

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Claremont Middle School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Jonathan Mayer
Date of this revision: 6/6/2017

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

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

Contact: Jonathan Mayer

Position: Principal

Address: 5750 College Avenue
Oakland, CA 94618

Telephone: 510-654-7337

Email: jonathan.mayer@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT

Devin Dillon, Interim Superintendent

James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Claremont Middle School

Site Number: 201

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

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

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

Date(s) plan was approved: 4/27/2017

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

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

Signatures:

Jonathan Mayer

School Principal

Signature

5/22/17

Date

Jamie Eder

Print name of SSC Chairperson

Signature

5/22/17

Date

Mark Triplett

Network Superintendent

Signature

5.25.17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

5/30/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2017	Site Leadership Team	Discussion about strengths, challenges, areas for growth and new ideas
1/25/2017	All Staff	Discussion about strengths, challenges, areas for growth and new ideas
2/6/2017	Instructional Leadership Team	Discussion about strengths, challenges, areas for growth and new ideas
2/2/2017	PTA	Discussion about strengths, challenges, areas for growth and new ideas
2/9/2017	School Site Council	Discussion about strengths, challenges, areas for growth and new ideas
2/16/2017	Site Leadership Team	Revisited the conversation about strengths, challenges, areas for growth and new ideas
2/23/2017	School Site Council	Revisited the conversation about strengths, challenges, areas for growth and new ideas
2/27/2017	Instructional Leadership Team	Revisited the conversation about strengths, challenges, areas for growth and new ideas

2017-2018 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	\$105,525.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$200,204.68	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$99,393.72	TBD
TOTAL:	\$405,123.40	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$38,415.88	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,286.50	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$39,702.38	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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

School Mission and Vision

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

We will have 5 percent annual growth in students that are proficient or advanced as measured by the SRI and by GPA; we will also move 10 percent of students who are multiple years below grade level to within one year or to grade level.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	54.73%	59.73%	64.73%

Other Leading Indicators for Literacy:

A decrease in D's and F's in our Social Studies and English Classes. SRI scores, mid-year and end of year; An increase in daily attendance and reduction in chronic absense as students are able to access the curriculum.

NEEDS ASSESSMENT for Literacy:

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

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

By June 2020, 50% of students will be meeting or exceeding mathematics standards as measured by the SBAC math section.
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SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	37.69%	42.69%	47.69%

Other Leading Indicators for Mathematics:

SMI, ongoing District assessments

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Teachers are being consistent with whiteboard configuration and high expectations of student work and are beginning to mix up instruction between independent, partner, and cooperative work.	While our students are performing more strongly on the mid-year District math benchmark, this falls by the year-end benchmark. We lost three math teachers between 15-16 and 16-17. Turnover can be challenging as we try to implement our math program. We're also dealing with students who span a wide range of ability: from 3-4 years below grade level to 2-3 years above grade level. This presents challenges for differentiation. Teachers are still working on balancing the accountability of group work vs. organized, accountable, cooperative learning structures.

ROOT CAUSE ANALYSIS
We have three new teachers on our math team who are still balancing learning how to teach with dealing with students at such different capacity levels.

CULTURE & CLIMATE PRIORITY:	Safe Culture & Climate
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SCHOOL GOAL for Safe Culture & Climate:

In the 2017-18 academic year, we will reduce our suspensions 25

SCHOOL TARGETS for Safe Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	45	30	20

Other Leading Indicators for Safe Culture & Climate:**NEEDS ASSESSMENT for Safe Culture & Climate:**

STRENGTHS	CHALLENGES
We have reduced suspensions from 90 in 2014-15 to 45 in 2015-16, with a target of 35 suspensions for 2016-17. We spend the first two weeks going through schoolwide expectations and clearly explaining school rules to our students.	We have a high number of new teachers as well as continual teacher turnover so we need to continually teach teachers how to create a safe and welcoming environment. We have trouble continuing to message safe and compassionate behavior through advisory throughout the year.

ROOT CAUSE ANALYSIS

We've done a schoolwide adoption of the Claremont values (CMS: compassionate, mindful, and safe) and hand out CMS bucks. We have a school culture committee that's meeting monthly to come up with incentives and review data on discipline. The school calendar and advisory time supports continued reemphasis of school values. We will continue with advisory next year and will continue teaching the schoolwide values through advisory. We offer individual coaching on effective classroom management aligned with school values for new or struggling teachers. We cultivate alternatives to suspension through RJ. Principal, BTSA coaches, and department leads support teachers in a progressive discipline system in the classroom. ILT and grade level teams identify and implement a consistent schoolwide consequence ladder.

New teachers have trouble implementing the discipline ladder consistently; inconsistent practice of overall staff with consequence ladders. There is a lack of consistent practices from classroom to classroom regarding consequences for behavior, expectations when entering the classroom, and even blackboard configuration (e.g., a daily agenda posted) so that students can travel from classroom to classroom and know what to expect. Students travel long distances to get to school; many have to travel over an hour, which contributes to chronic absences. When students are below grade level and struggling in school, they are more likely to act out, especially when there are inconsistent practices between core teachers at a grade level.

FAMILY & STUDENT ENGAGEMENT PRIORITY:	Student Engagement
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SCHOOL GOAL for Student Engagement:

By June 2018, we will reduce our chronic absence rate to 11 percent.
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SCHOOL TARGETS for Student Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	14.15%	12.58%	11.00%

Other Leading Indicators for Student Engagement:

Attendance rate

NEEDS ASSESSMENT for Student Engagement:

STRENGTHS	CHALLENGES
We have very supportive staff. Our grade level teams work together to troubleshoot causes of chronic absence and have consistent practices from classroom to classroom. Our ILT has been working over the past two years to focus on our big rocks, which all touch on student engagement. We have a very strong COST team that works closely with our counselors and TSAs to identify and support Tier 2 and Tier 3 students. We now have an attendance team focused on supporting students at risk of being chronically absent.	Students do not always arrive at school on time or attend at all. About a third of our chronically absent students are enrolled in our SDC programs and are coming long distances across town on District-provided buses.

ROOT CAUSE ANALYSIS

We have students coming from more than a 45-minute to 1-hour public transit ride away from our site. The bus service for PEC has had struggles this year, affecting the attendance of our Special Education students beyond their control. We have families who keep students home if a family member is sick. Some families take vacations during the school year.

ADDITIONAL PRIORITY: Elective Expansion**SCHOOL GOAL for Elective Expansion:**

We will increase the number of high interest options for electives to foster high interest participation in electives and a passion for learning, as measured by the number of elective classes offered.

SCHOOL TARGETS for Elective Expansion:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Electives offered	All Students	n/a	1700.00%	2000.00%

Other Leading Indicators for Elective Expansion:

NEEDS ASSESSMENT for Elective Expansion:

STRENGTHS	CHALLENGES
We currently offer 17 elective classes.	Because the Spanish program is new, we don't have a good way to estimate how many students will take Spanish.

ROOT CAUSE ANALYSIS

We don't want to offer electives simply for the sake of offering electives; we want to find strong teachers to offer compelling programs. This will take time to identify these strong teachers.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we can create seven reads a week through advisory, English, social studies, and science, then 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 use a STIP Sub 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.
SCHOOL THEORY OF ACTION for Mathematics:	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. If we require teachers to balance problem solving activities and create accountability in small groups, along with support for an I do-we do-you do direct instruction model, then students will 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.
SCHOOL THEORY OF ACTION for Safe Culture & Climate:	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.

SCHOOL THEORY OF ACTION for Student Engagement:	If we use high engagement strategies, such as Rally Coach, Give one get one, academic discourse, sentence frames and other protocols around academic language, as well as differentiate our curriculum - then we will get a high percentage of students engaged and participate in the learning. For our New Comers, we will use high engagement strategies, scaffolding, and sentence frames to support language development.
SCHOOL THEORY OF ACTION for Elective Expansion:	We will add two spanish classes, two 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.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	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 and Student Advisor to support culture and climate.
1-2	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/adviosry to teach	We will coordinate with the after school program to use same schoolwide expectations throughout the whole day
1-3	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
1-4	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.
1-5	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 adviosry period

1-6	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.
1-7	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.
1-8	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
1-9	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
1-10		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.
1-11		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
1-12			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

1-13			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
1-14			Engage parents in Back-to-School Night, including targeted engagement of parents of English Learners to welcome students and explain how reclassification works.
1-15			School will acknowledge reclassified English Learners with a pizza lunch.

Improvement Strategy #2:	Literacy: All of our ELA teachers will use Engage NY daily. 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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	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.		
2-2	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
2-3	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

2-4	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.
2-5	Monitoring student engagement with book and comprehension	Create observational rubric that will be used monthly in all ELA and Social Studies Classes	TSA support
2-6	Provide direct on how to choose just right books		
2-7	Assisting students in selecting books in their lexile range.		
2-8	Teachers use - Closed Reading strategy, Three reads strategy and school wide agreement around "7 minutes of reading in each core class daily		
2-9	Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.		
2-10	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.		
2-11	Build 15-minute SSR into master schedule and create balanced classrooms		

Improvement Strategy #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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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3-1	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.	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 and best practices, including TGDS support, peer observations, and modeling by teachers at monthly PDs.
3-2	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
3-3	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
3-4	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 -
3-5		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
3-6		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
3-7		Getting buy in from departments for consistent lesson plans, learning targets and engagements strategies	Getting buy in from departments for consistent lesson plans, learning targets and engagements strategies
3-8		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

3-9			We will offer more electives, including music offerings, chorus, yearbook, coding, etc.
3-10			We will offer more advanced classes such as an advanced STEM class, advanced computer animation, etc.
3-11	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
3-12	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.
3-13	teachers will use SVMl problem of the month for math		organize master schedule to support this GATE effort for 8th grade

Improvement Strategy #4:	Math: Balance student individual, pair, and small group work with teacher direct instruction so that students can access the grade level curriculum in line with Common Core Standards.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teachers will continue to use Rally Coach for pair work.	Math TSA will model Rally Coach and look for implementation during observations.	Hire a Math TSA.
4-2	Teachers will differentiate the math curriculum and use small groups to encourage cooperative learning structures.	A Math TSA will focus on 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 compressio course for all eighth graders at or above grade level.
4-3	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.

4-4	Teachers will provide quarterly Silicon Valley Math Initiative "Problem of the Month" to challenge high-performing students.	Math TSA will support the "Problem of the Month."	School will provide parent newsletter or other communications around SVMl "Problem of the Month" to engage families.
4-5	Consider beginning "Math Facts Monday" or "Integer Wednesday" to build and hone key fundamental math skills while engaging students.		

Improvement Strategy #5:	Offer a broader range of electives to engage students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1		Hire Spanish Teacher.	
5-2		Hire full time Computer Science/design thinking teacher.	
5-3		Align Master schedule.	
5-4		Continue with Computer animation.	
5-5	Create conditions for student successs 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.	Continue with band and orchestra.	

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET
Site Number:
201
School:
Claremont Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$2,500.00	After School Education & Safety (ASES)	Extended contract to support bridge from school day to afterschool program	We will coordinate with the after school program to use same schoolwide expectations throughout the whole day	A1.6: After School Programs	1120				201-1
\$96,893.72	After School Education & Safety (ASES)	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				201-2
\$53,589.14	Donations	Sixth grade Common Core teacher	Do Nows; pair shairs; 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.	A2.1: Implementation of CCSS & NGSS		K12TCH	K12TCH9999	0.60	201-3
\$64,025.00	General Purpose Discretionary	provide supplies and materials to support academic and schoolwide programs	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	A2.2: Social Emotional Learning	4310				201-4
\$5,500.00	General Purpose Discretionary	Provide resources to staff to support academic and schoolwide activities	Teachers will share school wide expectations	A2.1: Implementation of CCSS & NGSS	5610				201-5
\$36,000.00	General Purpose Discretionary	Hlre AAMA staff member to provide targeted support to our AAMA students	Hlre AAMA staff member to provide targeted support to our AAMA students	A2.2: Social Emotional Learning	5733				201-6
\$7,258.51	LCFF Supplemental	Supplies to support academic acceleration	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.	A3.2: Reading Intervention	4310				201-7
\$5,083.00	LCFF Supplemental	Family engagement, incentives, and awards focused on reading campaigns and achievement	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	A3.3: Family Engagement focused on Literacy Development	5730				201-8
\$1,229.00	LCFF Supplemental	African American Manhood Development Facilitator	Hlre AAMA staff member to provide targeted support to our AAMA students	A2.2: Social Emotional Learning	5733				201-9
\$51,630.31	LCFF Supplemental	Class size reduction in support of academic acceleration to provide core (social studies/English) to all sixth graders	Do Nows; pair shairs; 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.	A2.1: Implementation of CCSS & NGSS		K12TCH	K12TCH2220	0.76	201-10

\$24,012.35	LCFF Supplemental	Class size reduction in support of academic acceleration to provide social studies to all seventh graders	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.	A2.1: Implementation of CCSS & NGSS		K12TCH	K12TCH1778	0.30	201-11
\$33,419.72	LCFF Supplemental	STIP Sub to provide additional support for academic acceleration	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	A3.2: Reading Intervention		TCSTIP	TCSTIP9999	0.65	201-12
\$16,452.79	LCFF Supplemental	STIP sub to provide small group literacy intervention support for students performing below grade level	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	A2.1: Implementation of CCSS & NGSS		TCSTIP	TCSTIP9999	0.32	201-13
\$4,000.00	Measure G: TGDS	Extended Contracts to support professional development and teacher mentoring	School wide professional development of high engagement strategies and best practices, including TGDS support, peer observations, and modeling by teachers at monthly PDs.	A2.6: Teacher Evaluation	1120				201-14
\$565.28	Measure G: TGDS	Provide supplies and materials needed to support TGDS	School wide professional development of high engagement strategies and best practices, including TGDS support, peer observations, and modeling by teachers at monthly PDs.	A2.5: Teacher Professional Development for CCSS & NGSS	4310				201-15
\$17,995.24	Measure G: TGDS	STIP Sub to provide additional support for TGDS and academic acceleration	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	A2.1: Implementation of CCSS & NGSS		TCSTIP	TCSTIP9999	0.35	201-16
\$212.83	Supplemental Program Investment	Provide supplies and materials to support academic and schoolwide programs	Implementation of common classroom practices - do now, writing down homework in binder reminder, etc	A2.1: Implementation of CCSS & NGSS	4310				201-17
\$34,962.17	Supplemental Program Investment	STIP sub to provide small group literacy intervention support for students performing below grade level	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	A3.2: Reading Intervention		TCSTIP	TCSTIP9999	0.68	201-18
\$971.68	Title I Basic	Provide books other than textbooks to support SSR increased Literacy for students performing below grade level, including low-income students, who may not have regular access to books and are reading at a lower level than the overall student population, as measured by SRI and SBAC ELA.	Build 15-minute SSR into master schedule and create balanced classrooms	A3.2: Reading Intervention	4200				201-19
\$1,288.85	Title I Basic	Surplus - to be determined	n/a	n/a	4399				201-20
\$25,000.00	Title I Basic	Restorative Justice Coordinator will help support positive culture.	Integrate restorative practices into office disciplinary conversations.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				201-21
\$11,155.35	Title I Basic	TSA will support teachers to create protocols to support an increase in literacy for students.	TSA's will created protocols for our support staff to push in / pull out guided reading groups during ELA's SSR	A3.2: Reading Intervention		C10TSA	C10TSA0116	0.10	201-22

\$1,286.50	Title I Parent Participation	Purchase materials and supplies needed to support parent engagement and family meetings	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	A3.3: Family Engagement focused on Literacy Development	4310				201-23
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It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

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

Student signature**Parent/Guardian or Family Member Pledge:**

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20____.



School Site Council Membership Roster - Middle School

 School Name: Claremont Middle School

 School Year: 2016/17

Chairperson: Jaime Eder		Vice Chairperson: Sara Richard	
Email:	Phone:	Email:	Phone:
Secretary: Alisa Walsh		LCAP Parent Advisory Nominee:	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Jonathan Mayer		x				
Jaime Eder					x	
Alisa Walsh					x	
Sara Richard			x			
Marta Gonzalez				x		
Mari Morrish					x	
Jhunehl Fortaleza			x			
Nicole Johnson			x			
Chase Mateusiak			x			
Evelyn Hardy					x	
Paul Vetter					x	

Debbie Berne

X

Meeting Schedule (day/month/time)	2nd Thursday of each month at 7:30am
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SSC Legal Requirements: (Ed.Code 52852)

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

1-Principal
 4-Classroom Teachers
 1-Other Staff

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

Revised 8/22/2016



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

Claremont Middle School agrees to implement the following statutory requirements:
(Name of school)

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

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

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

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

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

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



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

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

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

1. Student led Parent Teacher conferences held quarterly.
2. Back to School Night Orientations

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

1. Title 1 Meetings
2. On-going Parent Coffees
3. open teacher office hours and student led parent teacher conference

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 (provide all parents with access code and explanation of how to use the system)

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

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

These include school-wide evening programs to bring together teachers, students, and parents, in fun programs that also focus on core curriculum areas- Historical Literacy Night, Family Math & Science Night, High School Information Night, Circles of Understanding: Black Lives Matter Program, School Wide Awards Celebrations

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

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

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



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

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

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

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

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

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

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

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

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

Accessibility

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

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

Teacher after school office hours, student led 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) Oct. 26, 2017 and will be in effect for the 2016-17 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 Meyer
(Principal's Signature)

11/1/2016
(Date)