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

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Claremont Middle School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Claremont Middle School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Claremont Middle School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Tremaine Moore
Date of this revision: 5/8/2024

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

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

Contact: Tremaine Moore

Position: Principal

Address: 5750 College Avenue
Oakland, CA 94618

Telephone: 510-654-7337

Email: tremaine.moore@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/8/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/8/2024

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

Tremaine Moore <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
_____ <i>SSC Chairperson</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
Clifford Hong <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	<hr style="border: 0; border-top: 1px solid black;"/> Signature 8/15/2024	<hr style="border: 0; border-top: 1px solid black;"/> Date

_____ 8/15/2024
 Benjamin Davis, President
 Board of Education

_____ 8/15/2024
 Kyla Johnson-Trammell
 Secretary, Board of Education

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/22/24; 2/5/24	Admin Team (SLT)	Shared rationale and overview of site plan; reviewed budget priorities
1/10/24 2/8/24	SSC and SELLS	Voting on Title 1 budget priorities
2/8/2024	SSC and SELLS	Shared rationale and overview of site plan; reviewed budget priorities
2/7/2024	Instructional Leadership Team	Shared rationale and overview of site plan; reviewed budget priorities

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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. 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 California 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$98,050.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$566,569.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$95,400	LCFF Discretionary (General Purpose Discretionary #0000)	\$31,785
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,650	LCFF Supplemental (LCFF Supplemental #0002)	\$155,925
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$88,244
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$69,579
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$122,986
SUBTOTAL OF FEDERAL FUNDING:	\$98,050		\$468,519

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$566,569.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Claremont Middle School		School ID: 201
CDS Code: 1612596057004	SSC Approval Date: 5/8/2024	Board Approval Date: 8/14/2024

School Mission and Vision

Claremont Middle School Scholars will thrive academically and socially from a rigorous and balanced education, and a nurturing inclusive environment, that will enable them to utilize their character values and leadership skills to persevere through all challenges as they work towards achieving their goals of academic excellence.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

We need to align resources to students who are LCAP. We prioritize a counselor, small group and volunteer intervention and schoolwide Tier 1, 2, and 3 academic and sel support through cost, PBIS, CMS way

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.6%	24.0%	16.8%	0.0%	30.8%	18.7%	46.6%	5.1%	3.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.2%	17.7%	5.8%	1.0%	0.0%	0.8%	43.1%	0.4%	92.0%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	Close distance from met on ELA SBAC and math SBAC.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	17.4	not available until fall 2024	not available until fall 2025	17.4
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	55.2%	not available until fall 2024	not available until fall 2025	65.2%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-8.7	not available until fall 2024	not available until fall 2025	-3.7
California Science Test (CAST) Standard Met or Exceeded	All Students	50.3%	not available until fall 2024	not available until fall 2025	60.3%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-58.8	not available until fall 2024	not available until fall 2025	-48.8
SBAC ELA Distance from Standard Met	African American Students	-62.0	not available until fall 2024	not available until fall 2025	-52.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	18.4%	not available until fall 2024	not available until fall 2025	18.4%
SBAC Math Distance from Standard Met	Special Education Students	-104.6	not available until fall 2024	not available until fall 2025	-84.6
SBAC Math Distance from Standard Met	African American Students	-94.1	not available until fall 2024	not available until fall 2025	-84.1
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.3%	not available until fall 2024	not available until fall 2025	8.3%
LTEL Reclassification	Long-Term English Learners	6.7%	not available until fall 2024	not available until fall 2025	9.7%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.				
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <i>*2021-22 baseline data</i>	All Students	64.2%	not available until fall 2024	not available until fall 2025	74.2%
Out-of-School Suspensions	All Students	4.1%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	7.0%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	3.1%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	50.7%	not available until fall 2024	not available until fall 2025	38.0%
Chronic Absenteeism	African American Students	63.6%	not available until fall 2024	not available until fall 2025	47.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention.				
Identified School Need:	Build a school where students are successful, then teachers will be success and will stay.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	65.1%	not available until fall 2024	not available until fall 2025	75.1%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	Repeated exposure to standards based curriculum and standardized tests. 2. After school program runs college and career workshops for students
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	1. Emphasis on academic discussion to support EL students for class engagement and access to content. Conducted learning walks to gather baseline data. 2. Behavior intervention for students with disabilities to deescalate and avoid referrals. 3. Academic Tutor (SIPPS) during the 23-24 school year to work with students struggling academically/with engagement. 4. Reading intervention: during the 23-24 school year, students who need reading support; I-Ready practice and district testing. Reading and math interventions are needed to address academic underachievement, provide targeted support to students who require additional assistance to reach grade-level proficiency.

<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<p>Teachers need collaboration opportunities to lesson plan and build community with students.</p> <p>Student need positive incentives to build culture and climate, such as awards, certificates, and prizes to share during schoolwide assemblies.</p> <p>Students need enriching field trips to museums, exhibits and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences.</p> <p>Students need mentorship opportunities (i.e 8th grade/6th grade buddies; peer tutoring during study hall); TA opporunities for students with specific criteria for success; RJ peer leader trainings; decrease in suspensions; increase of student incentives; CHKS surveys; data to help with student leadership.</p> <p>Families need support from Community School Manager to build culture and climate and build the bridge between school and home to provide the necessary support needed to support students with their academics and SEL</p>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<p><i>Teachers professional development opportunities based on the needs of our teachers to collaborate in their departments, grade levels, and professional learning communities..</i></p> <p><i>Teachers and staff need wellness days to focus on their mental and physical health and well being.</i></p> <p><i>Teachers need leadership opporunities to help increase their capacity in leading PD</i></p>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<ol style="list-style-type: none"> 1. <i>Staff PD and expectations of standardized tests during instructional time.</i> 2. <i>Flexibility allows for more freedom and direct instruction.</i>
<i>LCAP Goal 2:</i>	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<ol style="list-style-type: none"> 1. <i>Staff PD and expectations of standardized tests during instructional time.</i> 2. <i>Flexibility allows for more freedom and direct instruction</i>
<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>Responsibilites of culture and climate engagement events tends to fall on a few; low participation/attendance at family events. More parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students.</i>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<i>OUSD sent out letters for teachers who are not credentialed, but are in credential programs which caused stress for teachers to worry about jobs.</i>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Claremont Middle School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have maintained our school CMS values: Compassionate, Mindful, Safe. We have also added our school CMS affirmation to help prepare students with a daily goal of success. We have Wellness Wednesdays in which we focus on self-care for our teachers and staff as we continue to keep students at the center of our work, ensuring that we address and support the academic and SEL needs of our students. With intention, we highlight the positive behaviors and academic success and intentionally highlight our RJ program and the effects it has had on achieving positive behaviors and academic success of our students.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

ACE Assemblies: Attendance, Climate/Culture/Celebrations, Expectation - Each marking period we celebrate our students positive attendance, have class competitions, and review schoolwide expectations. Family/Community engagement events; cultural celebrations, fall/spring showcases and festivals; providing parents with tips and assistance with how to support students; PTA support; Intervention support groups for students; Various afterschool programs; Student leadership opportunities; family support with food and gift card distribution. COST and attendance meetings/support. RJ peer leaders and school leadership members; SEL support from counselors and staff. SSC work

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Books Other than Textbooks (Family Literacy Knight)	SBAC ELA Distance from Standard Met	Provides opportunities for students to improve literacy skills through grade level, reading level, and student interest reading.	Not work: This year we did not have a chance to hold our Historical Literacy Knight event due to time constraints. Therefore we did not purchase books to give away to students and families.	Our goal is to properly plan and organize our Family Literacy Knight for Spring 2025, with a goal of having 100-120 families in attendance.

Parent Education Materials	SBAC ELA Distance from Standard Met	Provides families with information needed during parent meetings as they learn to support their children in various aspects of school (i.e. academics, social, mental health).	We need to work closely with families to identify specific materials for parents. This worked well this year with materials being readily available for all of our families in the languages needed. However, the number of parents who actually participated was around 40.	We will continue to support family engagement events by providing them with the supportive materials needed to support their children in school and we seek to double our family participation per event to 80-100 participants or higher.
Parent Engagement Refreshments	SBAC Math Distance from Standard Met	Refreshments (light snacks) will be provided during parent support meetings.	<p>Worked: We averaged about 40 parents in attendance at our evening workshops/events.</p> <p>Not work: We did not use a lot of our funds, but will be sure to utilize the allowable refreshment usage, so that families have refreshments during the meetings. This is working due to parent support and OUSD vendor support. We averaged about 40 parents per workshop or event</p>	<p>We will continue to support family engagement events with a goal of increasing our family participation to 100 participants.</p> <p>We will provide the allowable refreshments for the families that attend the family workshops.</p>
Restorative Justice Facilitator	Student Connectedness to School	The RJ facilitator works towards building a positive culture at the school by trainings staff and students on the proper way to resolve conflicts through the usage of restorative practices.	Worked: Our RJ program has been working extremely well. Over 60 students have been trained this year as peer leaders. RJ student leaders also have participated in the All City Council Ethnic Studies Conference and led workshops for other students.	We will continue with our RJ program and we look to expand our RJ student leaders with leading class circles and schoolwide group circles. Our RJ Facilitator and RJ practices has played a vital role in our suspensions decreasing from 28 suspensions to only 9 this year.

PBIS Materials	Out-of-School Suspensions	PBIS materials are used to train staff and students on how to build a positive culture.	<p>Worked: All teachers have used PBIS materials to train students in advisory class of how they are to behave in various areas of our school campus, as well as use training to demonstrate our CMS Values of being Compassionate, Mindful, and Safe.</p> <p>Not Worked: We did not use all funds due to the amount of materials we had.</p>	Our goal is to continue to use materials to train students on positive solutions and behaviors in school (class, hallways, library, outside). We will inventory the materials we have and use funds to order new and updated materials for teachers to use in advisory classes to train students.
Instructional Supplies	Student Connectedness to School	Instructional supplies will provide students with needed materials to be successful in their academics.	Instructional supplies were used to support all of our students. By providing instructional supplies that promote individual student learning opportunities, we have observed an increase in student reading interest. There has been an increase in iReady scores and students are more engaged during silent reading times.	Our goal is to continue to use materials to support our students academically and to provide the necessary materials needed to provide high quality instruction.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Claremont Middle School	SCHOOL ID:	201
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3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	Close distance from met on ELA SBAC and math SBAC.
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Identified Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		Close distance from met on ELA SBAC and Math SBAC for specific subgroups.		
Identified Need:		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	By creating schoolwide expectations and strategies for lesson planning that will intentionally increase instructional minutes for reading complex text, writing with evidence, and engaging in academic discussion as opposed to direct instruction.	All Students	Academic	Tier 1 - Universal
2-2	By providing intervention support in math and reading classes, in school and during after school expanded learning program students will be able to increase their comprehension and literacy as demonstrated on SBAC testing, as well as build enrichment life skills.	All Students	Academic	Tier 1 - Universal
2-3	STIP and Literacy tutor will provide pull out SIPP's instruction and support to help increase literacy and reading skills of students who are reading below grade level.	All Students	Academic	Tier 1 - Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
Identified Need:		Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal

3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal

3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: Increase teacher retention.

Identified Need: Retaining highly qualified teachers increases student achievement and helps to maintain a community of trusted relationships among teachers, students and families

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Collaboration among teachers in their departments and grade levels cultivates an environment of trust, acceptance, and respect that transitions to the collaboration and student talk opportunities for students that supports our school wide focus.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Acknowledgement of achievements provides teachers with an appreciation of feeling valued and supported which aids in the academic successes of our students established in the classroom through instruction, participation, and assessment.	All Students	Academic	Tier 1 - Universal
4-4	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Through direct teaching, assessments, analyzing student work, observations, feedback, professional development and planned academic interventions that are aligned to grade-level standards, we will see improved engagement and academic outcomes for AA students, including students with IEPs.	African American	Academic	Tier 1 - Universal
5-2	By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, increased positive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTELs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$31,785	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	n/a	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	201-1
Teacher Structured Eng Immersn	\$46,150	LCFF Supplemental	1105	Certificated Teachers' Salaries	3876	Teacher, Structured English Immersion	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	201-2
Teacher Structured Eng Immersn	\$2,271	LCFF Supplemental	1105	Certificated Teachers' Salaries	0814	Teacher, Structured English Immersion	0.02	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	201-3
4310 - Materials and Supplies	\$16,965	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	201-4
Restorative Justic Facilitator	\$13,182	LCFF Supplemental	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, ncreased postive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	201-5
Teacher STIP	\$53,803	LCFF Supplemental	1105	Certificated Teachers' Salaries	9479	STIP Teacher	0.60	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	STIP and Literacy tutor will provide pull out SIPPs instruction and support to help increase literacy and reading skills of students who are reading below grade level.	201-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$79,629	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	3967	12-Month Community School Manager	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	201-7
4410 - Technology	\$756.50	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	201-8
Teacher STIP	\$17,934.20	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9479	STIP Teacher	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	STIP and Literacy tutor will provide pull out SIPPs instruction and support to help increase literacy and reading skills of students who are reading below grade level.	201-9
Restorative Justic Facilitator	\$76,709.30	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.55	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities-	201-10
4310 - Materials and Supplies	\$650	Title I, Part A Parent & Family Engagement	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	201-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	201-12
5826 - Contracted Services	\$1,000	Title I, Part A Parent & Family Engagement	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	201-13
5100 - Subagreements For Services	\$88,244	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	By providing intervention support in math and reading classes, in school and during after school expanded learning program students will be able to increase their comprehension and literacy as demonstrated on SBAC testing, as well as build enrichment life skills.	201-14
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	201-15
4310 - Materials and Supplies	\$2,751	Proposition 28—Arts and Music in Schools Funding	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish electives and extracurriculars to encourage community amongst students.	201-16
Reserve for staffing costs	\$20,379	Proposition 28—Arts and Music in Schools Funding	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish electives and extracurriculars to encourage community amongst students.	201-17

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$46,449	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries	814	Teacher, Structured English Immersion	0.45	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish electives and extracurriculars to encourage community amongst students.	201-18
4310 - Materials and Supplies	\$4,348	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	201-19
Restorative Justic Facilitator	\$118,638	Measure G1	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.90	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, ncreased postive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	201-20
4310 - Materials and Supplies	\$299	PTA/PTO Donations	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	201-21
Teacher Structured Eng Immersn	\$46,939	PTA/PTO Donations	1105	Certificated Teachers' Salaries	6897	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	STIP and Literacy tutor will provide pull out SIPPs instruction and support to help increase literacy and reading skills of students who are reading below grade level.	201-22
Restorative Justic Facilitator	\$62,762	PTA/PTO Donations	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities	201-23
Library Technician	\$106,066	Measure G, Library Support	2205	Classified Support Salaries	9512	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	201-24



School-Parent Compact

CLAREMONT MIDDLE SCHOOL

2023/24

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 23/24 school year.

SCHOOL RESPONSIBILITIES

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a) Instructional Coach
 - b) High functioning ILT with scheduled learning walks
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) We will have Student-Led Conferences in November and March, in which students will select work to share with their families to demonstrate their comprehension and mastery of the standards taught.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a) Teachers put grades in Aeries and Schoology weekly; there are also both progress reports and quarterly grades. Parents and students can look at Aeries at any time to get an update on student progress and grades.

- 4) Provide parents reasonable access to staff.
 - a) Teachers have office hours and are available during their prep time. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.
 - b) Principal will host Chat with the Principal events every marking period
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) Families are encouraged to volunteer for school wide activities, and communicate with staff to observe classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Parents will be provided information to support their student's learning in course syllabi
 - b) Assignments are posted on line with links to lessons when possible. Parents are welcome to come to office hours and ask questions. Parents can request information from teachers. Students bring home workbooks, such as math, with explanations as well as textbooks, which are available online with examples.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
 - a) We provide staff professional development opportunities about community outreach, building relationships with parents and encourage all staff to call home both for positive and negative interactions with students in order to build relationships with parents.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) We encourage staff to make positive calls home when we are seeing progress; to share with parents when students are struggling to complete homework or classroom, and we have our front office Admin Assistant, Ms. Gonzalez or our Assistant Principal, Ariel Thomas, available to support calls in Spanish as well as reach out to OUSD district translators and Office of Equity Partners when other languages - arabic and vietnamese, for example -are needed.

TEACHER RESPONSIBILITIES

Examples:

I agree to support my students' learning in the following ways:

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive, and healthy learning environment

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.

STUDENT RESPONSIBILITIES

Examples:

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

- 1) Get to school on time every day.
- 2) Do my homework and classwork every day.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.

This Compact was jointly developed and adopted by **Claremont Middle School** on **August 29, 2023**, and will be in effect for the period of **August 7, 2023, to May 23, 2024**.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

Tremaine Moore
Name of Principal

Tremaine Moore
Signature of Principal

August 29, 2023
Date



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Claremont Middle School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- All students will receive a Claremont Student Handbook
- Holding back to school night led by teachers answering questions and being available for parent questions and emails ongoing throughout the year.
- Holding Meet with the Principal sessions for parents to ask questions
- Having student led conferences
- Holding office hours for teachers and administration team, open to all students .

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Providing regular communication through ParentSquare messages, Knightline weekly newsletter, email blasts by grade level, Meet with the Principal sessions, student led conferences, PTA and SSC meetings

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Title 1 meeting; SSC meetings, PTA meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Sharing grade level expectations, having a Claremont Student handbook, student report cards, progress reports and grades submitted in aeries weekly, supporting students through advisory to check grades, providing support to parents on how to check grades in aeries.
- Having student led conferences;
- Holding office hours for teachers and administration team, open to all students and families .
- Holding Meet with the Principal sessions

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Emails, ParentSquare messages, grade level email blasts, including use of google translate as necessary and needed.

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Inviting parents to volunteer in classrooms, and responding to parent requests to volunteer. There is a preference for parents to choose a consistent time, day and class to volunteer so it is a predictable time for teachers to provide targeted support with the same students weekly.
- Inviting parents to volunteer for both short term and long term projects such as community clean up days and volunteering in the library

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing teacher office hours open to students and families

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Professional development trainings, PTA meetings and SSC meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding monthly SSC meetings, PTA meetings, teachers hold ongoing office hours.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Holding monthly SSC meetings, PTA meetings, teachers hold ongoing office hours

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Reaching out to all families through grade level deans, teachers, Community School Managers and RJ facilitators, and our front office, which includes a Bi-lingual

Administrative Assistant who runs the front office and calls parents and speaks to them in their language of origin.

The school provides support for parent and family engagement activities requested by parents by:

- Holding family engagement nights to address parent’s concerns, student recognition events, heritage nights.

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Having computers available, having the library available throughout the school day; reaching out to families and distributing computers and “Hot Spots”

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Claremont Middle School on August 29, 2023 and will be in effect for the period August 7, 2023 through May 24, 2024.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Tremaine Moore
Name of Principal

Tremaine Moore
Signature of Principal

August 29, 2023
Date

Please link the School-Parent Compact to this document.



Claremont Middle School
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Michelle Coker
Vice Chairperson:	Alyse
Secretary:	Edana Anderson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Tremaine Moore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Michelle Coker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Alyse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Chad Chiparo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tara Douglas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Mey Saetuern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Michael Alexander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Edana Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Zachary Cottrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jhunehl Fortaleza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Names Highlighted in Yellow are Aeries Verified-SMT	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesdays 6pm via zoom
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

