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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Claremont Middle School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Jonathan Mayer
Date of this revision: 5/13/2020

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
Address: 5750 College Avenue
Oakland, CA 94618

Position: Principal
Telephone: 510-654-7337
Email: jonathan.mayer@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 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: 5.13.2020

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

jonathan mayer

Jonathan mayer

5.13.2020

Principal

Signature

Robert Briant

Robert Briant Jr.

5.13.2020

SSC Chairperson

Signature

Date

Mark Triplett

Mark Triplett

6.22.20

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

6/24/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

8/27/2020

Kyla Johnson-Trammell

8/27/2020

Jody London
President, Board of Education

Kyla Johnson-Trammell
Secretary, Board of Education

2020-21 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 2020-21 SPSSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$79,040.00
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	\$461,240.00

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)	\$77,376.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$37,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,664.00	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
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$63,190.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$101,310.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$79,040.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$382,200.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$461,240.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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	
<p>We prepare students to leverage their grit to build academic stamina, while building bridges across differences to create positive change</p> <p>We explicitly teach and continuously reinforce rigorous and relevant instruction within a compassionate, mindful and safe environment</p> <p>We lead with learning as the main event, with equity at the center and student voice as the driving force</p> <p>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</p>	

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Growth in SBAC math and english	high quality instruction in each class
<i>Focal Student Supports</i>	Targeted intervention and clear expectations	teacher training, boot camp good hiring
<i>Student/Family Supports</i>	student tours, student council RJ	RJ training; student leadership Student led conference
<i>Staff Supports</i>	teacher retention; support in classrooms	Hiring of STIP subs; hiring of coaches, PD and boot camp
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Supporting tier 3 academic and sel challenges - students 3 or more years below	Differentiation is challenging for teachers to stay with curriculum and support student multiple years below
<i>Focal Student Supports</i>	getting 7th and 8th grade students who are significantly below to come in after school for additional support	7th and 8th grade students who are below do not use after school resource support

<i>Student/Family Supports</i>	Meaningful engagement with students and families that encourages student success outside of the classroom, including building relationships among students, families, staff, and teachers.	we struggle to create equitable and meaningful intervention during regular hours without taking away electives
<i>Staff Supports</i>	supporting teachers with planning and PD to adequately address students who are below and starting to check out	This is the issue of our district: How do we help students 3 or more years below make meaningful gains -with significant number of students

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		85% of our students will be high school ready, with 3.0 GPA; 1000+ SRI score, and 70% achieving SBAC score in english and or math meeting or exceeding grade level standard			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	13.5	n/a	25.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	29.5%	n/a	35.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	3.6	n/a	12.0
CAST (Science)	All Students	TBD	51.4%	n/a	58.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		To move 33% of our students who are multiple years below to grade level sri			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-79.5	n/a	-60.0

SBAC ELA	African-American Students	+20 points DF3	-66.4	n/a	-40.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	19.7%	n/a	25.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-106.1	n/a	-60.0
SBAC Math	African-American Students	+20 points DF3	-93.8	n/a	-60.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	3.8%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	4.5%	n/a	33.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: Chronic Absence below 4%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	65.2%	n/a	72.0%
Suspensions	All Students	-2pp	4.0%	n/a	3.0%
Suspensions	African-American Students	-2pp	9.8%	n/a	4.0%
Suspensions	Students with Disabilities	-2pp	8.3%	n/a	3.0%
Chronic Absence	All Students	-2pp	15.2%	n/a	6.0%
Chronic Absence	African-American Students	-2pp	25.9%	n/a	7.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:		Retain 90% of our teaching staff and replace majority of openings with existing staff			
School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Teacher retention	all teachers	n/a	70.0%	80.0%	90.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Claremont Middle School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	We will continue with seven reads a week during the school day/week through advisory, English, social studies, and science. Students will have daily silent reading or annotating for 20 minutes. 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 School Goal:	80% of students will receive full credit on Target 1 (related to RL1), demonstrating proficiency in Claim/Evidence/Reasoning.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have SSR during advisory; our school priority in PD is Reading Writing and Speaking grounded in evidence	
What evidence do you see that your practices are effective?	
Stronger and Clearer in all classes; and CER work in humanities becoming consistent. Also -rubric in Science around CER; math also focussing on language and partner work, grounded in language	
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.	
Continue: WE will continue to develop the ILT members to lead plc work and refine signature practices, look at data, and modify best practices to meet student need; Change: We are going to put a lot of time and resources into targeting our students who are 2 or more years below and putting them into small, targeted reading groups - hoping to get 50 of our 125 students that are below and not receiving IEP support - to help them succeed in completing high interest books and reading at grade level as well as writing at grade level by responding to grade level standards, through prompts and small group book discussions, including reciprocal teaching strategies: summarize, predict, clarify, and question.	
19-20 Standards-Based Instruction Priority: Mathematics	

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 math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Our signature practice of rally coach and rally coach 2.0; table partners, accountability from bell to bell;	
What evidence do you see that your practices are effective?	
Student understand they need to be able to show their work and explain their work in math - talking through problems is a critical piece of our math instruction	
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 to push in ISS's stip subs to support math. We will try to build out our 6th grade afterschool math intervention program (currently tuesdays and wednesdays) to other grade levels (7th) in the coming year.	
19-20 Conditions for Student & Adult Learning Priority: Safe Culture & Climate	
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.
Related School Goal:	Train and develop at least 15 student leaders for Restorative Justice and Student Council.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Having a point person at each grade level to lead grade level meetings, support our PBIS system (CMS -compassionate, mindful and safe); to deal with student misbehaviors in real time and get students back to class; hold tardy detention and provide extremely strong school wide systems for tier1 and tier 2 students.	
What evidence do you see that your practices are effective?	
Teacher retention is high; teacher job satisfaction is high and faculty council feels that the admin is receptive to the challenges teachers face daily in their jobs	
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 need to work with grade level deans and grade level teams to identify our students with D's and F's earlier and see if they need an SST, a special ed referral, or if anything else is going on so we don't end up with 8th graders who have not gotten the targeted support they deserve.

19-20 Conditions for English Language Learners Priority:	EL Reclassification
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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.
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Related School Goal:	Identify at risk EL students and include them in targeted reading groups, in order to move 50% of our EL population to Reclassification status.
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Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have pulled many of our ELL students into small reading groups. We are going to have Mr. Galvan, pull our 16 ELL students during advisory and provide targeted ELD instruction

What evidence do you see that your practices are effective?

we have reclassified several students and our Latino population's growth on the SBAC was incredible and has gotten Claremont to distinguished school status.

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.

The targeted support of Mr. Galvan during advisory. We are piloting this year and will roll out this advisory for the whole year next year

19-20 Arts, Music & World Language Priority:	Elective Expansion
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Theory of Change:	We will continue with three Computer Science/Design Thinking classes, have a 0 period jazz band course and continue with all 6th graders taking 1/2 year of computer science and 1/2 year of band - which will provide equitable access to all students for both our music program as well as computers and technology. Also have three art classes and two 7/8 CS classes.
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Related School Goal:	Mid-year goal: By January 29, 2020, move 15 students who are between 2.5 and 1.5 years below grade level according to their Fall SRI to less than 1.5 years below grade level and at least 50 points growth. End-of-year goal: By May 30, move these 15 students to less than 1 year below grade level. School-wide: 33% show growth of one year or more; only 16% multiple years below grade level.
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Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We added chorus this year. It has been very popular and the teacher is excellent. Art continues to be very popular. Our band is growing and computer science students are deeply engaged in their work.

What evidence do you see that your practices are effective?

Kids love advisory!

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.
Same plan as last year, and we will continue to provide coaching to our newer Computer science instructor; Also we will refine our AAMA class to be more robust with acadmic language, reading and writing.
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?
None really - we did buy more chromebooks than anticipated since many are five years old. We also added a stip sub position during the year to several teachers being out on paternity/maternity leave

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Claremont Middle School

School ID:

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: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will share schoolwide expectations and will implement consistent schoolwide practices, starting with a 2 week kick off in all classrooms and then moving to advisory as the predominate way to carry on CMS school wide expectations and values!	We will use all classes to teach school wide expectations in the first two weeks. Our 6th grade team during advisory period will be very explicit with school wide rules, protocols, and teaching CMS Values. We will shift to schoolwide protocols for expectations in class, in the halls, on playground. We will coordinate with the after school program to use same schoolwide expectations throughout the whole day. Announcements, especially in the first few weeks will reinforce these expectations, and we will have most non teaching staff supporting in the hallways and in lunch/brunch spots!	Students will be observed following CMS protocols.

1-2	To help new students transition into our school community, we will hold New Student orientation/ registration events during the summer months. We will also hold a Prospective Family Open House where new families can meet teachers, tour the campus, and hear directly from current students about their experiences. Additionally, we will hold at least 10 school tours for fifth graders to come with their families, see the school, ask questions, meet the student body leaders and tour the school.	Principal will work with community school manager, grade level leaders, Student advisors students and the PTA to organize tours. Additionally, we will have an orientation for 6th graders the week before school; we will also do student tours the first week of school	All students will know the school rules, the campus, and be welcomed by all teachers the first two weeks of school, and ongoing for students that transfer in
1-3	Teachers refer emotionally at-risk students to the school COST Team. Teachers will also refer students whom they believe may be homeless to the COST Team for support. Our Community School Manager will support this work.	COST team meets regularly to discuss strategies to support students in transition, including homeless and foster youth. The team also focuses on we onboard any new foster and homeless youth and seek out mentors. Community schools manager meets to discuss onboarding process, case manager and counselor.	Bi-weekly COST Team meetings. 20 students will receive counseling; at least 10 families at risk will receive food bags, ongoing as needed. Weekly or monthly.
1-4	Teachers will use a schoolwide system of differentiating between classroom-managed and office-managed behaviors. Teachers will use the 1, 2, 3 system to support students developmentally throughout the three grades. If needed, teachers will also use the Universal Referral form to standardize reporting of disciplinary situations.	Integrate restorative practices into office disciplinary conversations. Use alternative consequences for issues of defiance. Grade level specific adoption of the 1, 2, 3 system. School wide adoption of the universal referral form to enable school culture committee to review data on a monthly basis. School culture committee meets monthly to review data on discipline.	Monitor URFs and office referral patterns.
1-5			
1-6			
1-7			
1-8			

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
2-1	Teachers will continue to use aligned teaching strategies such as Rally Coach for pair work and we will introduce Sage and Scribe.	Math department lead will model Rally Coach and look for implementation during observations. They will also encourage teachers to share their own best practices to create a stronger repertoire of instruction for math at CMS.	Through observation, students will be working in pairs and know how to teach each other the days lesson through a rally coach model and begin to see evidence of other best practices
2-2	Teachers will differentiate the math curriculum and use small groups to encourage cooperative learning structures.	Admin will be modeling and supporting teachers to implement the district curriculum and help focus the math department to ensure that best practices are consistently implemented with fidelity and that all students have access to the curriculum. Offer algebra/math compression course for all eighth graders at or above grade level, including GATE students. Give teachers designated planning time to help meet the needs of low-performing students.	All students will have notebooks with table of contents and record specific math strategies and lessons
2-3	Teachers will provide grade level curriculum as well as reteaching of remedial math concepts where necessary for low-performing students.	School will offer training to teachers on how to support low-performing students. Parents, teacher aides, and push-in teachers will provide additional small group instruction. Structures to create after school tutoring will be in place with both math teachers and volunteers	Students who are multiple years below will be receiving small group instruction and a number of them will have their math scores on SMI increase in year over year by more than two years.

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
3-1	Teachers will confer one-to-one with students to ensure that they choose just-right books and prepare them to reach grade level targets on SRI.	We will hold "Ceremonies of 1000" for students who grow their reading scores by more than 100 points/two years and go over 1000. We will put pictures up on walls, invite an adult and celebrate their success.	We will assess kids who are at or above grade level or within one year of grade level vs. the number multiple years below throughout the year. We will hold at least two ceremonies each year.
3-2	Assist students in selecting books in their lexile range, provide direct instruction on how to choose the "just right" book, teach parents about lexile levels	Have library open 5 days a week and during advisory; work with SSC to help build classroom libraries; Hire additional librarian so it is open five days a week and at advisory; admin, stip sub and other adults bring students to library when they are not reading during advisory, or help redirect to high interest books	Library is open for five days each
3-3	Purchase Lexiled leveled books and create numerous intervention opportunities for supporting our students who are reading two or more years below grade levels	Instructional coach will create protocols for our support staff to push in / pull out guided reading groups during ELA's SSR We will use stip subs twice a week, to pull small groups of three or four students who are reading multiple years below grade level.	Observations of groups, increase in SRI scores, increased attendance at celebration of 1000 events.
3-4	Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	Give teachers designated planning time to help meet the needs of low-performing students and low income students	Walk-throughs and anecdotal evidence from teachers.

District Strategy: Building 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):	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.		
Students to be served by these actions:	<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Select teachers will join administrators to observe highly-functioning schools.	Bring staff to highly functioning schools to better understand what makes a highly functioning school. Set aside funds and arrange visits to schools that are highly functioning and time for ILT to discuss this and to come to determination of what changes need to happen.	We will visit two highly functioning schools this year
4-2	Teachers will engage in self directed (or in small groups) inquiry studies that support their growth as a teacher to ensure students are better served and it allows them to tailor their learning, and will hopefully create sustainability. They will research, set a SMARTE goal and then implement a change in their practice and will invite teachers, and admin into their classroom to observe impacts. Finally, they will present on findings.	Support teachers in each step of research, creating goal, and implementing change. Then observe teacher in action to give constructive feedback	Meeting SMARTE goal, observation notes, changes in student outcomes
4-3	Teacher leaders in each department will take active roles in deciding on, creating and leading PD. They will do this work during extended contract hours as an ILT	Structure schedule of day and schedule of PD to allow for both the planning and execution of these PDs. Support in other ways as needed, such as providing materials, helping with paperwork, being a thoughtpartner.	Low teacher turnover
4-4	Teachers work together during PD to provide feedback on a rubric that will be used to assess best practices across the school.	With the support of the ILT and feedback from all teachers, develop a rubric that becomes the basis for learning walk. Coordinate all teachers to participate in learning walks. Ensure that all leaders participate in learning walks.	Increased adherence to the rubric, as measured from baseline data.

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
5-1	We will implement more consistent practices around explicit instruction of prefix, suffix, and root words to benefit both English Language Learners and other struggling readers.	School will acknowledge reclassified English Learners during advisory as well as with a family celebration in the office.	We will have pictures on the walls of our reclassified students.
5-2		Our attendance clerk calls Spanish-speaking families to invite them school events and meetings.	We will have a Latino Heritage night/community potluck
5-3	We support newcomers by putting them in small groups and providing twice a week reading groups as well as additional small group push in support during math time	Connect newcomer students to established District newcomer programs.	At least two to three students who would benefit from a newcomer program get reassigned to a newcomer program. At least 12 students who are ELL's and haven't been redesignated will be in small reading groups twice a week during SSR

ARTS, MUSIC & WORLD LANGUAGES

School Priority ("Big Rock"):	Student Engagement and Creating Life Long Learners		
School Theory of Change:	We will continue with three Computer Science/Design Thinking classes, have an after school jazz band course and continue with all 6th graders taking 1/2 year of computer science and 1/2 year of band - which will provide equitable access to all students for both our music program as well as computers and technology. Also have three art classes, two 7/8 CS classes and beginning a choir class		
Related Goal(s):	To provide all students with access to technology, open career paths, and support computer literacy.		
Students to be served by these actions:	<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION

6-1	AAMA staff member will teach two classes to 7th and 8th grade students.	Have African American Male Achievement (AAMA) staff member attend PD and aligning practices with staff around engagement, blackboard, etc. Hire AAMA staff member to provide targeted support to our African-American students.	Observations of students will participate in 2 different 7th and 8th grade AAMA classes
6-2	Band and computer science teachers will offer sixth graders a half year of band and half year of computer science.	Design master schedule to accommodate these course and hire teachers with skills to collaborate on this class.	Students sign up for these classes in 7th and 8th grade
6-3	Teachers will offer more electives, including music offerings, yearbook, coding, choir, and more advanced classes such as an advanced STEM class, advanced computer animation, etc.	Align Master schedule to make electives schedule possible. Continue electives department to allow staff to meet regularly and align their practices. Specifically the two CS teachers - have them plan together	Department meetings 3 times per month with two CS teachers, and the AAMA/art and music teacher meet together and share learnings

PROPOSED 2020-21 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
BACR contract to provide after school program daily for 3 hours after school each day	\$63,190	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Structure schedule of day and schedule of PD to allow for both the planning and execution of these PDs. Support in other ways as needed, such as providing materials, helping with paperwork, being a thoughtpartner.	201-1
To purchase paper, copy machine contracts, general supplies, pencils, etc. so students can access the curriculum and provide teachers with supplies for their kids	\$29,500	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide grade level curriculum as well as reteaching of remedial math concepts where necessary for low-performing students.	201-2
For copy contract	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will use a schoolwide system of differentiating between classroom-managed and office-managed behaviors. Teachers will use the 1, 2, 3 system to support students developmentally throughout the three grades. If needed, teachers will also use the Universal Referral form to standardize reporting of disciplinary situations.	201-3
to provide leadership opportunities for 6th, 7th, and 8th graders through tours, through student counsel, through additional support for families	\$67,678	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2026	10-Month Classroom TSA	0.55	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will share schoolwide expectations and will implement consistent schoolwide practices, starting with a 2 week kick off in all classrooms and then moving to advisory as the predominate way to carry on CMS school wide expectations and values!	201-4
To pay for an additional classroom teacher so that we can provide teachers with coaching opportunities as well as some small group support	\$73,685	LCFF Supplemental	1105	Certificated Teachers' Salaries	4545	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Math department lead will model Rally Coach and look for implementation during observations. They will also encourage teachers to share their own best practices to create a stronger repertoire of instruction for math at CMS.	201-5
To help pay for 40% of our computer science teacher	\$29,474	LCFF Supplemental	1105	Certificated Teachers' Salaries	4865	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Select teachers will join administrators to observe highly-functioning schools.	201-6

to pay for extended contracts for my instructional leadership team	\$8,813	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will use a schoolwide system of differentiating between classroom-managed and office-managed behaviors. Teachers will use the 1, 2, 3 system to support students developmentally throughout the three grades. If needed, teachers will also use the Universal Referral form to standardize reporting of disciplinary situations.	201-7
purchase supplies	\$262	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will continue to use aligned teaching strategies such as Rally Coach for pair work and Scribe.	201-8
hire a library clerk to provide students with a knowledgeable librarian	\$24,456	Low-Performing Students Block Grant	2205	Classified Support Salaries	7735	Library Clerk	0.35	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Have library open 5 days a week and during advisory; work with SSC to help build classroom libraries; Hire additional librarian so it is open five days a week and at advisory; admin, stip sub and other adults bring students to library when they are not reading during advisory, or help redirect to high interest books	201-9
purchase supplies	\$1,159	Low-Performing Students Block Grant	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will continue to use aligned teaching strategies such as Rally Coach for pair work and Scribe.	201-10
to provide a Student advisor - for 8th graders so they stay in school, stay on top of school work participate in RJ and student counsel and struggling students get right back into classroom if there are any issues	\$60,687	Measure G1	1105	Certificated Teachers' Salaries	6897	Teacher, Structured English Immersion	0.75	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will confer one-to-one with students to ensure that they choose just-right books and prepare them to reach grade level targets on SRI.	201-11
to hire AAMA facilitator to work with AA male students	\$26,806	Measure G1	5733	Manhood Development Program, AAMA Facilitator	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	201-12
to hire Oakland Youth chorus facilitator to teach one section of chorus for our students	\$14,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will continue to use aligned teaching strategies such as Rally Coach for pair work and Scribe.	201-13
to hire a stip sub so that there is a quality teacher in the room every day, even if district does not send a substitute	\$59,092	Parent Group Donations	1105	Certificated Teachers' Salaries	3324	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will confer one-to-one with students to ensure that they choose just-right books and prepare them to reach grade level targets on SRI.	201-14

to help pay for 25% of our Computer science teacher to provide electives for students	\$89,141	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	4929	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teacher leaders in each department will take active roles in deciding on, creating and leading PD. They will do this work during extended contract hours as an ILT	201-15
Provide a coach and grade level dean for our 6th grade team	\$55,373	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	2026	10-Month Classroom TSA	0.45	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will continue to use aligned teaching strategies such as Rally Coach for pair work and we will introduce Sage and Scribe.	201-16
money for ILT additional hours	\$2,521	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will continue to use aligned teaching strategies such as Rally Coach for pair work and we will introduce Sage and Scribe.	201-17
to support and pay for our CSM; she will provide a robust COST team, lead attendance team, build community partnerships	\$35,653	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	3967	Program Mgr Community School	0.27	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Integrate restorative practices into office disciplinary conversations. Use alternative consequences for issues of defiance. Grade level specific adoption of the 1, 2, 3 system. School wide adoption of the universal referral form to enable school culture committee to review data on a monthly basis. School culture committee meets monthly to review data on discipline.	201-18
to hire a restorative justice coordinator	\$95,246	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Integrate restorative practices into office disciplinary conversations. Use alternative consequences for issues of defiance. Grade level specific adoption of the 1, 2, 3 system. School wide adoption of the universal referral form to enable school culture committee to review data on a monthly basis. School culture committee meets monthly to review data on discipline.	201-19
provide a stip sub to work with students at risk in small groups inside the classroom, or to take a classroom if teacher needs to do planning, go to IEP, or sub system doesn't provide a sub	\$65,247	Title I: Basic	1105	Certificated Teachers' Salaries	7623	STIP Teacher	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will engage in self directed(or in small groups) inquiry studies that support their growth as a teacher to ensure students are better served and it allows them to tailor their learning, and will hopefully create sustainability. They will research, set a SMARTE goal and then implement a change in their practice and will invite teachers, and admin into their classroom to observe impacts. Finally, they will present on findings.	201-20

To help pay for a TSA to support student enrichment, schoolwide systems and academic growth	\$20,229	Title I: Basic	1105	Certificated Teachers' Salaries	6897	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will use a schoolwide system of differentiating between classroom-managed and office-managed behaviors. Teachers will use the 1, 2, 3 system to support students developmentally throughout the three grades. If needed, teachers will also use the Universal Referral form to standardize reporting of disciplinary situations.	201-21
provide additional chromebooks for students as needed	\$7,648	Title I: Basic	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will scaffold instruction to provide additional support for all students to access the curriculum, including students with disabilities.	201-22
purchase food or supplies to support parent evening events	\$1,809	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	We will use all classes to teach school wide expectations in the first two weeks. Our 6th grade team during advisory period will be very explicit with school wide rules, protocols, and teaching CMS Values. We will shift to schoolwide protocols for expectations in class, in the halls, on playground. We will coordinate with the after school program to use same schoolwide expectations throughout the whole day. Announcements, especially in the first few weeks will reinforce these expectations, and we will have most non teaching staff supporting in the hallways and in lunch/brunch spots!	201-23
purchase food or supplies to support parent evening events	\$1,664	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Assist students in selecting books in their lexile range, provide direct instruction on how to choose the "just right" book, teach parents about lexile levels	201-24



**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:

- We meet as an SSC, we also have our teacher leaders meet - ILT and discuss issues at our PTA meetings. The SSC votes on how specific monies will be spent.

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:

- SSC monthly meetings, PTA 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.
- SSC meetings, Parent Engagement nights, PI night, Literacy night, black history month assembly, awards night.

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

- Title I annual meeting, Monthly SSC 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:

- Monthly SSC meetings, parent engagement nights.

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:

- Student led conferences; schoolwide education events.

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:

- SSC meetings, annual Title I meeting.

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:

- Report cards, progress reports, student led conference and teachers post grades on aeries, ongoing.
- Parent education nights, counselor outreach, SST's when necessary.

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:

- PTA, SSC, parent volunteer opportunities, parent education evenings.

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:

- Volunteer, SSC meetings, PTA meetings, parent education and outreach activities, science and literacy night, latin heritage event.

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:

- PTA meetings, SSC meetings, parent education and outreach nights, cultural heritage events.

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:

- PTA meetings, SSC meetings, parent education and outreach nights, cultural heritage events.

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

- PTA meetings, SSC meetings, parent education and outreach nights, cultural heritage 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:

- PTA, SSC, education and outreach nights.

Adoption

This policy was adopted by the Claremont Middle School Site Council on October 23, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Jonathan Mayer

Signature of Principal

Jonathan Mayer

Date: 10.23.2019

Please attach the School-Parent Compact to this document.



School-Parent Compact

Claremont Middle School

2019-20

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 2019-20 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.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- 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.
- 4) Provide parents reasonable access to staff.
- 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.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
- 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.
- 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.

Teacher Responsibilities

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

- Provide high-quality curriculum and instruction
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Communicate clear expectations for performance to both students and parents.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision-making with other staff and families to the benefit of students.
- Respect the school, staff, students, and families.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Teacher Signature:

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.
- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads everyday.
- Make sure my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community sponsored activities to meet my agreed-upon 40-hours of volunteer activities a year.
- Respect school, staff, students, and families.

Parent Signature:

Student Responsibilities

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents about my progress in school.
- Regularly talk to my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.
- Get to school on time every day.

Student Signature:

This Compact was adopted by the Claremont Middle School Site Council on October 23, 2019 and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019

Principal Signature: *Jonathan Mayer*



Strategic Resource Planning

2019-20 School Site Council Membership Roster – Secondary

School Name: _____

Chairperson :

Vice Chairperson:

Secretary:

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule
(day/month/time)

SSC Legal Requirements (EC Sections 65000-65001):

1. Members **MUST** be selected/elected by peer groups;
2. There **MUST** be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

