OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Executive Summary School Accountability Report Card, 2011–12

For Claremont Middle

Address:	5750 College Ave., Oakland, CA, 94618-1629	Phone:	(510) 654-7337
Principal:	Ronald Richardson, Coprincipal	Grade Span:	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Claremont Middle School stands apart in its commitment to academic excellence and success. The Claremont school community envisions a school culture in which students thrive emotionally, socially, intellectually, and physically. Claremont Middle School strives to develop in students the ability to think clearly and creatively, act responsibly, communicate effectively, appreciate issues from varying points of view, value humor and cultural diversity, and make informed decisions in an increasingly complex and independent world. Claremont invites parent participation in several

ways including communication with teachers about their child's academic and social-emotional progress, volunteering as chaperones and support personnel during school events and activities, and participation in parent school committees, such as the PTA, SSC, and ELAC.

Student Enrollment

Group	Enrollment
Number of students	455
Black or African American	68.8%
American Indian or Alaska Native	0.0%
Asian	2.9%
Filipino	0.7%
Hispanic or Latino	13.8%
Native Hawaiian or Pacific Islander	0.2%
White	10.5%
Two or More Races	1.5%
Socioeconomically Disadvantaged	75.8%
English Learners	9.2%
Students with Disabilities	16.5%

Teachers

Indicator	Teachers
Teachers with full credential	25
Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	42%
Mathematics	25%
Science	50%
History-Social Science	27%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	679
Statewide Rank (from 2011 Base API Report)	3
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 20
2012–13 Program Improvement Status (PI Year)	Year 5

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

School facility is in good condition – new gym, new roof, new HVAC, landscaping, gym floor and paint.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$5,014
District	$6,808
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Claremont Middle	**District Name**	Oakland Unified
Street	5750 College Ave.	**Phone Number**	(510) 879-8582
City, State, Zip	Oakland, CA, 94618-1629	**Web Site**	www.ousd.k12.ca.us
Phone Number	(510) 654-7337	**Superintendent**	Anthony Smith
Principal	Ronald Richardson, Coprincipal	**E-mail Address**	tony.smith@ousd.k12.ca.us
E-mail Address	ronald.richardson@ousd.k12.ca.us	**CDS Code**	01612596057004

School Description and Mission Statement (School Year 2011–12)

Claremont Middle School stands apart in its commitment to academic excellence and success. The Claremont school community envisions a school culture in which students thrive emotionally, socially, intellectually, and physically. Claremont Middle School strives to develop in students the ability to think clearly and creatively, act responsibly, communicate effectively, appreciate issues from varying points of view, value humor and cultural diversity, and make informed decisions in an increasingly complex and independent world. Claremont invites parent participation in several

ways including communication with teachers about their child's academic and social-emotional progress, volunteering as chaperones and support personnel during school events and activities, and participation in parent school committees, such as the PTA, SSC, and ELAC.

Opportunities for Parental Involvement (School Year 2011–12)

Claremont invites parent participation in several ways:

1. drop-in observation in classrooms and regular communication with teachers about their child's academic and social-emotional progress;

2. volunteering as tutors and assistants in classrooms and in our after-school program;

3. volunteering as chaperones and support personnel during school events and activities; and
4. Participation in parent-school committees, such as the PTA, SSC, and ELAC.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	147
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	147	Ungraded Secondary	0
Grade 7	161	Total Enrollment	455

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	68.8%
American Indian or Alaska Native	0.0%
Asian	2.9%
Filipino	0.7%
Hispanic or Latino	13.8%
Native Hawaiian or Pacific Islander	0.2%
White	10.5%
Two or More Races	1.5%
Socioeconomically Disadvantaged	75.8%
English Learners	9.2%
Students with Disabilities	16.5%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.9	9	8	1	23.0	4	9	0	15.9	19	0	0
Mathematics	18.9	14	10	0	22.4	5	7	0	16.1	19	0	0
Science	20.9	8	10	0	23.7	5	7	0	15.9	19	0	0
Social Science	20.9	12	6	0	23.7	4	8	0	17.6	18	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

The school reviewed, revised and submitted to the Board in 11-12 an updated Safety Plan that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. Our 2 school security officers and 1 school resource officer (Oakland Police Department) help us address any serious safety problems that arise on campus and ensure that the campus is secure to outsiders. School security officers and teachers provide before and after-school supervision on our campus. During school, the campus is closed. Students are not permitted to leave school, and all visitors are required to register before entering the premises. Administration works with the PTA and directly with community members to build positive relations and support with school neighbors in order to build a zone of safety around the school. Claremont's plan to promote school safety has 2 major strands: 1. Strategies that provide support to students and conflict prevention, and 2. Strategies that provide a progressive response to behaviors that undermine safety.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	92.33%	60.71%	64.4%	14.16%	12.26%	14.8%
Expulsions	0.00%	0.00%	0.0%	0.16%	0.19%	0.1%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

- **Data provided by Department of Facilities on November 13, 2012**

School facility is in fair condition.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Scheduled 2011
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Good				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	16	20	25	1835
Without Full Credential	5	4	5	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	87.97%	12.03%
All Schools in District	93.81%	6.19%
High-Poverty Schools in District	93.71%	6.29%
Low-Poverty Schools in District	97.79%	2.21%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	2	
Other	21	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: ___October 2012_____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2000	Yes	0%
Mathematics	2009	Yes	0%
Science	2007	Yes	0%
History-Social Science	2006 (Grade 4 -12) 2007 (Grade k -3)	Yes	0%
Foreign Language	N/A	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	N/A	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,310.00	$2,080	$5,014	$40,958
District			$6,808	$54,035
Percent Difference – School Site and District			-26.36%	-24%
State			$5,455	$68,835
Percent Difference – School Site and State			-8%	-40%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. *Basic/unrestricted* expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

This school strategically allocates its resources to support professional development for teachers and inside and outside of classroom intervention and extracurricular opportunities for students. Specifically, the school served 191 students in the after school program, worked with School Lead and Bay Area Community Resources. Site had 4 coaches supporting Math, P.E., Social Studies, Special Ed –SDC, and English language arts.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,456	$41,455
Mid-Range Teacher Salary	$54,328	$66,043
Highest Teacher Salary	$70,934	$85,397
Average Principal Salary (Elementary)	$84,669	$106,714
Average Principal Salary (Middle)	$85,411	$111,101
Average Principal Salary (High)	$86,249	$121,754
Superintendent Salary	$265,000	$223,357
Percent of Budget for Teacher Salaries	29.00%	39.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	40%	44%	42%	43%	45%	47%	52%	54%	56%
Mathematics	35%	31%	25%	44%	46%	46%	48%	50%	51%
Science	50%	72%	50%	41%	46%	49%	54%	57%	60%
History-Social Science	34%	47%	27%	27%	32%	31%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	47%	46%	49%	31%
All Students at the School	42%	25%	50%	27%
Male	40%	28%	52%	29%
Female	45%	20%	47%	26%
Black or African American	30%	15%	40%	19%
American Indian or Alaska Native				
Asian	73%	53%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	48%	31%	52%	33%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	81%	57%	0%	0%
Two or More Races	82%	55%	0%	0%
Socioeconomically Disadvantaged	33%	17%	43%	20%
English Learners	33%	18%	0%	0%
Students with Disabilities	33%	24%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				35%	40%	39%	54%	59%	56%
Mathematics				36%	40%	44%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61%	18%	22%	56%	28%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	16.50%	17.30%	21.30%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	2	3	3
Similar Schools	5	5	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	22	16	-41
Black or African American	44	16	-40
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	45	27	-44
English Learners			
Students with Disabilities			-35

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	376	679	25,919	730	4,664,264	788
Black or African American	244	612	8,018	655	313,201	710
American Indian or Alaska Native	0		91	702	31,606	742
Asian	14	870	4,029	826	404,670	905
Filipino	3		243	808	124,824	869
Hispanic or Latino	60	716	9,975	701	2,425,230	740
Native Hawaiian or Pacific Islander	1		309	675	26,563	775
White	43	880	2,458	900	1,221,860	853
Two or More Races	6		529	869	88,428	849
Socioeconomically Disadvantaged	263	625	16,312	692	2,779,680	737
English Learners	41	655	10,835	701	1,530,297	716
Students with Disabilities	61	535	2,741	558	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		84
Percent of Schools Currently in Program Improvement		63.6%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not applicable for Middle Schools

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are 3 full school days of professional development each year, and every Wednesday for one hour and a half. Each department this year is equipped with a content coach and a Department Chair; we are working closely with BAWP enhance our school-wide focus around Literacy; Professional Development Calendar provides time once a week to meeting in department for collaboration, as well as, common prep period by grade.

Claremont Middle	**School Accountability Report Card, 2011-2012**
Oakland Unified	*Provided by the Ed-Data Partnership*
	For more information visit www.ed-data.org

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