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

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date June 3, 2025

Subject Claremont Middle School 2025-2026 Measure G1 Application

Ask of the Commission Approve the Claremont Middle School 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Claremont Middle School 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$115,011.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.



2025-2026 Measure G1 Application

Due: March 1, 2025

School Information & Student Data

School	Claremont Middle School	School Address	5750 College Avenue Oakland, CA 94618
Contact	Tremaine Moore	Contact Email	tremaine.moore@ousd.org
Principal	Tremaine Moore	Principal Email	tremaine.moore@ousd.org
School Phone	510-654-7337	Total Number of Students	486
Recommended Grant Amount¹	\$115,011	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	469
		2024-25 LCFF³ Enrollment	222

Student Demographics (%)				Measure G1 Team	
English Learners	4.7%	Asian/Pacific Islander	6%	Name	Position
LCFF	56%	Latinx	16.7%	Tremaine Moore	Principal
SPED	17.1	Black or African-American	26.3%	Ariel Thomas	AP
		White	28.6%	Edana Anderson	CSM
		Indigenous or Native American	0.00%	David Doubley	RJ
		Multiracial	19.1%	PJ Johnson	RJ

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

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Chronic Absence
(Include raw number and percent)
Raw number - number of students
Percentage - overall chronic absence %

	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	481 (50.7%)	489 (19.6%)	486 (19.5%)	18%
Asian/Pacific Islander	26 (42.3%)	23 (13.0%)	29 (20.7%)	18%
Latinx	76 (63.2%)	75 (22.7%)	81 (23.5%)	21%
Black or African-American	118 (63.6%)	146 (33.6%)	128 (32.8%)	25%
White	154 (39.6%)	137 (5.8%)	139 (8.6%)	4%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	5 (20%)	18%
Students w/ IEPs	92 (65.2%)	98 (30.6%)	83 (37.3%)	35%
Free/ Reduced Lunch Students	218 (62.8%)	266 (30.5%)	272 (31.6%)	29%

Metrics

(all data points are required)

Electives
(Include raw number and percent)

Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	90	85 (17%)	78 (16%)	90 (18.5%)
	Language	30 (6.1%)	30 (6%)	31 (6.3%)	35 (7%)
	Music	180	206 (42%)	256 (52%)	260 (53%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	40	n/a	n/a	15 (3%)
	Language	40	n/a	5 (1%)	15 (3%)
	Music	40	15 (3%)	15 (3%)	30 (6%)

Positive & Safe Culture (Include raw number and percent) Percentage - overall attendance %				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: 4/23/25				
Asian/Pacific Islander	Asian - 89.2% Filipino - 85.9%	Asian - 95.2% Filipino - 96.1%	Asian - 91.9% Filipino - 97.8%	Asian - 93% Filipino - 98%
Latinx	87.1%	90.7%	91.7%	93%
Black or African-American	86.9%	90.6%	91%	92%
White	89.9%	95.1%	95.6%	97%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	85.7%	92.4%	95.9%	97%
Students w/ IEPs	85.3%	89%	88.9%	91%
Free/ Reduced Lunch	86.1%	91.1%	90.6%	92%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 3/18/25				
Asian/Pacific Islander	0%	0%	1 (3.2%)	0%
Latinx	3 (3.6%)	1 (1.3%)	3 (3.3%)	1 (1.3%)
Black or African-American	9 (7.0%)	10 (6.6%)	6 (4.3%)	5 (3.3%)
White	4 (2.5%)	0%	1 (0.7%)	1 (0.7%)
Indigenous or Native American	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students w/ IEPs	3 (3.1%)	2 (1.9 %)	5 (5.6%)	1 (0.8%)
Free/ Reduced Lunch	12 (5.2%)	11 (3.9%)	13 (4.4%)	6 (2.6%)

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal

6th Grade Enrollment	165	162	155	160
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Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC/SELLS (Staff and Community) MG1 Engagement	3-12-25

Staff Engagement Meeting(s)	
Staff Group	Date
SLT (School Leadership Team) MG1 engagement minutes	2-7-25

Music (Rubric)	2023-24	2024-25
Access and Equitable Opportunity	Basic	Basic
Instructional Program	Basic	Basic
Staffing	Basic	Basic
Facilities	Basic	Basic
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic
World Language (Rubric)	2023-24	2024-25
Content and Course Offerings	N/A	Developing
Communication	N/A	Developing
Real world learning and Global competence	N/A	Developing
Art (Visual Arts, Theater, and Dance)	2023-24	2024-25
Access and Equitable Opportunity	Basic	Basic
Instructional Program	Basic	Basic

Staffing	Basic	Basic
Facilities	Basic	Basic
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic

Proposed Expenditures

Guidelines

- In the following sections, please discuss your team's plan to address the goals of G1:
 - Increase access to courses in arts, music, and world languages in grades 6-8.
 - Improve student retention during the transition from elementary to middle school.
 - Create a more positive and safe middle school learning environment.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	Restorative Justice Facilitator	\$118,638.19
2	Supplies	\$4,552.81
Budget Total		\$123,191.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Restorative Justice Facilitator	\$69,480.10
2	Restorative Justice Facilitator	\$40,024.12

3	Extended Contracts	\$5,507.20
Budget Total (must add up to Recommended Grant Amount)		115,011.00

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p>Restorative Justice Facilitator</p> <p>Over 90 students have been trained as RJ peer leaders to support conflict resolution. The goal is to increase this number by 60 in 2025/2026. These students are in grades 6th-8th. RJ elective class happens 5 days a week during 8th period. Professional development is provided for staff to train teachers how to hold circles and use strategies to help when conflicts arise in the classroom.</p>	Suspensions; daily attendance; student leadership	\$69,480.10
<p>Restorative Justice Facilitator</p> <p>Over 90 students have been trained as RJ peer leaders to support conflict resolution. The goal is to increase this number by 60 in 2025/2026. These students are in grades 6th-8th. RJ electric class happens 5 days a week during 8th period. Professional development is provided for staff to train teachers how to hold circles and use strategies to help when conflicts arise in the classroom.</p>	Suspensions; daily attendance; student leadership	\$40,024.12
<p>Extended Contracts</p> <p>Extended contracts offer numerous benefits, including increased leader capacity for teachers, improved teacher retention, and enhanced planning time, ultimately leading to better student learning outcomes.</p>	ADA, teacher leadership	\$5,507.20

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Claremont Middle School

SSC Establishment Meeting Minutes

Format (Check all that apply)

- ~~Zoom~~
- In-Person

Date: 3/12/25

Meeting Time Start: 6:06pm

SSC Members Present (*Complete after election results*): Tremaine Moore, Edana Anderson, Michelle Coker, Carnival Booker, Michael Alexander, Mareeme Samb, Zakary Cottell

SSC Members Absent: Jhunel Fortaleza

Community Members Present: Tara Douglas Allen

[Agenda/Flyer](#)

1. Welcome & Call to Order	Meeting called to order at: (<i>indicate meeting start time here</i>): 6:06pm
2. Roll Call & Quorum Established	Roll Call taken of SSC members who are present at this meeting. Quorum Established? 8 present
3. Reading & Approval of Minutes	Minutes were shared and read. <ul style="list-style-type: none"> 1. Motion to approve minutes made by: Michael Alexander 2. Second to approve minutes by: Chad Chiparo 3. Vote to approve minutes taken by a show of hands. 4. Vote Outcome: <u>All in favor, no opposed</u>
3. SPSA Plan Modifications	<ul style="list-style-type: none"> • Review School Plan for Student Achievement (SPSA) <ul style="list-style-type: none"> ○ Mr. Moore shared the SPSA, focusing on Part 2- providing opportunities for student voice, leadership and participation, and student academic retention. ○ Will explore before and after school intervention classes, as well as before and after school RJ. ○ RJ- Target to increase student connectedness- We have RJ peer leaders, Changes- continue to have RJ facilitators and to have more leadership opportunities for students ○ Title 1 support for parents - issues have come down to timing and parents seem to prefer zoom meetings instead of in person, this year we have held several in person events and plan for more in person workshop[s] to support students. ○ Suspension are down

	<ul style="list-style-type: none"> ○ Continue to provide rigorous academics for students to be prepared for high school and beyond, providing support for teachers and staff, as well as support for families and students. ○ Goal to increase student literacy, use our STIP subs to serve as mentors to support students; teachers to provide culturally relevant instruction; working with families and staff through the CHKS Survey to see where we are reaching or hitting the mark for culture and climate. ○ Looking at activities that provide learning opportunities to write their own narratives and speak their own truth. ○ Looking at adding some support for African American Girls either during the school day or before or after school. ○ Will maintain the ELD classes. ○ Reviewed Art and world languages classes for next year. <p>Motion to approve the SPSA in its entirety with suggestions and corrections made by: Mareem Samb</p> <p>Second to approve the SPSA by: Zakary Cottell</p> <p>Vote to approve the SPSA was taken by a show of hands.</p> <p>Vote Outcome: <u>All in favor, no opposed</u></p> <ul style="list-style-type: none"> ● Measure G1 Engagement: <ul style="list-style-type: none"> ● Moore shared that Our Measure G1 funding was used this year for Restorative Justice and Choir. ● Our MG1 allocation for the school year 2025-2026 is \$115,011. ● Mr. Moore proposed that the funds be used to continue to staff and support our RJ Program Facilitators and the remaining be used for extended contracts. ● We need to fund our RJ facilitators. The discipline and decreased suspension rates over the past years indicate that the program has been beneficial to our school, staff, and students. ● RJ is helping many of our students to build their leadership skills as well as conflict management skills. It helps students connect with school beyond academics. <p>5. Motion to approve the SPSA in its entirety with suggestions and corrections made by: Mareem Samb</p> <p>6. Second to approve the SPSA by: Tremaine Moore</p> <p>7. Vote to approve the SPSA was taken by a show of hands.</p> <p>8. Vote Outcome: <u>All in favor, no opposed</u></p>
4. <u>SSC Self Assessment</u>	<ul style="list-style-type: none"> ● Ms Coker reviewed the Self Assessment tool. During the last meeting, we can complete the assessment and have a bit of a celebration.
Public input	None
5. Next Meeting Date & Adjourn	<ul style="list-style-type: none"> ● The next SSC meeting will be on the following date: May 10th, 5pm in person and moved the agenda items that we did not cover tonight to our next meeting <p>1. Motion to Adjourn by:</p>

- | | |
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| | <ol style="list-style-type: none">2. Second by:3. Vote: The motion has been made and seconded. Vote taken by asking for a show of hands: "All in favor. No Abstentions."4. The meeting adjourned at the following time: 7:03 |
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CMS 2024-2025 SLT MEETING

SLT @ CLAREMONT

Mondays/Fridays 9:00 am-9:55 am

IMPORTANT LINKS	MEETING NORMS
<ul style="list-style-type: none">• Workday• Onboarding• Incident log• 504s• Admin one pager	<ul style="list-style-type: none">• Come prepared and stay engaged• Respect the time• Make space for all voices• Assume positive intent• Be reflective and open to new possibilities• Fearlessly ask and communicate• Keep students at the focus• Bring Joy to the process

2/7/24

Topic and time	Agenda Item	Notes
Attendance	School Leadership Team	Tremaine Moore - Principal Ariel Thomas - Assistant Principal Edana Anderson - CSM David Doubley - RJ PJ Johnson - RJ Candy Pareja - Academic Counselor Gina Lozito - Literacy TSA Marta Gonzalez - Admin Assistant Kery McNeil - Culture Keeper
Icebreaker 5 min	Icebreaker -Would you rather be able to speak and understand every language in the world or speak with your animal	Anderson - Languages Gonzalez - Languages Moore - Languages Thomas - Languages Johnson - Languages Pareja - Languages K - Animals Doubley- Lanugages Lozito - Languages

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Procedural 1 min	Norms, Roles and Agenda check	Roles Facilitator - Moore Notetaker - Anderson Timekeeper - Thomas Process checker - Johnson
Old Business 20 min	Grade Level Drama	6th - TB, JS, KW Jose - speak with family about behavior MS - complaints about KW and JS Las/Tey 7th - AJ; Kat (JS AP); FyBl 8th - AP, YB, AG, TH Jax/Art
New Business	SLT hallway assignments - During transitions between classes and breaks MG1 Engagement Minutes	<ul style="list-style-type: none">- Moore: Our Measure G1 funding was used this year for Restorative Justice and Choir. Our MG1 allocation for the school year 2025-2026 is \$115,011. I propose that the funds be used to continue to staff and support our RJ Program Facilitators and the remaining be used for extended contracts. Are there any questions, comments, or suggestions.- Thomas: I agree that we need to fund our RJ facilitators. The discipline and decreased suspension rates over the past years indicate that the program has been beneficial to our school, staff, and students.- Anderson: I agree and I will add that RJ is helping many of our students to build their leadership skills as well as conflict management skills. It helps students connect with school beyond academics.- Moore: Any other comments, questions or

CMS 2024-2025 SLT MEETING

SLT @ CLAREMONT

Mondays/Fridays 9:00 am-9:55 am

		suggestions. - No questions or objections.
Upcoming Events	Spring Festival Spirit Week Talent Show	3/26/25 RJ Lead PD