

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

August 10, 2016

File ID Number: 16-1650
Introduction Date: 10-13-16
Enactment Number: 16-1624
Enactment Date: 10-13-16
By:

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Claremont Middle School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Jonathan Mayer
Date of this revision: 5/11/2016

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Claremont Middle School **Site Number:** 201

Title I Schoolwide Program Local Control Funding Formula (LCFF) Base Grant
 Title I Targeted Assistance Program LCFF Supplemental Grant 21st Century
 After School Education & Safety Program (ASES) LCFF Concentration Grant

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

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

Date(s) plan was approved: 5/18/16 Posted, website, e-notice

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

Fliers in students' home languages Announcement at a public meeting Other (Notices, Media Announcements, etc.)

Signatures:

Print name of School Principal <u>JONATHAN MAYER</u> SHIREE TENG	Signature  Date <u>5/20/16</u>
Print name of SSC Chairperson <u>Ruth Alahydoian</u>	Signature  Date <u>5/26/16</u>
Print name of Network Superintendent <u>Ruth Alahydoian</u>	Signature  Date <u>6/2/16</u>

Ruth Alahydoian, Chief Financial Officer

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

2016-2017 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	\$148,044.99	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$135,010.46	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$100,208.59	TBD
TOTAL:	\$383,264.04	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$48,038.86	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,231.43	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$49,270.29	\$0.00

ABOUT THIS SCHOOL

School Description

School Mission and Vision

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1: Safe Healthy Supportive Schools

Major Improvement Priority #2: Literacy

Major Improvement Priority #3: Student Engagement

MAJOR IMPROVEMENT PRIORITY #1: Safe Healthy Supportive Schools

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Parent assessment of culture and climate	Chronic Absences
High School Readiness growth across the board	Student assessment of culture and climate
More than 80% of our students held two student-led conferences	Suspensions of African-American students
Reduction in low-income student chronic absence rate	We continually receive Tier III students throughout the year who impact both our classroom teachers' environments and the grade level culture. COST Team is challenged by how to adjust for students mid-year who require serious resources but the resources have already been allotted.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

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 R.J. 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.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

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 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.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reduce suspensions by 25%	Suspensions	All Students	10.6%	9%	8%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce office referrals by 25%	Referrals	All Students				5: Students are engaged in school everyday.
Climate & Culture	100% of students attend daily advisory class with direct instruction on culture and climate for 15 minutes daily and 45 minutes on Wednesdays 105 minutes weekly	Observations	All Students	n/a	n/a	100%	5: Students are engaged in school everyday.
Climate & Culture	100% of students create their own SEL goals - Habits of Mind - setting challenges, dealing with set backs and changing strategies	Observations	All Students	n/a	n/a	100%	5: Students are engaged in school everyday.
Climate & Culture	100% of teachers and students will reflect on individual student growth in student-led conferences	Observations	All Students	n/a	n/a	100%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Improve overall School Culture and Climate by creating schoolwide rules that are implemented by all staff in real time and by supporting and continually training teachers and giving grade levels time to collaborate so that students can travel from one class to another and know what to expect.

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
Teachers will use Advisory period to build culture and climate in their classrooms	Use PD time to train teachers in RJ circles	Hire RJ coordinator
Teachers will share school wide expectations	We will shift to school wide 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
Implementation of common classroom practices - do now, writing down homework in binder reminder, etc	Use PD time to train teachers in RJ circles and give staff time and training on AVID	We will use Advisory to teach school wide expectations
Assisting students in selecting books in their lexile range. Provide direct on how to choose just right books	Work with UPA to get their CREW curriculum and provide teachers time and weekly lesson plans	School calendar and advisory time supports continued reemphasis of school values.
Using 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.	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
Teaching school values aligned with Claremont "A's" at the beginning of the year and reinforcing every marking period.	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.	School wide adoption of the Claremont A's – Attitude, Attendance, Academics, Athletics and Arts.
Implementation of common classroom routines – "Crew" values and RJ practices and AVID practices	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 of the Universal Referral Form to standardize reporting of disciplinary situations and clarify office vs. classroom managed behaviors.	Use alternative consequences for issues of defiance.	School culture committee meets monthly to review data on discipline
Hire enough teachers so that all teachers have only one or two preps and class sizes of 25-29 instead of 32 students	Work with staff to identify the most critical culture and climate issues – bullying, etc. (see next column) and then build in a system to grow the implementation of school wide support to improve these critical climate and culture issues.	COST team meets weekly

	Work with staff to identify the most critical culture and climate issues – bullying, etc. (see next column) and then build in a system to grow the implementation of school wide support to improve these critical climate and culture issues.	Continual revisiting the goals and add to the initial procedures – cell phone, tardies and hall policies; as year progresses looking at all teachers supporting a no hoodies, hats, physical contact/play fighting, etc. as determined by staff readiness.
	We will have grade levels meet with a grade level point person 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
		Parent family engagement around issues of equity, Black Lives Matter, envisioning future of Claremont and how to use monies for cafeteria for school makeover
		We will hire/appoint grade level leads or Administrators who focus on each grade level - a sixth grade lead, a seventh grade lead, and an eighth grade lead who is out of the classroom and can help support grade level meetings as well as PD to support consistency

MAJOR IMPROVEMENT PRIORITY #2: Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
Growth around reading scores - SRI schoolwide except for students with disabilities	Poor SRI growth for students with disabilities
SRI growth low income students	Not all advisory classes are making it to the library
High School Readiness growth across the board	Not all advisory classes have quiet SSR

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

We have set aside daily SSR for the first time during our advisory period. We have had student-led conferences where lexile levels were discussed and emphasized. We have explicitly talked to students about their SRI scores, what they mean, and how to choose a "just right" book. We have already created a couple of book carts for sixth and seventh grade and are expanding the book catalog so that advisories can choose new books more often. We expect the performance of our students with disabilities to improve due to a positive change in personnel, namely a new, highly motivated and hard working Resource teacher.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

In classrooms where teachers lack good classroom management, there is uneven application of best practices around SSR and choosing "just right" books. Library is only open three days a week to advisory classes. We have hired a new resource teacher to better address the needs of students with disabilities.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	We will have 10 percent growth in students that are proficient or advanced as measured by the SRI.	SRI	All Students	51%	56%	61%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	We will have 10 percent growth in African American students that are proficient or advanced as measured by the SRI.	SRI	African- American Students				3: Students are reading at or above grade level.
Academic	We will have 10 percent growth in Latino students that are proficient or advanced as measured by the SRI.	SRI	Latino Students	32.7	37.7	42.7	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: Promote a "Claremont Reads" culture through advisory period, including a designated SSR time daily.

KEY PRACTICES FOR PRIORITY #2	
Teaching Practices	Leadership Practices
	Organizational Practices People / Teams / Time / Resources

Students reach grade level target on SRI or show 150 points of growth in lexile level if they are below grade level.	continuing with SSR daily in advisory and supporting teachers to have quality environment for SSR	Provide minimum days for one full week, three times a year. Will have an advisory period and advisory teacher will support all students to have parent teacher conferences
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.	Implement student led Parent teacher conferences twice yearly; at conferences the students will review SRI levels with parents and explain SRI goal as well as SEL goal	Discuss with ILT to Reorganize school schedule to permit SSR to take place daily by changing the "Wheel/advisory" to an SSR/advisory.
Assisting students in selecting books in their lexile range. Provide direct on how to choose just right books	Professional development each marking period supporting SSR based on observation of SSR in classrooms. having schoolwide practices - reading log, book jackets, interactive journals, etc.	Build class libraries with PTA monies and any other budgetary monies and invest in books for our three grade level carts that we have created. Train students to be librarians and check out books in advisory from the carts.
Teaching parents about lexile levels and choosing "just right books" at conferences and ongoing	Targeted coaching of positive SSR practices for teachers identified as facing challenges.	Build class libraries with PTA monies and any other budgetary monies
Monitoring student engagement with book and comprehension	Work with staff and librarians to train them on supporting students to choose high interest books in the correct lexile level.	Provide classroom libraries of high interest texts at a variety of lexile levels.
Teachers use - Closed Reading strategy, Three reads strategy and school wide agreement around "7 minutes of reading in each core class daily"	Provide Training on Closed Reading strategy, Three reads strategy and school wide agreement around "X number of minutes of reading in each core class daily."	Implementing a balanced Literacy program throughout the school to support all students to increase SRI levels, especially the students that are 2 or more years below grade level
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, and increase the number of book carts and days the library is open so that students have access to new books every week or two weeks.	Purchase Lexiled leveled books and create numerous intervention opportunities for supporting our students who are reading two or more years below grade levels	Build 15 minute SSR into master schedule and create balanced classrooms
	Assess students below 600 on SRI on A-Z F and P and then work with them to choose appropriate books use RAZ-kids for students to read books at their appropriate independent reading level (\$100 for 36 licenses)	Align after school program with literacy strategies, such as choosing appropriate books with SRI or A-Z reading levels
		create book carts for each grade level and expand libraries so that advisories can get books everyone one to two weeks

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Student reading scores are rising	Reading scores of students with disabilities did not improve
Students are doing quick writes and pair shares more consistently	Consistency of schoolwide practices have improved but there's a long way to go
	Many classrooms are not set up for effective pair shares or whole class discussions

ROOT CAUSE ANALYSIS for Priority #3
<p>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</p> <p>We need to allow for planning time among the grade levels to get agreements on consistent practices that will happen in every classroom, such as posting an agenda, a supply list, a consequence ladder for students who are not meeting behavioral expectations, consistency of allowing more student talk time, and holding students accountable for work. We have been using a worktime reimbursement strategy for students to complete their work after school if they did not get the work done during class.</p>
<p>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</p> <p>We have a lot of new teachers who lack experience and training. We do not currently have enough of a selection of electives to capture students' interests. We also do not have enough of a selection of advanced classes.</p>

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	We will have 8% growth in SBAC ELA scores by 2016-17.	SBAC ELA	All Students	35.2%	39.2%	43.2%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduction in referrals during electives	Referrals	All Students				5: Students are engaged in school everyday.
Academic	We will have 8% growth in SBAC Math scores by 2016-17.	SBAC Math	All Students	29.2%	34.2%	37.2%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Build student buy-in around their own growth mindsets by using advisory to teach growth mindset, and create consistent practices from classroom to classroom through approaches such as consistent whiteboard configuration, including a daily "Do Now," an appropriate learning target, and an agenda posted daily; additionally, provide department time to ensure consistent best practices are used in each core subject, with a focus on balancing student talk with other student engagement activities and to reduce overall teacher talk time.

Major Improvement Strategy for this priority:

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
Do Nows; pair shares; sentence frames, consistent management strategies, exit tickets, basic differentiation strategies ; quick writes, including direct instruction and balancing this with Common Core teaching strategies – three reads, academic conversations, etc.	Teacher leaders use ILT to analyze data to identify action steps and goals after each inquiry cycle. Teacher leaders and administration collect data on student engagement. 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, best practices - ongoing, modeled by teachers at monthly PD's
Using 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.	Individual coaching on effective classroom management aligned with school values for new or struggling teachers.	Develop some school wide expectations and strategies including "SLANT" - listening to others and respect for each other in the classroom and create a book of best practices, agreed to by ILT and staff
Consistent blackboard configuration, agenda and recording of homework at set times during class period	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.	Getting buy in from grade levels to key protocols for expectations and behavior management systems from class to class through working with ILT
Use of advisory to teach and model Claremont Best Practices and create a simple handbook of those practices including: Think-ink-pair share, and practices mentioned above	Discuss with ILT about adopting school-wide No-nonsense nurturer or some agreed to behavior ladder at each grade level	We need train all teachers and provide ongoing support in agreed to behavior ladder -
	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
	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

	Getting buy in from departments for consistent lesson plannings, learning targets and engagements strategies	Getting buy in from departments for consistent lesson plannings, learning targets and engagements strategies
	Have 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
		We will offer more electives, including music offerings, chorus, yearbook, coding, etc.
		We will offer more advanced classes such as an advanced STEM class, advanced computer animation, etc.
teachers meet with COST folks to get information about the foster and homeless youth on how to support students	COST team meets weekly to discuss homeless and foster youth as well as how we onboard any new foster and homeless youth and seek out mentors.	community schools manager meets to discuss onboarding process, case manager and counselor
Teachers will create more in depth classes first period in all subject areas for 8th grade to engage students in their subject area of interest;	We are going to have first period advanced classes for all 8th grade students – advanced band, algebra, literature, computers. Additionally, we have AAMA, computer animation, music, art and school newspaper, year book. Finally, we will use the SVMl math initiate to provide extended opportunities in math for all students.	We are going to have first period advanced classes for all 8th grade students – advanced band, algebra, literature, computers. Additionally, we have AAMA, computer animation, music, art and school newspaper, year book. Finally, we will use the SVMl math initiate to provide extended opportunities in math for all students.
teachers will use SVMl problem of the month for math		organize master schedule to support this GATE effort for 8th grade

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$100,208.59	After School Education & Safety (ASES)	Contract with City Action after school program	We will coordinate with the after school program to use same schoolwide expectations throughout the whole day	A1.6: After School Programs	5825	n/a	n/a	n/a	201-1	201
\$2,442.42	General Purpose Discretionary	Hire stip sub	We will use Advisory to teach school wide expectations	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.05	201-2	201
\$8,800.00	General Purpose Discretionary	Pay ILT for additional work	Teachers will share school wide expectations	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	201-3	201
\$6,000.00	General Purpose Discretionary	Additional monies for front office staff	We will shift to school wide protocols for expectations in class, in the halls, on playground - "One Voice" and "SLANT", using a CREW/advisory to teach	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425	n/a	n/a	n/a	201-4	201
\$56,401.39	General Purpose Discretionary	Carry over money for all additional expenses, supplies, etc	Implementing a balanced literacy program throughout the school to support all students to increase SRI levels, especially the students that are 2 or more years below grade level	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	201-5	201
\$25,000.00	General Purpose Discretionary	Hire community school coordinator with a 75% district match	Teachers will use Advisory period to build culture and climate in their classrooms	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	201-6	201
\$4,401.18	General Purpose Discretionary	Hire RJ coordinator	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.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	201-7	201
\$10,000.00	General Purpose Discretionary	Hire contractor	Teachers will use Advisory period to build culture and climate in their classrooms	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	201-8	201
\$35,000.00	General Purpose Discretionary	AAMA staff hire	Hire AAMA staff member to provide targeted support to our AAMA students	A3.3: Family Engagement focused on Literacy Development	5733	n/a	n/a	n/a	201-9	201
\$64,577.56	LCFF Supplemental	Hire additional teacher for class size reduction	School wide professional development of high engagement strategies, best practices ongoing, modeled by teachers at monthly PD's	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0841	1	201-10	201
\$31,063.20	LCFF Supplemental	Hiring additional teacher to decrease class size and provide additional support for new teachers	We need train all teachers and provide ongoing support in agreed to behavior leader -	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1482	0.5	201-11	201
\$39,078.64	LCFF Supplemental	Hiring a stip sub to cover classes	Individual coaching on effective classroom management aligned with school values for new or struggling teachers,	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.8	201-12	201
\$291.06	LCFF Supplemental	Buying supplies	Implementation of common classroom practices - do now, writing down homework in binder reminder, etc	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4310	n/a	n/a	n/a	201-13	201
\$21,000.00	Measure G (School Libraries)	Purchasing books and or clerk librarian	Assisting students in selecting books in their lexile range. Provide direct on how to choose just right books	A3.2: Reading Intervention	4200	n/a	n/a	n/a	201-14	201
\$97.65	Measure G (TGDS)	Hire stip sub	Individual coaching on effective classroom management aligned with school values for new or struggling teachers.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0607	0.5	201-15	201
\$17,724.00	Measure G (TGDS)	Pay teachers for TGDS alt observer	Individual coaching, principal, BTSAs coaches and department leads/coaches supporting them to have a progressive discipline system in the classroom - that is consistent across the school.	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	201-16	201
\$0.06	Measure G (TGDS)	Supply money			4399	n/a	n/a	n/a	201-17	201
\$22,986.76	Program Investment	Hiring an additional teacher for grades 7 and 8	Individual coaching, principal, BTSAs coaches and department leads/coaches supporting them to have a progressive discipline system in the classroom - that is consistent across the school.	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1482	0.37	201-18	201
\$7,327.25	Program Investment	Hiring a stip sub to support lgds	Assisting students in selecting books in their lexile range. Provide direct on how to choose just right books	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.15	201-19	201

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$1,110.99	Program Investment	Supply money	Teachers will use Advisory period to build culture and climate in their classrooms	Using the student handbook during advisory period to focus on school wide practices, including expectations, including teaching students how to "show up" ready for school.	4310	n/a	n/a	n/a	201-20	201
\$42,440.04	Title I Basic	Hiring a TSA - .5 FTE from GP and .5 from Title 1	Do Nows; pair shares; sentence frames, consistent management strategies, exit tickets, basic differentiation strategies; quick writes, including direct instruction and balancing this with Common Core teaching strategies – three reads, academic conversations, etc. Use PD time to train teachers in RJ circles and give staff time and training on AVID	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	10 MONTH CLASSROOM TSA	C10TSA0116	0.5	201-21	201
\$5,598.82	Title I Basic	RJ coordinator	Parent family engagement around issues of equity, Black Lives Matter, envisioning future of Claremont and how to use monies for cafeteria for school makeover	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	201-22	201
\$1,231.43	Title I Parent Participation	Buying some supplies light snacks for parent trainings		A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	201-23	201

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.

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

Signed on this 12 day of December 2015.



Title I School Parental Involvement Policy 2015-16

(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 I 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 well as the 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 morning coffee meetings, approximately monthly, sponsored by the Parent Teacher Association at Claremont
- Open office hours and Parent Teacher 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.)

1. Claremont Middle School web page
2. Claremont e-mail broadcast, known as the knightline, using parent provided email addresses on file
3. "Robocalls" telephone call announcements using the automated phone dialing system to parents- provided telephone numbers on file
4. Daily announcement to students over the school intercom to provide communication to students directly and parents indirectly.
5. After-school Program discusses programming opportunities with students.

- 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.)

1. Parent Teacher Conferences
2. Back to School Orientation

- 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.)

1. Title 1 Meetings
2. On-going parent coffees
3. Open teacher office hours and 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
- The Aeries system (and provides specific training and explanation for parents)

- 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 together teachers, students, and parents in fun programs focused on core curriculum areas - Historical Literacy Night, Science Night, and Math Night, Back to School Night, Black history Month Program, High School Information Night, and Back to School orientations.

- 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, and Science Night, High School Information Night, and parent teacher conferences.



OFFICE OF ACCOUNTABILITY PARTNERS

- **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.)

Historical Literacy, Science, and Math nights for students and families, Back to School Orientations, High School Options Fairs and Night, and training for monitoring student progress.

- **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 Webpage, email broadcast, robocalls, intercom announcements to students, announcements in the after school program

- **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, Parent Teacher Conferences, Knightline Broadcast, Historical Literacy, Math and Science Nights.

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.)

Open office hours, parent teacher 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) 12/11/2015 and will be in effect for the 2015-16 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.

Jonathan Mayer
(Principal's Signature)

12/11/2015
(Date)



School Site Council Membership Roster – Middle School

School Name: Claremont Middle School

School Year: 2015/16

Chairperson : Shiree Teng	Vice Chairperson: Edana Anderson
Secretary: Marjorie Smith	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Marjorie Smith				x	
Emma Neal				x	
LaTasha Wiley Simmons				x	
Paul Vetter				x	
Elizabeth Falkner				x	
Alice Wertz				x	
Jonathan Mayer	x				
Susan Deniz Thacher		x			
Jhunehl Fortaleza		x			
Nicole Johnson		x			
Arthur Ted Allen		x			
Edana Anderson			x		

Meeting Schedule (day/month/time)	Tuesdays alternating 7:30am/ 5:30pm
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SSC Legal Requirements:

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

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

Revised 9/2/2015