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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Claremont Middle School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Claremont Middle School



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

2021-2022 School Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Jonathan Mayer
Date of this revision: 5/25/2021

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5.25.2021

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

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

Signatures:

Jonathan Mayer <i>Principal</i>	<i>jonathan mayer</i>	Signature	<u>5/25/2021</u> Date
Robert Briant <i>SSC Chairperson</i>	<i>robert briant</i>	Signature	<u>5/25/2021</u> Date
Clifford Hong <i>Network Superintendent</i>	Clifford Hong	Signature	<u>6/18/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/21/2021</u> Date

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

In addition to the actions outlined in this plan, Oakland Unified School District 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,465.00
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	\$372,429.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$78,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$37,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,090.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$180,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$74,564.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$80,465.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$291,964.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$372,429.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Claremont Middle School

School ID: 201

School Description

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

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Growth on ELA and math SBAC	high quality instruction
<i>Focal Student Supports</i>	Increased SRI scores	New Intervention classes, teacher coaching
<i>Student/Family Supports</i>	SLCs, student tours	Established protocol, student leaders
<i>Staff Supports</i>	teacher retention	boot camp, stips, pds, coaches
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Subgroups not performing as high as others	Lack of time, lack of aligned mtss
<i>Focal Student Supports</i>	When/how to serve students who need more support	transportation, time
<i>Student/Family Supports</i>	How to offer supports without taking away electives	inflexibility of master schedule
<i>Staff Supports</i>	Aligned PD with common instructional strategies	Continuing to be reactive to changes which impacts PD

1C: 21-22 STUDENT GOALS & TARGETS

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

School Goal for May 2024: 85% of students will be high school ready by promotion by having a 3.0 GPA, 1000+ SRI score, and meeting or exceeding expectations on SBAC

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	13.5 (Spring 2019)	n/a	20.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	29.6%	n/a	34.6%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	15.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	51.4% (Spring 2019)	n/a	55.4%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: 40% of our students who are multiple grades below will improve their SRI by at least 2 grade levels.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-79.5 (Spring 2019)	n/a	-59.5
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-66.4 (Spring 2019)	n/a	-46.4
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	Latino/a Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	19.7%	Coming soon	14.7%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-106.1 (Spring 2019)	n/a	186.1
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-93.8 (Spring 2019)	n/a	73.8
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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ELL Reclassification	English Learners	Reclassify 16%	3.8%	n/a	8.8%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	4.5%	n/a	9.5%

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

School Goal for May 2024: Chronic absence below 4% and connectedness above 75%

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	65.2%	n/a	71.2%
Suspensions	All Students	-2pp	4.0%	n/a	2.0%
Suspensions	African-American Students	-2pp	9.8%	n/a	7.8%
Suspensions	Students with Disabilities	-2pp	8.3%	n/a	6.3%
Chronic Absence	All Students	-2pp	11.8%	n/a	13.2%
Chronic Absence	African-American Students	-2pp	20.5%	n/a	23.9%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: Retain 90% of teaching staff and fill open positions with existing staff

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	above 80%	59.6%	n/a	80%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Claremont Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

High School, College and Career Ready - standards based instruction and Literacy and Language for Equity

Theory of Change:

If we teach expected behaviors (compassionate/mindful/safe) to students during electives and all classes the first two weeks of school and then we reinforce these expectations throughout the year, we can support all of our students to make good decisions and be successful. Additionally, if we train students in restorative justice practices and use our RJ coordinator and all admin use strategies such as RJ for conflict resolution, we will be able to get student voice into the conflicts and get to the root causes of conflicts. Finally, if students still need more support, there is one dean per grade level who works with students who aren't yet ready to do great in class. Teachers use a 1, 2, 3 system to determine if students need a break from class for a particular reason, or if the student is not allowing the learning to continue. Restorative practices are present in all parts of this system.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

With distance learning, discipline and culture looked and felt much different. We did spend time in the beginning of the year going over CMS protocols. Students continue to be trained in RJ, and Admin use RJ practices. Teachers use the 1/2/3 system.

What evidence do you see that your practices are effective?

We regularly hear students asking others if what they are doing/saying is "CMS?" Very few teacher referrals

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

Little of this goal will change, but we will continue to double down! In any new admin positions that may surface, we are starting with this framework in the interview.

20-21 Standards-Based Instruction Priority:

High School, College and Career Ready - standards based instruction and Language and Literacy for Equity

Theory of Change:

If we can balance students learning math facts and conventions/algorithms with opportunities to problem solve, then we will be supporting our students to become successful mathematicians. We are going to continue with having all students keep notebooks and be able to have a table of contents and engage in direct instruction with an I do-we do-you do direct instruction model for part of most classes. Additionally, students will sit in pairs or groups of four and be able to both solve problems individually and work with others to make meaning of the math. We will plan to have an additional STIP Sub provide support to students who are below grade level in math, pushing directly into the classroom. The long term strategy is to use high engagement strategies to get to the top 80 percent of the students, and to have teachers or stip subs regularly pull small groups of 4-8 students to reteach key concepts while other students teach each other through Rally Coach or Sage and Scribe.

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Again, distance learning really changed the implementation of this goal. For instance, we were no longer able to use a STIP sub in intervention support. Also, group work was made much harder through all the technical hurdles.

What evidence do you see that your practices are effective?

tbd

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

Next year we are in negotiations to bring blueprint on, which should do alot to continue supporting all students to meet math grade level standards

20-21 Language & Literacy Priority: Language and Literacy for equity

Theory of Change:	We will continue with multiple reads a week during the school day/week through advisory, English, social studies, and science. Consequently, students' reading levels will go up. If we can differentiate the reading material and find students high-interest books and articles, then they will increase the amount of time reading on task. If we teach students how to strategically read for meaning and analyze text then they will be able to more successfully make meaning of the text they are reading. We will be providing students at risk with multiple opportunities to read and teaching explicit reading strategies such as "3 reads", close reading, and summarizing. Our librarian will also provides free library books to students, and one to one conferences with students who struggle to choose books. We will continue to use a few STIP Subs, and our ISS's who work with RS teachers, and have RS teachers do read alouds with key IEP students to work in small groups to work directly with students who are below grade level in reading. For our Newcomers, we will explicitly teach prefixes, suffixes, and root words in ELA classes.
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to Covid, we adjusted our intervention support and had four, targeted reading groups,using two different teachers providing an additional ELA class at the end of the day for students who have been identified as reading 2 or more grades below grade level; All told we had roughly 48 students participate in these four classes. Classes were held 2:00-3 and 3:00-4.

What evidence do you see that your practices are effective?

Those students that participated daily in the reading intervention program grew multiple years; roughly 24 out of the 40 students grew by 1.5 years or more

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

We will continue with four reading interventions, provided by Ms. Kahn for next year. We are changing our whole master schedule so that students will be able to have a second elective or a targeted intervention such as reading with Ms. Kahn, or Blue print math

20-21 Conditions for Adult Professional Learning Priority:		Student & Educator centered conditions for learning
Theory of Change:	Develop a strong ILT, built with department leads that will be supported through PD and twice monthly meetings to plan, prepare and reflect on data and observations to provide targeted PD for departments three times a month, as well as once a month whole staff meetings with targeted, school wide PD	
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
We reduced our weekly Wednesday PD with all staff to twice a month and prioritized weekly grade level time to focus on supporting students at risk and who were having attendance issues.		
What evidence do you see that your practices are effective?		
Claremont had excellent attendance - 98% plus this year as we continued to target students who were missing classes or having connectivity issues.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We will balance grade level time with department time with whole staff time.		
20-21 Conditions for English Language Learners Priority:		EL reclassification and Language and Literacy for equity
Theory of Change:	If teachers use a balance of rotating best practices around academic conversations, think/pair/shares, and encouraging students to work in pairs and small groups, there will be multiple opportunities for English Language Learners to feel comfortable sharing ideas about new material out loud in English and their English will improve. Additionally, we believe that having such explicit designated reading times daily at students' targeted levels (including Newsela articles, which differentiate by SRI level), we'll give students ample practice reading "just right" literature, which will support them to learn English as well.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
N/A		
What evidence do you see that your practices are effective?		
We had several of our EL students in reading intervention class after school and many had their reading levels improve significantly		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We are modifying our master schedule sothat we can continue with reading intervention classes and add blue print math to support ELL students who are not at grade level.		

Arts, Music, and World Languages Priority:		To have a highly engaging, robust elective program and eventually have Spanish, in additiona to band and art
Theory of Change:	Had to cancel music this year since we lost our music teacher over the summer; we hired a spanish teacher in his place.	
Related School Goal:	To develop a Spanish Language Elective as part of a robust elective program for all our students	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
We switched from having a 1/2 year band and 1/2 year computers for all 6th graders to 1/2 year spanish and 1/2 year computers		
What evidence do you see that your practices are effective?		
Students did like spanish this year and are requesting spanish for next year when we have full year spanish, in person		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We are modifying our master schedule so that we can have two electives, setting students up to be high school ready in several areas of passion: music, spanish, computers or art.		
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET		
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?		
as stated above - switching from band to spanish; also - we used resources a bit differently with the STIP subs - providing targeted intervention after school either in small group tutoring, or in a specific reading intervention class. Same with Lizzie Salzfass, who did more PD in the past and coaching and spent more time providing and leading two reading intervention classes.		

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Claremont Middle School

School ID: 201

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	High School, College and Career Ready - standards based instruction and Literacy and Language for Equity				
School Theory of Change:	If we teach expected behaviors (compassionate/mindful/safe) to students during electives and all classes the first two weeks of school and then we reinforce these expectations throughout the year, we can support all of our students to make good decisions and be successful. Additionally, if we train students in restorative justice practices and use our RJ coordinator and all admin use strategies such as RJ for conflict resolution, we will be able to get student voice into the conflicts and get to the root causes of conflicts. Finally, if students still need more support, there is one dean per grade level who works with students who aren't yet ready to do great in class. Teachers use a 1, 2, 3 system to determine if students need a break from class for a particular reason, or if the student is not allowing the learning to continue. Restorative practices are present in all parts of this system.				
Related Goal(s):	All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	tbd				

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	High School, College and Career Ready - standards based instruction and Language and Literacy for Equity				
School Theory of Change:	If we can balance students learning math facts and conventions/algorithms with opportunities to problem solve, then we will be supporting our students to become successful mathematicians. We are going to continue with having all students keep notebooks and be able to have a table of contents and engage in direct instruction with an I do-we do-you do direct instruction model for part of most classes. Additionally, students will sit in pairs or groups of four and be able to both solve problems individually and work with others to make meaning of the math. We will plan to have an additional STIP Sub provide support to students who are below grade level in math, pushing directly into the classroom. The long term strategy is to use high engagement strategies to get to the top 80 percent of the students, and to have teachers or stip subs regularly pull small groups of 4-8 students to reteach key concepts while other students teach each other through Rally Coach or Sage and Scribe.				

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	tbd				

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):		Language and Literacy for equity			
School Theory of Change:		We will continue with multiple reads a week during the school day/week through advisory, English, social studies, and science. Consequently, students' reading levels will go up. If we can differentiate the reading material and find students high-interest books and articles, then they will increase the amount of time reading on task. If we teach students how to strategically read for meaning and analyze text then they will be able to more successfully make meaning of the text they are reading. We will be providing students at risk with multiple opportunities to read and teaching explicit reading strategies such as "3 reads", close reading, and summarizing. Our librarian will also provide free library books to students, and one to one conferences with students who struggle to choose books. We will continue to use a few STIP Subs, and our ISS's who work with RS teachers, and have RS teachers do read alouds with key IEP students to work in small groups to work directly with students who are below grade level in reading. For our Newcomers, we will explicitly teach prefixes, suffixes, and root words in ELA classes.			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	School leaders will also collect qualitative and quantitative data regarding student and family experience, as well as feedback from teachers to inform and shape the attendance and discipline policies, course offerings, instructional model, and other pertinent aspects of the school day that impact learning conditions.			
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Student & Educator centered conditions for learning
School Theory of Change:	Develop a strong ILT, built with department leads that will be supported through PD and twice monthly meetings to plan, prepare and reflect on data and observations to provide targeted PD for departments three times a month, as well as once a month whole staff meetings with targeted, school wide PD
Related Goal(s):	Retain 90% of teaching staff and fill open positions with existing staff
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	tbd				

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL reclassification and Language and Literacy for equity
School Theory of Change:	If teachers use a balance of rotating best practices around academic conversations, think/pair/shares, and encouraging students to work in pairs and small groups, there will be multiple opportunities for English Language Learners to feel comfortable sharing ideas about new material out loud in English and their English will improve. Additionally, we believe that having such explicit designated reading times daily at students' targeted levels (including Newsela articles, which differentiate by SRI level), we'll give students ample practice reading "just right" literature, which will support them to learn English as well.

Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	tbd				

ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):		tbd			
School Theory of Change:		tbd			
Related Goal(s):		Chronic absence below 4% and connectedness above 75%			
Students to be served by these actions:		<i>tbd</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	tbd				

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
African-American Male Achievement Teacher	\$5,788	General Purpose Discretionary	1105	Certificated Teachers' Salaries	3733	Teacher, Structured English Immersion	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All students build relationships to feel connected and engaged in learning.	201-0
supplies	\$32,200	General Purpose Discretionary	4310	School Office Supplies	n/a	Enter position number at left.	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	201-1
Teacher	\$77,500	LCFF Supplemental	1105	Certificated Teachers' Salaries	2026	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.	201-2
Library Clerk	\$27,201	LCFF Supplemental	2205	Classified Support Salaries	7735	Library Clerk	0.50	Goal 1: All students graduate college, career, and community ready.	"All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less."	201-3
Teacher Coach	\$54,825	LCFF Supplemental	1105	Certificated Teachers' Salaries	7738	Teacher, Structured English Immersion	0.48	Goal 1: All students graduate college, career, and community ready.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	201-4
Teacher	\$114,824	LCFF Supplemental	1105	Certificated Teachers' Salaries	7737	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Language and Literacy for equity	201-5
Teacher Coach	\$27,412	Parent Group Donations	1105	Certificated Teachers' Salaries	7738	Teacher, Structured English Immersion	0.24	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	School leaders will also collect qualitative and quantitative data regarding student and family experience, as well as feedback from teachers to inform and shape the attendance and discipline policies, course offerings, instructional model, and other pertinent aspects of the school day that impact learning conditions.	201-6

TSA	\$11,575	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	3733	Teacher, Structured English Immersion	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	201-7
To be allocated in Fall 2021.	\$20,200	LCFF Supplemental	5825	Consultants	tbd	Enter position number at left.	tbd	tbd	tbd	201-8
STIP	\$52,475	Title I: Basic	1105	Certificated Teachers' Salaries	7623	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	English Learner students continuously develop their language, reaching English fluency in six years or less.	201-9
Blueprint contract	\$25,375	Title I: Basic	5825	Consultants	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	If we can balance students learning math facts and conventions/algorithms with opportunities to problem solve, then we will be supporting our students to become successful mathematicians.	201-10
parents supplies and refreshments	\$2,090	Title I: Parent Participation	4312	Parent Engage Refreshments	n/a	Enter position number at left.	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Parent supplies and refreshments for participation in school events.	201-11
OYC Contract	\$0	Measure G1	5825	Consultants	tbd	Enter position number at left.	tbd	tbd	tbd	201-12
Art Teacher	\$39,355	Measure G1	1105	Certificated Teachers' Salaries	3733	Teacher, Structured English Immersion	0.34	Goal 1: All students graduate college, career, and community ready.	Prepare students for College and Career High School requirements	201-13
Student Advisor	\$51,876	Measure G1	1105	Certificated Teachers' Salaries	6897	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Prepare students for College and Career High School requirements	201-14
Student Advisor	\$15,061	Parent Group Donations	2205	Classified Support Salaries	6897	Teacher, Structured English Immersion	tbd	Goal 1: All students graduate college, career, and community ready.	Prepare students for College and Career High School requirements	201-15
Restorative Justice Facilitator	\$55,000	Parent Group Donations	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	RJ coordinator and all admin use strategies such as RJ for conflict resolution, we will be able to get student voice into the conflicts and get to the root causes of conflicts. Restorative practices are present in all parts of this system.	201-16
To be allocated in Fall 2021.	\$11,000	Parent Group Donations	4399	Unallocated	n/a	Enter position number at left.	n/a	n/a	n/a	201-17
BluePrint contract	\$35,000	Parent Group Donations	5825	Consultants	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	If we can balance students learning math facts and conventions/algorithms with opportunities to problem solve, then we will be supporting our students to become successful mathematicians.	201-18

Note: Only \$ 75K to be budgeted under PCN8152 (\$55k) and BluePrint (\$20K) Carry Over 4391 to be calculated and rolled over by Q3-21	tbd	Parent Group Donations	tbd	#N/A	tbd	Enter position number at left.	tbd	tbd	tbd	201-19
Community Schools Manager	\$14,427	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	3967	Program Mgr Community School	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	201-20
Teacher	\$53,165	Salesforce Principal Innovation Fund	tbd	#N/A	0814	Teacher, Structured English Immersion	0.67	Goal 1: All students graduate college, career, and community ready.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	201-21
African-American Male Achievement Teacher	\$59,033	Salesforce Principal Innovation Fund	tbd	#N/A	3733	Teacher, Structured English Immersion	0.51	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	201-22
Restorative Justice Facilitator	\$47,726	Salesforce Principal Innovation Fund	tbd	#N/A	8152	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	RJ coordinator and all admin use strategies such as RJ for conflict resolution, we will be able to get student voice into the conflicts and get to the root causes of conflicts. Restorative practices are present in all parts of this system.	201-23
Contract for Afterschool Program	\$75,564.00	After School Education & Safety (ASES)	5825	Consultants	tbd	Enter position number at left.	tbd	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	after school program providor	201-24



School-Parent Compact

Claremont Middle School

2020-21

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 2020-21 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.**

Daily rigorous standards based instruction; teacher PD, support and coaching;

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Claremont Holds Student led conferences in the fall, and holds second conferences for students who are struggling academically, as indicated by a GPA of below 2.5.

- 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.**

Teachers put grades in Aries weekly; there are also both progress reports and quarterly grades. Parents and students can look at aries at any time to get an update on student progress and grades.

- 4) Provide parents reasonable access to staff.**

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.

- 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.**

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 request as well as to set meetings.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

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 on line 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.**

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.**

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 staff, Ms. gonzalez, avaiialbe to support with calls in Spanish as well as reach out to OUSD district translators when other languages - arabic and vietnamese, for example -are needed.

Teacher Responsibilities

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

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

- Be CMS in my interactions with students, families and other staff members.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *by ensuring 30 minutes of reading, movement, and math daily..]*

Make sure my child completes their homework and goes to teachers office hours as needed to master the learning material.

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Abide by the Claremont Way, being CMS: Compassionate, Mindful and Safe

This Compact was adopted by the Claremont Middle School on September 17th, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 October 1, 2020.

Jonathan Mayer

9.17.2020



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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:

- Having a Claremont Student Handbook and giving it to all students
- Holding back to school night led by teachers answering questions and being available for parent questions and emails ongoing throughout the year.
- Holding Garden Side Chats
- Having student led conferences;
- Holding office hours for teachers and administration team, open to all families .

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 robocalls, talking points, Knighline blasts and emails, garden side chats, 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 Planner, Through report cards, progress reports and grades submitted in aries weekly and supporting students through advisory to check grades and providing videos and support to parents on how to check grades in aries and download the aries app.
- Having student led conferences;
- Holding office hours for teachers and administration team, open to all families .
- Holding Garden Side Chats, coffees with the principal

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:

- Email, robocalls, grade level emails and Talking Points, 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 them 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 to it is a predictable time for teachers to provide targeted support with the same students weekly.

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 and parents are welcome to visit teachers during 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 and parents are welcome to visit teachers during 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 Manager and RJ facilitator, 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 community pot lucks, awards nights, and other community events

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 School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office.

Adoption

This policy was adopted by the Claremont Middle School on September 17th, 2020 and will be in effect for the period 08.10.2020 through 5.28.2021

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

Signature of Principal

Jonathan Mayer

September 17th, 2020

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

(Secondary School Name Here)
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Robert Briant
Vice Chairperson:	Jaime Eder
Secretary:	Eric Galvan

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Edana Anderson			X			1
Leslie Ayers						2
Robert Briant. (chair)				X		2
Mareme Ndiaye (SELL's chair)				X		1
Jonathan Mayer	X					2
Rachel Friedman		X				2
Susan Thacher		X				1
David Doubley		X				1
Zachary Beyer					X	2
Sarah Raab						1
Jaime Eder. (vice-Chair)				X		1
Eric Galvan		X				1
Saja Alhareen				X		1
Genevieve Sexton				X		1

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday of the month at 7:45am
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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.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)