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Enactment Number	22-1495
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Claremont Middle School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Claremont Middle School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Tremaine Moore
Date of this revision: 4/27/20

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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: 4/27/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/27/2022

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.)
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Signatures:

Tremaine Moore <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Tremaine Moore</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	4/27/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Robert Briant <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Robert Briant, Jr.</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	4/27/2022 <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>	<i>Clifford Hong</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	04/28/2022 <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	5/2/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/5/2022	School Site Council	SSC Meeting Agenda and Notes
1/26/2022	School Site Council / SELs	Meeting to approve 2022/2023 Budget (Title I funds)
1/26/2022	All staff	Discussed strategies regarding attendance, schoolwide systems, culture and climate, trauma informed training, SEL support
1/27/2022	ACR (Advisory Class Reps) 6th-8th grade students	Student focus group to gather feedback on student leadership, school culture, and schoolwide policies
1/28/2022	School Leadership Team	Discussed school culture and climate, student behaviors, attendance/tardy plans, master scheduling
1/31/22	School Leadership Team	Discussed and reviewed site plan
2/9/2022	School Site Council	Passing the school safety plan
2/23/2022	School Site Council	Review SPSA

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. 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. 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,300.00
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	\$458,783.55

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)	\$67,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$36,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,800.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$158,570.00	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)	\$87,351.55	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)	\$106,962.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$69,300.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$389,483.55	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$458,783.55
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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

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.

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	14.9	n/a	<i>not available until Fall 2022</i>	19.9
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	15%	<i>not available until Fall 2022</i>	25%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	3.6	n/a	<i>not available until Fall 2022</i>	8.6
CAST (Science) at or above Standard	All Students	51%	n/a	<i>not available until Fall 2022</i>	56%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-78.1	n/a	<i>not available until Fall 2022</i>	-65.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-65.8	n/a	<i>not available until Fall 2022</i>	-50.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	13%	<i>not available until Fall 2022</i>	10%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-106.1	n/a	<i>not available until Fall 2022</i>	-100.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-93.8	n/a	<i>not available until Fall 2022</i>	-80.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	3%	0%	<i>not available until Fall 2022</i>	5%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	66%	72%	<i>not available until Fall 2022</i>	76%
Out-of-School Suspensions	All Students	2%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	5%	n/a	<i>not available until Fall 2022</i>	4%
Out-of-School Suspensions	Special Education Students	4%	n/a	<i>not available until Fall 2022</i>	2%
Chronic Absenteeism	All Students	12%	3%	<i>not available until Fall 2022</i>	3%

Chronic Absenteeism	African American Students	20%	7%	<i>not available until Fall 2022</i>	7%
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	50%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	50%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Growth in math and reading	Rigorous and high quality instruction
<i>LCAP Goal 2: Focal Student Supports</i>	Improved math and reading scores	Blueprint Math and reading intervention supports
<i>LCAP Goal 3: Student/Family Supports</i>	Student Led Conferences (SLC) Advisory Class Representatives (ACR) Envisioneers (ASP)	Student voice and leadership, systems and protocols, after school program
<i>LCAP Goal 4: Staff Supports</i>	Teacher retention	Academic deans, PD, STIP, coaches
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Subgroups not performing as well	returning from distance learning, lack of time, lack of aligned mtss
<i>LCAP Goal 2: Focal Student Supports</i>	Providing additional supports to students who are not being served	Time, resources, inflexibility of master scheduling
<i>LCAP Goal 3: Student/Family Supports</i>	Offering supports without eliminating elective options	block schedule, inflexibility of master scheduling
<i>LCAP Goal 4: Staff Supports</i>	Aligned PD with common and specific instructional practices	Reactive to changes which impacts PD

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

#REF!

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Claremont Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

Our goal this year was to increase student leadership, intervention, and parent engagement. We have been able to implement strategies that provide opportunities for students to utilize their leadership skills and characteristics, while at the same time teaching them expected behaviors of being compassionate, mindful, and safe. In addition to our thriving RJ program and RJ peer leaders, our new STIP provided necessary supports in the classroom, and also took on the role of advisor for our Advisory Class Representatives leadership group. We changed to a block schedule this year to provide additional time for students to receive direct instruction, as well as additional time for small group and one on one support. This also was our effort to help students return to in person learning with a regular routine that made the transition back to in person learning as smooth as possible. This schedule allowed us to expand our intervention support services, primarily in math through Blueprint Math. The Blueprint Math program is an intensive, daily, in-school tutoring program that provides additional academic support for students. The goal is to build students' math skills and confidence so that they achieve academic success and enjoy learning math. Increasing parent engagement has been challenging through distance learning and returning back to in person still has been challenging to the COVID protocols established in our district and on our campus. The goal is to continue to make connections with families in order to identify their needs in order to form a bridge between home and school.

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

Providing opportunities for student voice, leadership, and participation to be increased is what helps with the increase of trusted relationships between students and staff. Our RJ team meets each week and our STIP meets with the ACR students once/twice a week to discuss issues concerning culture and climate, SEL, and students issues/concerns. Students bring their ideas and suggest solutions as to how to make our school better. Students also take the lead in building our culture and climate by leading assemblies, making announcements over the PA, speaking to staff at meetings, and helping to resolve conflicts. Blueprint math provides an extra layer of intervention support that many of our students need. Being on campus everyday provides the consistency needed to help students retain and gain mastery of standards and content. It also has helped students gain a greater appreciation on mathematics. We continue to seek out parent engagement through participation in our PTA, SSC, SELs, and Health and Wellness programs. We maintain communication with parents and families through our school website, ParentSquare, emails, and direct phone calls home.

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.

We hope to continue to maintain our focus of student leadership, intervention, and parent engagement. We do not anticipate many changes. We do plan on working to identify ways in which we can continue to build student morale around Blueprint Math without students feeling like they have to have 2 math classes and 1 less elective. We will explore the idea of possibly having a before and after school math intervention program with Blueprint Math.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP	Student Connectedness to School	Provide support to students through whole class, small group, or 1:1 instruction; student advisor for AdvisoryClass Representatives - Student Leadership	This is working because it's providing necessary support to help build academic skills and SEL. It also is enhancing student voice and leadership skills needed for high school, college, and career readiness.	We will continue to have a STIP because it provides additional support for teachers and students and it helps build trusted relationships among staff and students
Blueprint contract	SBAC Math Distance from Standard Met	Provide math intervention for students who are years behind in mathematics to prepare them for high school	Many students do not like attending Blueprint math because it gives them 2 math classes and one less elective.	We will continue offering Blueprint math intervention, but will seek and discuss alternatives to not have students miss an elective (i.e. before and/or after school intervention)
parents supplies and refreshments	Chronic Absenteeism	Provide materials and food for parent workshops and events	Unable to increase parent participation due to zoom or lack of tech support	We will continue to outreach to parents and community in an effort to increase participation

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Claremont Middle School

School ID: 201

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: 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.

Students to be served by these actions: *All Students*

#	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	Teachers will continue to lead weekly community building circles in Advisory classes with increased support from our RJ coordinators.	Continue to hold weekly SLT, Admin, RJ, Attendance Team and grade level meetings. Maintain and support 2 RJ coordinator positions.	RJ practices used in and outside of class by all grade levels of students. Attendance data will be used to identify the students who are chronically absent		
1-2	RJ coordinators, with support from admin and teachers, will train 45-60 students to be RJ peer leaders	Provide space for weekly meetings for RJ peer leaders and support the students by getting them T-shirts to help identify who the RJ leaders are on campus.	45-60 students will be trained and provide support for the students during lunch or in circle meetings by helping to resolving conflicts and restore harm.		
1-3	Provide rigorous academic support for students to be prepared for high school and college	Counselor will set up high school fairs for our 8th graders and assist them with the high school option form.	Students will submit their high school options forms by the deadline in order to choose the school they would like to attend.		

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

School Priority:	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.
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	Provide math intervention by working with the Blueprint Math Fellows to help students who are behind or struggling in math.	Budget and hire Blueprint Math Fellows as consultants to help our students who are behind in math.	Students will increase their score on the SBAC state math test.		
2-2	Stip Sub will provide 1:1 and small group support in classes	Hire a STIP sub to provide additional academic supports in the classroom	Students will increase their score on the SBAC state math test.		
2-3	Provide a 6th grade specific math intervention taught by the math teacher, that bridges math with nature	Get funding for an extra .2 for 6th grade math	Students will increase their score on the SBAC state math test.		
2-4	Provide reading intervention to all grades	Hire a reading intervention teacher, ensure subscription to I ready	Students will increase their scores on the SRI and the SBAC		

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

School Priority:	Language and Literacy for equity
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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.			
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.	Data results from CHKS survey that are given to staff, students, and families to gain a better understanding of the relationship between students' health behaviors and academic performance		
3-2	Teachers along with the Community School Manager work towards a goal of helping all ELL students become reclassified before they reach high school.	Engaging families of ELL's and families who are historically underrepresented at school events.	Establishment of SELLS as a subcommittee of SSC		

3-3	Teachers form bonds with students in advisory, and connect with families to provide support to those students who are struggling academically	Work with culture and climate team to provide incentives to support the connections between students and teachers. Work with Attendance Team to continue to support students and families to feel welcomed	Advisory Class Reps (ACR), CMS Student Store		
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:		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			
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	Teachers meet in grade levels and committee groups every Wednesday during PDs to collaborate and review data of students to help with review, planning, and assessments.	Review data from each grade level and committee meeting in order to revise systems in place in order to assess their effectiveness; Schools provide a schedule for regular planning time for each grade level	Teacher evaluations, modeling using OETF framework and standards, student assessment		

4-2	Teachers plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Implementation of systems and routines to support classroom behavior and management		
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Increasing African American Student Voice and Leadership
School Theory of Change:	African American students will increase performance in academics if the culture and climate of the school is more in with what they need and want, instruction is culturally relevant, AA students are given opportunities for leadership roles, students and families are welcomed and encouraged to share their perspectives without limitations.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</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	Help students build character life skills by supporting them to write their own personal speeches or poems for Dr. King Oratorical Competition	Hold annual MLK Oratorical Competition. Encourage students to participate and write their own narratives.	Student performances in front of an audience in which they recite poems write their own, etc.		Tier 1
5-2	Continue to support our black boys in AAMA program to help with identifying positive characteristics about themselves, setting goals and persevering through hardships.	Provide students with opportunities of leadership in and outside of class to demonstrate self-identified character traits that help support the goals of students	Increase in attendance, decrease in suspension, connectedness to the school more		Tier 1

5-3	Teachers welcome black students and families are welcomed, safe, healthy, and engaged.	Use CHKS survey to increase Black student connectedness; decrease suspension, and chronic absenteeism	Back to school night, student led conferences		Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
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?
6-1	ELD teacher work towards a goal of helping all ELL student become reclassified before they reach high school.	Compile EL student snapshot, create presentation to explain snapshot to students, engage families, and set timelines to achieve reclassification.	Reclassification		
6-2	All teachers integrate ELD in their classrooms with Language objectives	Ensure there is PD around language objectives	Evaluations and walkthroughs		

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Build Culture and Climate through the Arts; Equity
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School Theory of Change:	By having the opportunity to participate in the arts, students will gain a deeper appreciation of different forms of art and learn to express themselves creatively in multiple ways. Through this expression, students will feel more connected to the school, which will lead to an improvement in engagement and achievement.				
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.				
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?
7-1	Use music to teach students about music appreciation and help them learn how to play new instruments; school choir	Provide students with opportunities to demonstrate their mastery of music material in front of an audience of parents, community, and peers.	School assemblies, parent meetings, fall/spring festival		
7-2	Use art as means of self expression, creativity and innovation.	Provide students with opportunities to demonstrate their mastery of art around the school in the form of murals, posters, and clay models.	School assemblies, parent meetings, fall/spring festival		
7-3	Students are taught how to read, write, and speak Spanish	Provide students with opportunities to demonstrate their ability of having a conversation in Spanish, particularly non-Spanish speaking students	School assemblies, parent meetings, fall/spring festival		

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

(discretionary) - School supplies	\$36,600	General Purpose Discretionary	4310	School Office Supplies		Certificated Pupil Support Salaries: Stipends		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Continue to support our black boys in AAMA program to help with identifying positive characteristics about themselves, setting goals and persevering through hardships.	201-1
10-Month Teacher on Special Assignment (TSA)	\$23,500	Parent Group Donations	1105	Certificated Teachers' Salaries	6897	TSA 10 Pay	0.18	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness Academic Counseling	Provide rigorous academic support for students to be prepared for high school and college	201-2
10-Month Teacher on Special Assignment (TSA)	\$80,000	Measure G1	1105	Certificated Teachers' Salaries	6897	TSA 10 Pay	0.62	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Stip Sub will provide 1:1 and small group support in classes	201-3
African American Achievement (AAMA/AAFE) Teacher	\$59,418	Centrally-funded	1105	Certificated Teachers' Salaries	3733	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide rigorous academic support for students to be prepared for high school and college	201-4
African American Achievement (AAMA/AAFE) Teacher	\$23,767	Measure G1	1105	Certificated Teachers' Salaries	3733	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-5
Case Manager	\$71,683	One-Time COVID Funding	2405	Clerical Salaries	8754	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-6
Community School Manager	\$63,956	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	3967	Program Mgr Community School	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide reading intervention to all grades	201-7
Computer Science Teacher	\$51,644	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	0814	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	RJ coordinators, with support from admin and teachers, will train 45-60 students to be RJ peer leaders	201-8
Computer Science Teacher	\$67,095	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	3876	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-9

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

Math/ELA Coach	\$105,837	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8752	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-10
Parent Workshops and Refreshments	\$1,800	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide reading intervention to all grades	201-11
Restorative Justice Facilitator	\$56,818	Parent Group Donations	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.49	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide reading intervention to all grades	201-12
Restorative Justice Facilitator	\$52,599	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Help students build character life skills by supporting them to write their own personal speeches or poems for Dr. King Oratorical Competition	201-13
Restorative Justice Facilitator	\$59,137	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.51	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide reading intervention to all grades	201-14
Restorative Justice Facilitator	\$52,599	Title I: Basic	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Provide rigorous academic support for students to be prepared for high school and college	201-15
School materials - supplies	\$34,735	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers form bonds with students in advisory, and connect with families to provide support to those students who are struggling academically	201-16
School materials - supplies	\$10,000	LCFF Supplemental	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-17
School supplies	\$4,096	Salesforce Principal Innovation Fund	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	201-18

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

School supplies	\$3,194	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	RJ coordinators, with support from admin and teachers, will train 45-60 students to be RJ peer leaders	201-19
Stipends	\$5,000	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	RJ coordinators, with support from admin and teachers, will train 45-60 students to be RJ peer leaders	201-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$73,541	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8753	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-21
Teacher	\$26,721	Parent Group Donations	1105	Certificated Teachers' Salaries	7738	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-22
Teacher	\$49,879	LCFF Supplemental	1105	Certificated Teachers' Salaries	7738	Teacher, Structured English Immersion	0.56	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Provide students with opportunities of leadership in and outside of class to demonstrate self-identified character traits that help support the goals of students	201-23
Unallocated	\$14,901	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide rigorous academic support for students to be prepared for high school and college	201-24
After School Learning Consultants	\$87,351	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers welcome black students and families are welcomed, safe, healthy, and engaged.	201-25



**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:

- 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, Knighline 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.
- Sharing the Annual Title 1 Meeting slides on the website and ParentSquare

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 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 jointly developed and adopted by the Claremont Middle School on September 1, 2021 and will be in effect for the period September 1, 2021 through May 25, 2022.

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

Tremaine Moore
Name of Principal

Signature of Principal

September 1, 2021

Date

Please attach the [School-Parent Compact](#) to this document.



School-Parent Compact

Claremont Middle School

2021-22

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 2021-22 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 Aeries 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.**

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 requests 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, available to support 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 1st, 2021, and will be in effect for the period of August 9, 2021 to May 25, 2022.

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, 2021.

Tremaine Moore

9.1.2021



Strategic Resource Planning (SRP)

Claremont Middle School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Robert Briant
Vice Chairperson:	Jamie Eder
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"/>	
Chad Chiparo *	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Lacy Lefkowitz *	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Sara Richard *	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Edana Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Quincy [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mareme Samb-Ndiaye	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Michelle Cooker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Robert Briant	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jamie Eder	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	4th Wednesdays at 5 PM
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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)