Students with Disabilities	+20 points DF3	-114.6	-94.6	-75
ELA SBAC	African-American Students	+20 points DF3	-78	-58	-50
<i>District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)</i>					
School Goal:	All students continuously grow towards meeting or exceeding standards in math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-16.5	0.9	10
Math SBAC	Students with Disabilities	+20 points DF3	-137.9	-117.9	85
Math SBAC	African-American Students	+20 points DF3	-99.6	-79.6	-75
<i>District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)</i>					
School Goal:	Identify at risk EL students and include them in targeted reading groups, in order to move 50% of our EL population to Reclassification status.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	10.00%	n/a (too few to report)	n/a
LTEL Reclassification	Long-Term English Learners	25%	14.29%	25.00%	25.00%
<i>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</i>					
School Goal:	Mid-year goal: By January 29, 2020, move 15 students who are between 2.5 and 1.5 years below grade level according to their Fall SRI to less than 1.5 years below grade level and at least 50 points growth. End-of-year goal: By May 30, move these 15 students to less than 1 year below grade level. School-wide: 33% show growth of one year or more; only 16% multiple years below grade level.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	26.95%	31.95%	33.00%

SRI Multiple Years Below Grade Level	All Students	-5pp	25.58%	20.58%	16.00%
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1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Claremont Middle School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		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.			
Theory of Action for Language & Literacy:		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.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		Low-Income Students		45.0%	42%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Our overall implementation was highly successful. By the end of this school year we had less than 25% of students below grade level proficiency.					
What evidence do you see that your practices are effective?					
SRI scores increase; students that were multiple years below growing to proficiency, or to within one year of proficiency.					
What are some possible implications for your 2019-20 SPSA?					
continue with the small group reading when possible; continue with at least two days of SSR during advisory; also continue with reading logs for all grade levels, and same other school wide strategies.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		By June 2021, 50% of students will be meeting or exceeding mathematics standards as measured by the SBAC math section.			

<p>Theory of Action for Standards-Based Instruction:</p>	<p>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.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>SBAC Math</p>	<p>All Students</p>	<p>-24.1</p>	<p>-16.5</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>We did do notebooking, rally coach, and balanced direct instruction with small group support and had a STIP sub push into the classroom when possible to provide additional support</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>We moved the whole school from 24 points below to 16 points below.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>To continue with the same strategy, and to also continue providing coaching and support to staff.</p>			
<p> </p>			
<p>18-19 Conditions for Student & Adult Learning Priority:</p>	<p>Safe Culture & Climate</p>		
<p>June 2021 Conditions for Student & Adult Learning Goal:</p>	<p>In the 2017-18 academic year, we will reduce our suspensions 25</p>		
<p>Theory of Action for Conditions for Student & Adult Learning:</p>	<p>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.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>

Suspension Rate	All Students	3.5%	3.80%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We were able to continue reducing suspensions, but did not quite meet the target.			
What evidence do you see that your practices are effective?			
We continue to have whole school wide systems - tier 1, tier 2, and tier 3, we use RJ, conflict resolution, and student leadership as opportunities to build school wide culture and climate. Clear school wide rules and consequences.			
What are some possible implications for your 2019-20 SPSA?			
To continue with the same strategies, and also to add school wide Claremont Way systems to clarify support for tier 3 students. We will also be having our AP focus specifically on our Tier 3 students, build relationships, etc with families and students.			
18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	We will reclassify 20 percent of General Education English Language Learners each year.		
Theory of Action for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	n/a (fewer than 15 students)	n/a - fewer than 15
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
None/na - we will continue to build relationships with our English learners.			
What evidence do you see that your practices are effective?			
there are less, and many of the general ed students moved up their SRI scores significantly.			
What are some possible implications for your 2019-20 SPSA?			
We need to have the AP focus on Student led conferences and make sure we provide ongoing, small group support whenever possible.			
18-19 Arts, Music & World Languages Priority:	Elective Expansion		

<p>June 2021 Conditions for English Language Learners Goal:</p>	<p>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.</p> <p>Over 80% of students will get their first choice for electives, and less than 5% of students will change electives during the academic year.</p>		
<p>Theory of Action for Conditions for English Language Learners:</p>	<p>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.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>Percent of students getting first choice in electives</p>	<p>All Students</p>	<p>60.0%</p>	<p>70%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>Our band grew this past year, and so did our art program.</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>Students are getting their first choices for electives and very few want to switch classes.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>We will use measure G1 to bring in OYC chorus for the next year, to provide even more students with their top, elective choice.</p>			
<p> </p>			
<p>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</p>			
<p>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</p>			
<p>We were not able to fill a 7th grade student advisory/grade level dean/TSA position - so we used monies for several things, including purchasing high quality furniture - black</p>			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Claremont Middle School

School ID: 201

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority:	Safe Culture & Climate
School Theory of Change:	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.
Related School Goal(s):	Train and develop at least 15 student leaders for Restorative Justice and Student Council.
Students to be Served by these Practices	All students, with a focus on African-American students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will use Advisory period to build culture and climate in their classrooms and will sue 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.	Students will be observed following CMS protocols.
1-2	Teachers will share schoolwide expectations and will implement consistent schoolwide practices.	We will use Advisory to teach school wide expectations. Our 6th grade team during advisory period will be very explicit with school wide rules, protocols, and teaching CMS Values. 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

1-3	Implementation of common classroom practices - do now, writing down homework in binder reminder, etc	<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>	There will be peer observations throughout the year and feedback from peer observations will be shared with staff during PD
1-4	Teachers at each grade level will meet and determine a behavioral expectation ladder that is implemented across the grade level.	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	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

1-5	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.
1-6	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
1-7	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
1-8	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
1-9	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. Our Community School Manager will support this work.	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. 20 students will receive counseling; at least 10 families at risk will receive food bags, ongoing as needed. Weekly or monthly.

1-10	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.	All teachers will explicitly teach the "Claremont Way" of moving around the school, exiting and entering the facility and classrooms, using the halls, the bathrooms, etc. RJ facilitator will trouble shoot with grade level dean or AP who is still not following Claremont way norms, and coach these students up.	Referrals will continue to be reduced; students will have less conflicts; On CHKS survey, 70% of students will identify Claremont as feeling safe and that they have at least one adult they feel comfortable going to if they have safety concerns.
1-11		Develop a new afterschool program in collaboration with the District and the existing afterschool partner to better address student needs.	
1-12	To help new students transition into our school community, 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. Additionally, we will hold at least 10 school tours for fifth graders to come with their families, see the school, ask questions, meet the student body leaders and tour the school.	Principal will work with community school manager, grade level leaders, Student advisors students and the PTA to organize tours. Additionally, we will have an orientation for 6th graders the week before school; we will also do student tours the first week of school	All students will know the school rules, the campus, and be welcomed by all teachers the first two weeks of school, and ongoing for students that transfer in

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority:	Mathematics
School Theory of Change:	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.
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in math.

Students to be Served by these Practices		All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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 SVMII "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.	

2-7	We use our PIFF monies to provide an extra adult in math classes and we have our Resource teacher and ISS go directly into math classes. This way we have multiple adults in our math classes, to move around the room and support students who are not able to understand a particular math concept and we reteach it to them in real time.	Use PIFF -salesforce monies to hire additional contractor; Direct the RS teacher and ISS to be copmliant on IEP's and still provide surrounding students with support.	We will move 5% more of our students to proficient and advnaced on end of year SBAC
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Literacy		
School Theory of Change:	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 opportunites to read and teaching explicit reading strategies such as "3 reads", close reading, and summarizing. Our librarian will also provides 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.		
Related School Goal(s):	Mid-year goal: By January 29, 2020, move 15 students who are between 2.5 and 1.5 years below grade level according to their Fall SRI to less than 1.5 years below grade level and at least 50 points growth. End-of-year goal: By May 30, move these 15 students to less than 1 year below grade level. School-wide: 33% show growth of one year or more; only 16% multiple years below grade level.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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.

3-2	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.
3-3	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
3-4	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.
3-5	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
3-6	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.
3-7	Teachers use Closed Reading strategy and Three reads strategy.		Walk-throughs and anecdotal evidence from teachers.
3-8	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.
3-9	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.

3-10	We support our economically disadvantaged students by putting them in small reading groups twice a week during SSR and providing scaffolding and support to improve their reading comprehension.		We will have at least 40 students who are economically at risk in small reading groups twice a week for the school year with our STIP sub or with their english teacher, or Resource Teacher
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	EL Reclassification		
School Theory of Change:	If teachers use a balance of rotating best practices around academic conversations, think/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.		
Related School Goal(s):	Identify at risk EL students and include them in targeted reading groups, in order to move 50% of our EL population to Reclassification status.		
Students to be Served by these Practices	English Language Learners and Newcomers		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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.	We will have a Latino Heritage night/community potluck
4-4	We support newcomers by putting them in small groups and providing twice a week reading groups as well as additional small group push in support during math time	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. At least 12 students who are ELL's and haven't been redesignated will be in small reading groups twice a week during SSR

ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Elective Expansion		
School Theory of Change:	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.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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 2019-20 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$66,373.00	After School Education & Safety (ASES)	Bay Area Community Resources afterschool program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Develop a new afterschool program in collaboration with the District and the existing afterschool partner to better address student needs.	201-1
\$14,854.00	General Purpose Discretionary	Extended contracts	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		n/a		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.	201-2
\$65,000.00	General Purpose Discretionary	Hire a Community Schools Manager.	Goal 5: Students are engaged in school every day.	2305	Classified Supervisors' and Administrators' Salaries		n/a	0.50	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.	201-3
\$30,000.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Overall support of school academic and social-emotional strategies	201-4
\$6,924.00	General Purpose Discretionary	5% salary increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	201-5
\$10,000.00	General Purpose Discretionary	Maintenance Contracts	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support of school academic and social-emotional strategies	201-6
\$64,006.00	General Purpose Discretionary	RJ Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		RJ facilitator will trouble shoot with grade level dean or AP who is still not following Claremont way norms, and coach these students up.	201-7
\$1,000.00	General Purpose Discretionary	Postage	Goal 2: Students are proficient in state academic standards.	5910	Postage		n/a		Overall support of school academic and social-emotional strategies	201-8

\$66,557.00	LCFF Supplemental	Hire a PE Teacher to support social-emotional development and opportunities to teach healthy play.	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4865	Teacher, Structured English Immersion	1.00	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.	201-9
\$29,373.00	LCFF Supplemental	Hire a STIP sub.	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4856	STIP Teacher	0.60	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.	201-10
\$9,947.00	LCFF Supplemental	Hire a math teacher to provide push-in support and teach algebra.	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6898	n/a	0.15	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.	201-11
\$4,381.00	LCFF Supplemental	5% salary increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a			201-12
\$16,000.00	LCFF Supplemental	Hire an African-American Male Achievement (AAMA) Facilitator.	Goal 3: Students are reading at or above grade level.	5733	Manhood Development Program, AAMA Facilitator		n/a		AAMA staff member will teach two classes to 7th and 8th grade students.	201-13
\$15,935.00	LCFF Supplemental	Hire a Restorative Justice Facilitator.	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Integrate restorative practices into office disciplinary conversations.	201-14
\$13,515.00	LCFF Supplemental	Hire an 8th Grade History Teacher to allow CMS to have an additional 8th grade advisory.	Goal 5: Students are engaged in school every day.		n/a	3658	Teacher, Structured English Immersion	0.20	Align master schedule and include in advisory period.	201-15

\$42,260.00	Measure G1	Hire a TSA to be a Student Dean.	Goal 1: Graduates are college and career ready.	1119	Certificated Teachers on Special Assignment Salaries	2026	10-Month Classroom TSA	0.40	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	201-16
\$2,794.00	Measure G1	Art Supplies	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		n/a		Elective Expansion	201-17
\$2,517.00	Measure G1	Setaside for 5% staff increases	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	201-18
\$30,000.00	Measure G1	Hire an art/AAMA teacher.	Goal 1: Graduates are college and career ready.	5733	Manhood Development Program, AAMA Facilitator		n/a		AAMA staff member will teach two classes to 7th and 8th grade students.	201-19
\$14,000.00	Measure G1	Oakland Youth Choir (OYC)	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		Elective Expansion	201-20
\$43,400.00	Principal Innovation Fund	TSA to coach new teachers and supporting English teachers, with focus on teacher retention	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2009	10-Month Classroom TSA	0.50	Create observational rubric that will be used monthly in all ELA and Social Studies Classes TSA support	201-21

\$14,831.00	Principal Innovation Fund	Hire a Math (Algebra) Teacher.	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3271	Teacher, Structured English Immersion	0.20	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.	201-22
\$16,580.00	Principal Innovation Fund	Hire a Math Compression Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6898	n/a	0.25	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.	201-23
\$4,297.00	Principal Innovation Fund	Setaside for 5% Salary increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	201-24
\$4,297.00	Principal Innovation Fund	Setaside for 5% Salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		n/a	201-25

\$17,273.00	Principal Innovation Fund	Hire a Restorative Justice Facilitator.	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		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.	201-26
\$9,000.00	Principal Innovation Fund	Math Intervention - provided by additional math teacher; (algebra teacher	Goal 2: Students are proficient in state academic standards.		n/a		n/a		We use our PIFF monies to provide an extra adult in math classes and we have our Resource teacher and ISS go directly into math classes. This way we have multiple adults in our math classes, to move around the room and support students who are not able to understand a particular math concept and we reteach it to them in real time.	201-27
\$45,394.00	PTA Donations	Hire a STIP sub.	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	3324	STIP Teacher	1.00	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.	201-28
\$53,265.00	PTA Donations	Hire an 8th Grade History Teacher.	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3658	Teacher, Structured English Immersion	0.80		201-29
\$11,341.00	PTA Donations	Surplus and setaside for 5% salary increase.	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		n/a	201-30
\$36,559.00	Title I: Basic	Hire a STIP sub.	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	6520	STIP Teacher	0.80	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.	201-31

\$16,716.00	Title I: Basic	Hire a TSA.	Goal 5: Students are engaged in school every day.	1119	Certificated Teachers on Special Assignment Salaries	2009	10-Month Classroom TSA	0.20	Math TSA will model Rally Coach and look for implementation during observations. Hire a Math TSA.	201-32
\$2,605.00	Title I: Basic	Surplus set aside for 5% salary increases	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	201-33
\$2,840.00	Title I: Basic	Surplus set aside for 5% additional salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		n/a	201-34
\$1,128.00	Title I: Parent Participation	Light refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		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	201-35
\$24,090.00	Low-Performing Students Block Grant (LPSBG)	Library Clerk to support reading for low-performing students	Goal 5: Students are engaged in school every day.		n/a		n/a		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	201-36
\$10,694.00	Low-Performing Students Block Grant (LPSBG)	Portion of math teacher to provide intervention support	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Teachers will differentiate the math curriculum and use small groups to encourage cooperative learning structures.	201-37
\$20,921.00	Principal Innovation Fund	Portion of math teacher to provide intervention support	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Teachers will differentiate the math curriculum and use small groups to encourage cooperative learning structures.	201-38



Title I School Parental Involvement Policy 2018-19

(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.)

We meet as an SSC, we also have our teacher leaders meet - ILT and discuss issues at our PTA meetings. The SSC votes on how specific monies will be spent.

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

SSC monthly meetings, 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.)

SSC meetings; parent engagement nights - PI night, Literacy Night, Black History month assembly; awards nights.

- ⌚ 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.)

PTA meetings; robocalls; ssc meetings;

- ⌚ 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 Conferences; school wide education events, etc.

- ⌚ 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.)

SSC meetings; annual title one meetings.

School-Parent Compact

Claremont Middle School

(Name of 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

Claremont Middle School

(Name of 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.)

We have report cards, progress reports, student led conference and teachers post grades on aeries, ongoing.

- ⌚ 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.)

Student led conferences; parent education nights, counselor outreach, SST's when necessary

- ⌚ 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.)

PTA, SSC, parent volunteer opportunities, parent education evenings - see above



STATE AND FEDERAL PROGRAMS

- ⌚ 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.)

Student led conferences; parent education nights; SSC; PTA

- ⌚ 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.)

Back to school night; SSC, parent education nights; PTA educational evenings,

- ⌚ 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.)

SLC meetings; school counselor outreach, PTA meetings;

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.)

PTA meetings, SSC meetings, parent education outreach nights - science night, literacy night,
Black History month and awards night celebrations/assemblies
Latin Heritage event

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



STATE AND FEDERAL PROGRAMS

This policy was adopted by the (Name of School) _____ Claremont Middle School _____ School Site Council on (Date) 2-12-19 _____ and will be in effect for the 2018-19 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)

2-13-19
(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_____.



2018-2019

School Site Council Membership Roster - Middle School

School Name: **Claremont Middle School**

Chairperson : Robert Briant
Vice Chairperson: Alisa Walsh
Secretary: Rosie Papazian

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Jonathan Mayer	x				
Robert Briant				x	
Alisa Walsh				x	
Rosie Papazian				x	
Ian Kaferle		x			
Jhunhel Fortaleza		x			
Ariel Thomas		x			
Mika Zelig		x			
Evelyn Hardy			x		
Nora Thompson					x
Rafael Davis					x
Azi Zelig-Campbell					x

Meeting Schedule
(day/month/time)

1st Wednesday of each month -alternate mornings and evenings

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 required to be members of the High School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students