



**2019-20 Measure G1**

**Grant Application**

**Due: February 11, 2019**

School	Claremont Middle School	Contact *	Jonathan Mayer
School Address	5750	Contact Email	jonathan.mayer@ousd.org
Principal	Jonathan Mayer	Principal Email	same
School Phone	510-654-7337	Recommended Grant Amount**	\$91,571
Actual 2018-19 Enrollment (6-8) (20 day count)	198		

*\*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

**Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))**

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Three sections of Art Mr. Kimo adding a fifth class. \$9000 (Our AAMA teacher who will add a section of Art)	\$9500
2	.3FTE for a Student Advisor position.	\$34,816
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$43,316

**Summary of Proposed Expenditures for 2019-20 (listed in order of priority)**

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.4 FTE Art teacher	30,000
2	.4FTE Student Advisor Position	\$42,000

<b>3</b>	Oakland Youth Chorus Daily Chorus elective	\$14,000
<b>4</b>	Art Supplies	2,794
<b>5</b>	5% pay increase	2517
	<b>Budget Total (must add up to Anticipated Grant Amount)</b>	<b>91571</b>

### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
56.8	43.2	40.6	15.8	2	12.7	95

### ***Student Body Ethnic Composition***

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
29.7		5.1	19.9	1	1	34.6	9.0

### **Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.**

<b>Name</b>	<b>Role</b>
Jonathan Mayer	Principal
Edana Anderson	Community Schools Manager, COST
Kelsey Riley	School Counselor
Deniz Thacher,	Math 7 teacher, ILT representation
Sarah Kahn Richard	Parent and Stip sub, SSC representation

### **School Vision (insert here):**

**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 joy in the process.

### **Middle School Measure G1 Self- Assessment:**

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<b><u>Music</u> (Rubric Score)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>Access and Equitable Opportunity</b>	3	3	<b>Access and Equitable Opportunity</b>	2	2.5
<b>Instructional Program</b>	2.5	3	<b>Instructional Program</b>	2.5	3
<b>Staffing</b>	3	3	<b>Staffing</b>	2	2.5
<b>Facilities</b>	1.5	2	<b>Facilities</b>	1.5	2
<b>Equipment and Materials</b>	2	2.5	<b>Equipment and Materials</b>	1.5	2
<b>Teacher Professional Learning</b>	3	3	<b>Teacher Professional Learning</b>	1.5	2.5
<b><u>World Language</u> (Rubric)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>			
<b>Content and Course Offerings</b>	n/a	n/a			
<b>Communication</b>	n/a	n/a			
<b>Real world learning and Global competence</b>	n/a	n/a			

### **Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	445	488	<b>Suspension</b>	12	10

<b>ES Outreach Strategy Actions</b>			<b>Chronic Absence</b>	9.0	4%
<b>Programs to support ES students transition to MS</b>			<b>CHKS data (district only)</b>		

**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date
SSC	December 5th

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	December 3rd

## ***Budget Justification and Narrative***

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

### **The Goals of the Measure**

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.

4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

### 1. Music Program

#### Programmatic Narrative Based on Rubric

The five sections of band are working well. All sixth graders take ½ a year of music. 7th grade and 8th grade have their own bands. 7th grade is larger because teacher did a better job building relationships in his second year (last year) with 6th graders, so we anticipate band continuing to build. Additionally, our 0 period jazz band has continued with roughly 18-20 students.

We are expanding our music program to now include one section of Chorus with Oakland Youth Chorus. We are hoping to enroll 15-25 students in this new offering as part of creating a more comprehensive music program.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
14,000	Oakland Youth Chorus 1 period a day	20 students will sign up and take a daily chorus class in our first year working with OYC.

### 2. Art Program

#### Programmatic Narrative Based on Rubric

Our art program continues to draw from a wide range of students - demographically and academically. We are excited to now be able to offer three art classes for the 2019-20 school year. For 2019-2020 we would like to spend \$30,000 to cover two of the three art classes that are being taught. We started the art program with the intention of growing to three sections once we were fully funded with Measure G1 funds. Last year we used G1 and outside donations to cover the cost of expanding the art program due to popular demand. Now, with full G1 funds available we will no longer need to seek outside donations, instead we will use our Measure g1 funds moving forward. Our vision of having three art classes to serve approximately 20% of our student body will be realized.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$30,000	.4 FTE Art Teacher	80-90 students will take daily. We will continue to have improved attendance, reduced chronic absences and lower suspension rates as students get to participate in one of their favorite electives with one of their favorite teachers.

		Suspension rates continue to be lower than in previous years; chronic absence has dropped significantly, and while we have been able to provide an additional art class for students not interested in band or computers, we will now add an after school component to our art program.
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### 3. World Language Program

#### Programmatic Narrative Based on Rubric

There is definitely strong interest in starting a Spanish program at Claremont. We believe that we could fill one to two classes of students. Unfortunately, we both don't have the funding or space right for Spanish and it is further complicated by the lack of credentialed teachers available since we cannot offer a full time, 1.0FTE job.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
n/a	no spanish being added due to other cuts in other areas	n/a

### 4. 5th to 6th Grade Enrollment Retention

#### Programmatic Narrative Based on Data Analysis

Claremont has continued to increase enrollment these past five years. From 120, to 130, to 140, 150 to 158 sixth graders. We have an aggressive recruitment plan, including tours for classes of rising 5th graders from all of our potential feeders, including: Chabot, Emerson, Piedmont Ave, Peralta, and Sankofa and we also opened up tours to all of Oakland schools and families and have a traditional fall showcase recruitment fair in October. The student advisor will continue to focus on tours, bringing in student voice to the tours, organizing a summer orientation/summer bridge as well as supporting student led conferences in the fall for all 6th graders so that students and families are supported and engaged in the learning process

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$42,000	.40 FTE Student Advisor (also see Culture/Climate)	All 6th graders will participate in student led conferences; we will retain 95% plus of our 6th graders who are enrolled in Claremont on August 12, 2019; We will have 25% of our sixth graders show reading growth of 2 years or more and 80 % of our 6th graders will end the year reading at grade level, as

		measured by spring SRI scores

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

We have used this position in the past to support student council and talent shows, the Oratorical competition as well as student recognition awards - student of the month, Heart of the Knight awards, etc. We will have a teacher focus on building the student culture through organizing leadership opportunities - student council, talent shows, Reading growth awards and recognition, support our RJ program and support parent outreach and education evenings.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
	.40 FTE Student Advisor (See 5th -6th Grade retention)	Chronic attendance at Claremont has gone down from 13.5 percent to 6 percent these past two years. that means that about 35-40 more students are not chronically absent out of our student body of 485 students over the previous two years.

**Please submit your 2019-20 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**

SSC Meeting  
PLANNED AGENDA:  
12/5/18

1. Fall Sports Awards Night (Achievement Night)
2. OUSD Budget and Facilities Update
3. G1 discussion - reflecting on our current electives and vision for electives for 2019-20 and beyond
4. Claremont Parking
5. Volunteering for the Bond / Facilities Committee



Claremont SSC Meeting  
Meeting Minutes  
December 5, 2018  
7:45-830

In attendance:

Principal: Jonathan Mayer

Teachers/Staff: Mika Zellie, Rachel Friedman, Sara Richard

Parents: Jacquie Anderson, Robert Briant, Alisa Walsh, Leslie Ayers, Rosie Papazian, Sam Davis, Jamie Eder

Student: Az Zelli (6<sup>th</sup> Grade)

12 1 1 1

1. Facilities Update:

- a. Rob updates on facilities: all the Measure J money has been spent, so need 12-20 million in the forth-coming bond.
- b. Tim White (OUSD Facilities manager) will be at the PTA meeting tomorrow to talk – we should all be echoing the same message: we need this 12-20 million and we need them to put it in the bond for our multi-purpose room + gym + kitchen.
  - i. Any room for classrooms built? Building D is terrible, elevator?
  - ii. Expand enrollment?
  - iii. Field (separate million dollars) –he will be promising that we will have a new field by August.
- c. Next steps: attend PTA meeting and let him know how you feel re: bond request and
- d. need a volunteer for OUSD Facilities Meetings (Bond oversight committee): Sam and maybe Cabral
  - i. Draft a letter for parents to sign (Robert to do that)

2. Three Money to talk about:

- a. G1 - \$1050 Carryover from 2017: Go Cart
  - i. \$3150 for 2018-2019 Year electives or student council – can buy about an hour of teacher time 3-4 days a week:
    1. More Afterschool or 0 period computer science?
    2. A musical?
    3. Maker Space
    4. Offering the spots to teachers here
- b. Title 4 money: \$3318 to make the computers whole (Voted in Favor)
- c. Title 1 money: \$4000 for NewsELA pro License, \$4600 Chromebooks total \$8600 (Voted in Favor)
- d. G1 discussion for how G1 funding has been going, how are our programs and how to spend our future monies: It was agreed that Band is going well and we should keep ½ year for all sixth graders;

Folks love the 0 Period jazz band offering. Spanish- there continues to be interest in adding Spanish, but only one or two sections – concerns we couldn't fill more than 1 or 2 classes. Musical theater – interest in an after school musical theater class. Mr. Mayer reported that we are building a relationship with Berkeley Playhouse and they may have an after school once a week free musical theater class starting next fall. Chorus: Several people expressed interest in having OYC come on campus. Art – Lots of positive feedback for art programs, and Mr. Kimo in particular

3. Fall Sports Night – December 13<sup>th</sup>

- a. Family Engagement opportunity for kids who are falling back
- b. Edna Brewer does Movie nights to do this
- c. PTA can pay for the pizza and drinks
- d. Fall sports night promotion Robocall coming out tonight - fall sports acknowledgement? Shirts for team players? Attendance awards?
- e. Will take place in the gym, pizza in cafeteria
- f. Who would like to participate in planning these in the future?

Claremont SSC Meeting

Meeting Minutes

December 5, 2018

7:45-830

- i. Sam, Jacquie, Leslie, Alisa, Rachel
- ii. Need a committee
  - 1. January (reading accomplishment)
  - 2. Science Night (March)
- iii. Do we need to do it right now? Why now? Can we wait until January?
- iv. Important academic message that parents needs to hear about right now?
- v. Committee to meet and decide about date(s)

4. Parking

- a. Other schools have parking for teachers. There is no parking here. Mr. Mayer, Jodi, and Kalb met and discussed the possibilities. As parents we need to pursue it and push the district to make the special parking designation.
  - i. There are 6 spots that are marked red + 30 free spots on Miles should be our spots
  - ii. Jamie will contact Dan Kalb's office
  - iii. Temporary badges?

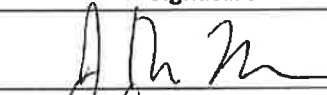





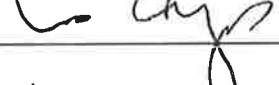

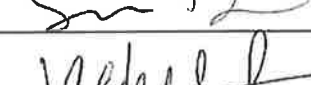

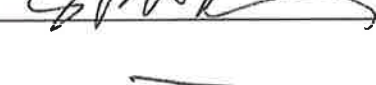

5. Adjourn

## SSC Meeting Sign-In

School: CLAREMONT / 201

Date: 12/5/18

Place "X" in Appropriate Representation Column

Printed Name	Signature	SSC Member	Staff	Parent or Community	Student
Jon Mayer		✓	✓		
Mika Zelig			✓		
Azi Zelig					✓
Jacquie Anderson		✓		✓	
Robert Brant		✓		✓	
Alison Wals		✓		✓	
Leslie Ayers		✓			
Rosie Papernan				X	
Sam Davis				X	
Rachel Friedman			✓		
Sara Richard		✓			
Samie Eder		✓			

## Claremont Instructional Leadership Team (ILT)

### Agenda & Notes

12-3-18 ♦ 3:30 PM-4:30 PM ♦ Library

#### Mission:

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 with a **compassionate, mindful, and safe** environment.

We **lead** with learning as the main event, with equity at the center and students voices 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.

ILT team consists of: Mr. Mayer, Syl, Mr. Kaferle, Ms. Fortaleza, Ms. Johnson, Ms. Thacher, Ms. Friedman, Ms. Salzfass, Mr. Maher

#### Norms:

- Come prepared and stay engaged
  - Infuse joy and humor in our work
  - Respect the time
  - Ensure equity of voice
- 
- Assume positive intent
  - Be reflective and open to new possibilities

#### Roles

Facilitator - Lizzie/Mayer  
Timekeeper - Thacher  
Notetaker- Fortaleza  
Process Checker -Kaferle

Alt one/two: Maher, PJ,Salzfass

#### Objectives:

- Analyze feedback from student panel
- Brainstorm ideas for ILT retreat and future PD
- Share out plans for Wed's dept. meetings

Time	Agenda Item	Notes
3:30-3:35 (5 minutes)	<ul style="list-style-type: none"><li>• What was your takeaway from the student alumni panel?</li></ul>	<ul style="list-style-type: none"><li>- Kaferle -continue to bring students in on what they need for support and holding them accountable or it</li><li>- Maher - more positive incentives and positive phone calls home</li><li>- Fortaleza - menu of options to accommodate for different learners (both formative and summative)</li><li>- Thacher - students are human beings and want love and support, look at how reacting and how students might interpret</li><li>- PJ - checking in with students who are doing the right thing</li><li>- Mayer - lean in more to discipline in the office. Build relationships with most struggling students</li><li>- Syl - continue check-ins to continue to build rapport with students, gave more open check in</li></ul>

		<ul style="list-style-type: none"> <li>- Friedman - help teachers understand need for students to have safe</li> <li>- Salzass - tracked what students and teacher were doing to bring awareness of how students in that class may feel</li> </ul>
3:35-3:40 (5 minutes)	<ul style="list-style-type: none"> <li>• Announcements? <ul style="list-style-type: none"> <li>○ Sub requests have been initiated with Ms. Smith</li> </ul> </li> </ul>	<p>Tuesday Dec 11 - Retreat day at Rachel's house</p> <ul style="list-style-type: none"> <li>• Focus on Teacher Retention</li> </ul> <p>Robo call and advisory announcements in each class</p> <p>Wabout Race to 1000 tomorrow</p> <p>Thurs December 13 - 6-7:30pm (possible) Fall Sports Celebration and announce reading challenge</p>
3:40-3:50 (10 minutes)	<ul style="list-style-type: none"> <li>• Look at <u>feedback</u> from alumni panel using data protocol (in pairs)</li> </ul>	<p>What?</p> <p>Liked panel structure, different groups/voices - parents, teachers</p> <p>Hearing student voice</p> <p>Adult they can connect with who cares</p> <p>Teachers want to see change but not sure how</p> <p>Systemic issues</p> <p>Care for introverts in culture of academic discourse</p> <p>Additional questions?</p> <p>Why isn't there more time built into day to work 1:1 with students?</p> <p>When do we prioritize teacher-student relationships?</p> <p>How to work with kids who need the extra help without singling them out/putting them on blast?</p> <p>Is it possible to make this job sustainable for teachers?</p> <p>Why are we getting mixed messages (as educators) when you can't fulfill ALL of them?</p> <p>What's the point of asking these questions if any specific action steps can't really do any real change in our current public school structure?</p> <p>What can we do on a school wide level not just in the classroom?</p> <p>What is within your sphere of influence AND what is school-wide?</p> <p>What do we prioritize?</p> <p>What next?</p>
3:50-4:10 (20 minutes)	<ul style="list-style-type: none"> <li>• Post-it activity: ILT retreat and January-June PD priorities</li> </ul>	
4:10-4:20 (10 minutes)	<ul style="list-style-type: none"> <li>• G1 discussion for how it is going this year and prioritizing monies for next year</li> </ul>	<p>Master Schedule and G1 Ideas</p> <p>I Like:</p> <ul style="list-style-type: none"> <li>• SDC Only Music Class with Band Teacher</li> </ul>

		<ul style="list-style-type: none"> <li>• Earlier Lunch</li> <li>• Intentional Elective/PE in morning and afternoon</li> <li>• Linked Learning OYE Art 4 Core</li> </ul> <p>New Ideas</p> <ul style="list-style-type: none"> <li>• Linked Learning Art w/core</li> <li>• Variety of electives (Language, Drama, Chorus, Kimo's credential covers, Music production (What about a musical?))</li> <li>• Flex 6th grade year long</li> <li>• Bring in Oakland Youth Chorus</li> </ul> <p>Not Working:</p> <ul style="list-style-type: none"> <li>• Common Prep for student flexibility</li> <li>• Class size is large (30)</li> </ul> <p>First period advisory</p> <ul style="list-style-type: none"> <li>• No Block Scheduling</li> </ul> <p>***Yes – Block Forteleza Core</p> <p>Outside the Box:</p> <ul style="list-style-type: none"> <li>• Shop afterschool</li> <li>• Separate advisories</li> <li>• 6<sup>th</sup> grade different schedule than 7th and 8th</li> </ul> <p>Keystone</p> <ul style="list-style-type: none"> <li>• Built in office hours</li> </ul>
4:20-4:30 (10 minutes)	<ul style="list-style-type: none"> <li>• Next steps</li> <li>• Appreciations</li> </ul>	

**Sign in - for ILT**

ITEM	PERSON RESPONSIBLE	DUE DATE
Present at Meeting		
Deniz thacher	math	SN
Lizzie Salzfass	ILT co-lead	ESly
Rachel Freidman	ILT co-lead	PK
Jonathan Mayer	principal	John
Seth Maher	science	John
<del>Pamela</del> Johnson	electives/pe	John
Kaferle and Fortaleza	history	John



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2018-19  
Due: February 19, 2019**

School:	Claremont Middle School	Principal	Jonathan Mayer
School Address	5750 College Ave	Principal Email:	jonathan.mayer@ousd.org
School Phone	510-654-7337	Grant Amount	\$43,316
2017-18 LCFF Enrollment (6-8)	217		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

**Mid-Year Reflection: Music Program**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We did not use any monies toward music. Our band program continues to build with district monies. There has been growing interest in musical theater and choral music - so have reflected on this and built in a plan for next year to add choral music using Measure G1 funds.

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome

9,500	This will help cover the cost of one period of Art, similar to our proposal from 2017-18.	Suspension rates continue to be lower than in previous years; chronic absence has dropped significantly, and we have been able to provide an additional art class for students not interested in band or computers.
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### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Students continue to enjoy art with Mr. Kimo! Successes include a continued drop in chronic absence and suspension rates staying much lower than previously and an expansion of the program to serve more students! We have been able to fund three art classes this year interest remains high and we have expanded from about 50 to 80 students taking art.

### **3. *World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2018-19 Activities</b>	<b>Anticipated Outcome</b>
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### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Still no language program at this time, though there is much interest.

### **4. *5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

N/A

<b>Budget</b>	<b>2018-19 Activities</b>	<b>Anticipated Outcome</b>
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### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.



**5. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
34,816	.3 FTE for a Student Advisor	Chronic attendance at Claremont has gone down from 13.5 percent to 9 percent this year as a result of our focus on chronic attendance issues. In gross numbers, that means that about 21-22 more students are not chronically absent out of our student body of 475 students!

**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our chronic absence has continued to drop - now it is below 5 percent! We continue building Claremont as a school that “celebrates success”. Supported by our student advisor, we have school tours led by students, we have a 6th grade leadership program; we have assemblies honoring “Students of the Month” and Heart of the Knight” each marking period; We had about 10 students participate in the MLK Oratorical;

Our Student Advisor has also been active in helping us to create a “Claremont Way” in terms of classroom expectations, how we onboard new employees and new students (during intake)

Challenges - we are still working to build more school wide participation in our Oratorical, the Spelling Bee, and to have more student voice on our School Site Council.