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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Claremont Middle School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Claremont Middle School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Claremont Middle School



**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/15/2026

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

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

**Signatures:**

Tremaine Moore  
Principal

  
Signature

4-15-26  
Date

Tierney Freed  
SSC Chairperson

  
Signature

4-15-26  
Date

SELLS Representative (optional)

Signature

Date

Clifford Hong  
Network Superintendent

*Clifford Hong*  
Signature

04/20/2026  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

4/20/2026  
Date

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
#REF!	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges
	Admin Team	Reviewed data and identified school needs, Reflected on instructional practices and supports
	Faculty	Discussed proposed expenditures and priorities, Reviewed data and identified school needs
	Admin Team	Discussed proposed expenditures and priorities
	SSC & SELLS	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
	SSC & SELLS	Conducted mid-year or final SPSA review
	SSC & SELLS	

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$165,200
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$516,302

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$162,250
Title I Parent & Family Engagement Resource 3010	\$2,950
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$165,200</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
<b>\$516,302</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$29,200
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$89,400
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$82,502
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$351,102</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Claremont Middle School</b>		<b>School ID: 201</b>
<b>CDS Code: 1612596057004</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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.

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

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

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.5%	26.1%	16.6%	0.2%	28.3%	18.1%	56.1%	4.5%	3.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.1%	17.9%	5.8%	0.8%	0.0%	0.2%	55.9%	0.8%	92.4%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** Close distance from met on ELA SBAC and math SBAC.

**Identified School Need:** Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	17.4	10.5	32.8	17.40	17.0
SBAC ELA Participation	All Students	93.0%	98.7%	96.5%	95.0%	95.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	55.2%	48.6%	57.9%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-8.7	-15.6	-6.7	-3.7	-3.0
SBAC Math Participation	All Students	98.7%	98.7%	96.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	50.3%	50.7%	40.5%	60.7%	61.0%
California Science Test (CAST) Participation	All Students	98.0%	98.7%	98.7%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
<b>School Goal:</b>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
<b>Identified School Need:</b>	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-58.8	-57.9	-65.5	17.4	-17.4
SBAC ELA Distance from Standard Met	African American Students	-62.0	-55.8	-53.7	-52.0	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	18.4%	25.6%	18.6%	70.4%	72.50%
SBAC Math Distance from Standard Met	Special Education Students	-104.6	-97.1	-108.4	-3.7	-98.0
SBAC Math Distance from Standard Met	African American Students	-94.1	-105.7	-112.1	-84.1	-74.1

Reclassification Measures & Targets <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	5.3%	23.8%	23.8%	8.3%	9.0%
LTEL Reclassification	Long-Term English Learners	6.7%	27.8%	29.4%	9.7%	10.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	Increase connectedness to school, reduce suspensions and chronic absenteeism.
<b>Identified School Need:</b>	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	64.2%	63.4%	56.1%	74.2%	75.0%
Out-of-School Suspensions	All Students	4.1%	2.9%	3.5%	5.0%	5.0%
Out-of-School Suspensions	African American Students	7.0%	7.2%	5.8%	5.0%	5.0%
Out-of-School Suspensions	Special Education Students	3.1%	3.8%	7.9%	5.0%	5.0%
Chronic Absenteeism	All Students	50.7%	18.6%	19.6%	38.0%	35.0%
Chronic Absenteeism	African American Students	63.6%	33.6%	34.6%	47.7%	37.0%

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

<b>School Goal:</b>	Increase teacher retention.
<b>Identified School Need:</b>	Build a school where students are successful, then teachers will be success and will stay.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	65.1%	66.1%	70.1%	75.1%	80.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Repeated exposure to standards-aligned instruction and practice assessments that directly focuses on building both content mastery and "test-taking stamina."  Use feedback to target specific content areas where students are struggling  Office hours to provide necessary and high support  ILT meets bi-weekly to discuss priority focuses: standards alignment, scaffolding for rigor, student-student academic discussions, Theory of Action

<p><i>LCAP Goal 2:</i></p>	<p>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</p>	<p>Universal Instruction (Tier 1: All Students)          Academic Discussion &amp; EL Support: Prioritizing talk moves and structured academic conversations. This ensures EL students are not just "receiving" information but actively processing it.</p> <p>Learning Walks: Using these to gather baseline data on student engagement and the frequency of academic talk.</p> <p>Supplemental Technology: Using digital tools to provide differentiated access to the same grade-level standards.</p> <p>Targeted &amp; Intensive Intervention (Tier 2 &amp; 3)          SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): This is a highly effective, research-based tool for decoding. Deploying tutors specifically for SIPPS ensures that foundational literacy gaps are closed quickly.</p> <p>I-Ready Practice &amp; Reading Intervention: Using diagnostic data to prescribe specific "minutes" of practice, ensuring that the work students do independently is exactly what they need.</p> <p>Math Support: Targeted small-group instruction to address specific deficits identified by SBAC and district interim assessments.</p> <p>Specialized Behavior Support          De-escalation for SWD: By focusing on behavior intervention for students with disabilities, you keep them in the "LRE" (Least Restrictive Environment).</p> <p>Goal: To decrease office referrals and suspensions, which maximizes Instructional Minutes.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>Increase connectedness to school, reduce suspensions and chronic absenteeism.</p>	<p>Teachers collaboration opportunities to lesson plan and build community with students.(PLC) focuses on positive reinforcement rather than punitive measures.</p> <p>Positive Behavioral Interventions &amp; Supports (PBIS): Use schoolwide assemblies to celebrate non-academic wins.</p> <p>Recognition: Distributing certificates, awards, and prizes to validate student effort in building a kind and inclusive culture.</p> <p>Restorative Justice - Helps with decreasing suspensions; builds student leadership; helps to create a safe and positive school culture and climate for all.</p> <p>Data-Driven Adjustments: Utilizing CHKS (California Healthy Kids Survey) data to identify gaps in student belonging and adjust leadership strategies accordingly. Student will have positive incentives to build culture and climate, such as awards, certificates, and prizes to share during schoolwide assemblies.</p> <p>Cross-Curricular Field Trips: Targeted trips to museums and historical landmarks that align with Math, ELA, History, and Science standards. Also help students intentionally deepen their understanding of the world by supporting students with off-campus learning experiences that make academic standards feel relevant and tangible.</p> <p>Family and Community Bridging: Community School Manager acts as the essential "bridge" between the home environment and the classroom. Providing families with resources for both Social-Emotional Learning (SEL) and academic navigation. Also working to ensure that parents feel like partners in the school's mission, rather than just observers. Fingerprinting, supplies and light refreshments for parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students.</p>
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<i>LCAP Goal 4:</i>	Increase teacher retention.	<p>Professional Collaboration (Staff) Building a connected school with a unified staff starts with prioritizing Professional Learning Communities (PLCs) and Professional Development (PD) to ensure that teachers aren't working in isolation or alone.</p> <p>Action: Scheduled collaborative blocks for grade-level and department teams.</p> <p>Focus: Shared lesson planning that prioritizes both academic rigor and student-teacher relationship building.</p> <p>Outcome: Improved teacher efficacy and a more cohesive student experience across different classrooms.</p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	<p>Academic vocabulary vs social language culturally irrelevant contexts classes with long term subs chronic absenteeism low rigor - not teaching of standards students below grade level when entering middle school</p>
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	<p>Academic vocabulary vs social language culturally irrelevant contexts classes with long term subs chronic absenteeism low rigor - not teaching of standards students below grade level when entering middle school</p>
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	<p>building trust lack of psychological safety chronic absenteeism lack of communication among school and families parent workshops</p>
<i>LCAP Goal 4:</i>	Increase teacher retention.	<p>Compensation burnout credentials classroom management negative student behaviors teachers of color</p>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Claremont Middle School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

We remain dedicated to our core CMS values: Compassionate, Mindful, and Safe. By reciting our school affirmation daily, students ground themselves in a mindset of success and positive conduct. Through 'Wellness Wednesdays,' we prioritize self-care for our educators, ensuring they are recharged to keep students at the heart of our mission. Furthermore, we are intentional in celebrating student achievements and highlighting the Restorative Justice (RJ) program's vital role in driving both behavioral growth and academic excellence.

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

Our school employs a Multi-Tiered System of Support (MTSS) that balances academic rigor with community well-being. By integrating STEAM initiatives and student-led performances, we have transformed our campus into a vital community hub. Through Restorative Justice and SEL frameworks, steered by our SSC and COST teams, we provide the essential scaffolding for student success. These efforts have yielded a vibrant culture marked by increased attendance and strengthened family partnerships.

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

No Change

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Supplies and Materials</p>	<p>Student Connectedness to School</p>	<p>Provides families with information needed during parent meetings as they learn to support their children in various aspects of school (i.e. academics, social, mental health).</p>	<p>We need to work closely with families to identify specific materials for parents. This worked well this year with materials being readily available for all of our families in the languages needed. However, the number of parents who actually participated was around 40.</p>	<p>We will continue to support family engagement events by providing them with the supportive materials needed to support their children in school and we seek to double our family participation per event to 80-100 participants or higher.</p>
<p>Parent Workshops</p>	<p>Student Connectedness to School</p>	<p>Provide extra time/overtime pay for staff members to facilitate parent workshops on academics, SEL, drug use, and mental health.</p>	<p>N/A: These funds remain unexpended for the current cycle. There is no data to provide as the workshops were not facilitated and staff did not utilize the extra time for this purpose.</p>	<p>The SSC is reallocating these funds to higher-priority areas that provide more immediate support for student instructional needs. While the goal of developing teacher enthusiasm and subject knowledge is important, the site has determined these funds will be more effective if moved to address current student gaps.</p>

Restorative Justice	Student Connectedness to School	The RJ facilitator works towards building a positive culture at the school by trainings staff and students on the proper way to resolve conflicts through the usage of restorative practices with a goal of creating a joyful and peaceful school climate; decreasing suspension, and building trust among students and staff	Worked: Our RJ program continues to be successful with training our students to use restorative practices to solve conflict, as well as build leadership capacity for the students. This year we were able to continue to offer RJ as an elective class which allowed students more opportunities to lead class circles and spearhead schoolwide activities. Over 60 students have been trained this year as peer leaders. RJ student leaders also have participated in the All City Council Ethnic Studies Conference and led workshops for other students.	We will continue with our RJ program as a vital support to our schoolwide vision. promoting accountability, repairing harm, building strong relationships and creating a more inclusive and equitable learning environment. Our facilitators led PD on a bi-monthly basis to provide teachers with community building strategies for them to use with their students and this will also continue.
Technology	i-Ready Reading at or above Mid-Grade	Provide Chromebooks and supplemental software as tools to address the academic needs of students at risk of not meeting state standards.	Chromebooks have significantly aided academic progress by providing access to i-Ready, SORA, and Amplify. Students are using these platforms to boost tech and keyboarding skills while collaborating on core assignments. This access ensures that at-risk students can utilize high-quality educational resources daily.	Continue: The implementation of technology is meeting current site goals. We continue to monitor student usage data to ensure all students, particularly those at risk, are maximizing the 1:1 device ratio for both formal and informal assessments. Technology serves as a critical support for both academic and social-emotional practices. It provides the necessary platform for students to complete required assessments and practice essential standards-aligned skills in a 1:1 environment.

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Claremont Middle School	<b>SCHOOL ID:</b> 201
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

**School Goal:** Close distance from met on ELA SBAC and math SBAC.

**Identified Need:** Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	The Instructional Leadership Team (ILT) meets bi-weekly to design strategic agendas and evidence-based interventions that strengthen pedagogical practices and accelerate student learning outcomes.	All Students	Academic	Tier 1 - Universal
1-6	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal
1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal

1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Targeted
1-14	Essential supplies facilitate daily academic engagement by reducing logistical friction and fostering the executive functioning skills necessary for long-term success.	All Students	Academic	Tier 1 - Universal

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.			
<b>Identified Need:</b>	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal

2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-9	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

**School Goal:** Increase connectedness to school, reduce suspensions and chronic absenteeism.

**Identified Need:** Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			

3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted
3-15	We foster an inclusive environment where students and families are active partners in co-creating workshops, materials, and events.	All Students	Behavioral	Tier 1 - Universal
3-16	Increase family support by removing barriers to engagement by providing streamlined support for volunteer requirements, such as fingerprinting and background clearances	All Students	Behavioral	Tier 1 - Universal
3-17	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	All Students	Behavioral	Tier 1 - Universal
3-18	Students thrive and stay connected to their school community when provided with diverse opportunities to expand their personal development through immersive exposure to music, dance, drama, and the visual arts.	All Students	Behavioral	Tier 1 - Universal

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

**School Goal:** Increase teacher retention.

**Identified Need:** Build a school where students are successful, then teachers will be success and will stay.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal
4-5	Literacy TSA coaches teachers in the OUSD curriculum and drives data-driven MTSS systems through progress monitoring, learning walks, and direct classroom support.	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS**

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [\*ELL Progress Data\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal

6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Quality school supplies boost student outcomes by providing the essential tools for academic organization, fostering a sense of equity and belonging, and enabling hands-on creative expression both in the classroom and after school.	\$3,258	After School Education & Safety (ASES)	4310	School Office Supplies			0.00		College/Career Readiness	Essential supplies facilitate daily academic engagement by reducing logistical friction and fostering the executive functioning skills necessary for long-term success.	201-1
Arts (music, art, computer science, media, drama) teachers deliver the necessary support to foster creative problem-solving and emotional intelligence. These programs are proven to increase student engagement, reduce absenteeism, and build essential collaborative skills.	\$76,117	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00		College/Career Readiness	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	201-2
Consultants empower students to become college and career ready through tailored strategic planning and mentorship that translates classroom learning into real-world success.	\$10,026	After School Education & Safety (ASES)	5825	Consultants			0.00		College/Career Readiness	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	201-3
Arts (music, art, computer science, media, drama) teachers deliver the necessary support to foster creative problem-solving and emotional intelligence. These programs are proven to increase student engagement, reduce absenteeism, and build essential collaborative skills.	\$5,395	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	0814	Teacher Structured Eng Immersn	0.05		Student Connectedness to School	Students thrive and stay connected to their school community when provided with diverse opportunities to expand their personal development through immersive exposure to music, dance, drama, and the visual arts.	201-4
Arts (music, art, computer science, media, drama) teachers deliver the necessary support to foster creative problem-solving and emotional intelligence. These programs are proven to increase student engagement, reduce absenteeism, and build essential collaborative skills.	\$33,603	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10616	Teacher Structured Eng Immersn	0.25		Student Connectedness to School	Students thrive and stay connected to their school community when provided with diverse opportunities to expand their personal development through immersive exposure to music, dance, drama, and the visual arts.	201-5
Arts (music, art, computer science, media, drama) teachers deliver the necessary support to foster creative problem-solving and emotional intelligence. These programs are proven to increase student engagement, reduce absenteeism, and build essential collaborative skills.	\$30,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00		Student Connectedness to School	Students thrive and stay connected to their school community when provided with diverse opportunities to expand their personal development through immersive exposure to music, dance, drama, and the visual arts.	201-6
Supplemental technology to enhance the core curriculum (literacy, math, science, etc.) and support the attainment of Common Core State Standards. Teachers will integrate technology and computer skills instruction with the classroom's core content.	\$13,505	Arts & Music in Schools (Proposition 28)	4410	Equipment < \$5,000			0.00		College/Career Readiness	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	201-7

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Quality school supplies boost student outcomes by providing the essential tools for academic organization, fostering a sense of equity and belonging, and enabling hands-on creative expression both in the classroom and after school.v	\$11,400	Expanded Learning Opportunities Program (ELO-P)	1120	Certificated Teachers' Salaries: Stipends			0.00		College/Career Readiness	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	201-8
Quality school supplies boost student outcomes by providing the essential tools for academic organization, fostering a sense of equity and belonging, and enabling hands-on creative expression both in the classroom and after school.	\$113,600	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00		College/Career Readiness	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	201-9
Consultants empower students to become college and career ready through tailored strategic planning and mentorship that translates classroom learning into real-world success.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00		College/Career Readiness	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	201-10
Instructional Leadership Teams drive student success by implementing data-informed strategies and providing teachers with the strategic coaching necessary to refine pedagogical practices and accelerate academic growth.	\$29,200	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00		SBAC ELA Distance from Standard Met	The Instructional Leadership Team (ILT) meets bi-weekly to design strategic agendas and evidence-based interventions that strengthen pedagogical practices and accelerate student learning outcomes.	201-11
Community school managers facilitate consistent family engagement and cultivate a joyful school climate by overseeing essential support systems, including attendance initiatives, nutritional outreach, and comprehensive mental health resources.	\$195,016	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3967	Program Mgr Community School	1.00		Student Connectedness to School	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	201-12
Library Technician fosters a multifaceted learning space that supports social connection, personal reading enjoyment, and measurable growth in student literacy skills.	\$106,483	Measure G, Library Support	2205	Classified Support Salaries	9512	Library Technician	1.00		Student Connectedness to School	Expose students to culturally relevant texts and teaching methodologies	201-13
Restorative Justice Facilitator By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, increased positive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	\$53,748	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	8152	Restorative Justic Facilitator	0.40		Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	201-14

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Restorative Justice Facilitator By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, increased positive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	\$65,301	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.46		Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	201-15
Consultants empower students to become college and career ready through tailored strategic planning and mentorship that translates classroom learning into real-world success.	\$14,193	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants			0.00		College/Career Readiness	Supports to help students get "college and career ready" by providing personalized roadmaps and coaching that bridge the gap between classroom learning and professional success.	201-16
Restorative Justice Facilitator By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, increased positive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	\$55,364	PTA/PTO Donations	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.39		Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	201-17
Quality school supplies boost student outcomes by providing the essential tools for academic organization, fostering a sense of equity and belonging, and enabling hands-on creative expression both in the classroom and after school.	\$34,636	PTA/PTO Donations	4310	School Office Supplies			0.00		College/Career Readiness	Essential supplies facilitate daily academic engagement by reducing logistical friction and fostering the executive functioning skills necessary for long-term success.	201-18
Supplemental supplies and instructional materials for parent workshops designed to train families in specific literacy and numeracy strategies. These resources empower parents to reinforce core academic standards at home, directly supporting the student achievement goals.	\$1,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Student Connectedness to School	We foster an inclusive environment where students and families are active partners in co-creating workshops, materials, and events.	201-19
Light Refreshments as a reasonable and necessary strategy to increase parent attendance and engagement during academic capacity-building workshops.	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	We foster an inclusive environment where students and families are active partners in co-creating workshops, materials, and events.	201-20
Mobile fingerprinting service to help parents obtain volunteer clearance. This service will boost family engagement by increasing the number of cleared parent volunteers, thereby strengthening participation in school activities, workshops, and student learning support.	\$950	Title I, Part A Parent & Family Engagement	5838	Fingerprinting			0.00		Student Connectedness to School	Increase family support by removing barriers to engagement by providing streamlined support for volunteer requirements, such as fingerprinting and background clearances	201-21

Site Number: 201

School: Claremont Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The Literacy TSA serves as an instructional lead focused on coaching ELA/ELD teachers in the OUSD curriculum and ensuring high-quality, standards-based instruction. They drive data-driven MTSS systems by managing progress monitoring, conducting classroom learning walks, and providing direct support through co-teaching or push-in instruction.	\$78,229	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10612	TSA 11Mon 12Pay	0.50		i-Ready Reading at or above Mid-Grade	Literacy TSA coaches teachers in the OUSD curriculum and drives data-driven MTSS systems through progress monitoring, learning walks, and direct classroom support.	201-22
Restorative Justice Facilitator By explicitly teaching and implementing strong RJ practices, community values, and creating meaningful systems for clearer data based conversations with students, staff, and families, then students will have stronger connections to school, increased positive behaviors and decrease negative behaviors, leading to students feel safe, protected, included, welcomed and heard.	\$80,622	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	8152	Restorative Justic Facilitator	0.60		Student Connectedness to School	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	201-23
Supplemental technology to enhance the core curriculum (literacy, math, science, etc.) and support the attainment of Common Core State Standards. Teachers will integrate technology and computer skills instruction with the classroom's core content.	\$3,398	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000			0.00		College/Career Readiness	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	201-24



## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Claremont Middle School**

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

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

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

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

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

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

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

## **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

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

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

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

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

- Title 1 meeting; SSC meetings, PTA meetings

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

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

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

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

## **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

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

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

- Inviting parents to volunteer in classrooms, and responding to parent requests to volunteer. There is a preference for parents to choose a consistent time, day and

class to volunteer so it is a predictable time for teachers to provide targeted support with the same students weekly.

- Inviting parents to volunteer for both short term and long term projects such as community clean up days and volunteering in the library

#### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

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

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

- Providing teacher office hours open to students and families

#### **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

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

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

- Professional development trainings, PTA meetings and SSC meetings

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

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

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

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

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

- Reaching out to all families through teachers, Site Leadership team- including Assistant Principal, Academic Counselor, Community School Manager, 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 concerns; student recognition events; heritage nights; community building.

**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 the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

**ADOPTION**

This policy was jointly developed and adopted by the Claremont Middle School on August 28, 2025 and will be in effect for the period August 29, 2025 through May 28, 2026.

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

Tremaine Moore

**Name of Principal**

*Tremaine Moore*

**Signature of Principal**

Aug 28, 2025

**Date**

*Please link the School-Parent Compact to this document.*



## School-Parent Compact

# CLAREMONT MIDDLE SCHOOL

**2025-26**

*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 2025-26 school year.*

### School Responsibilities

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

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

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

- a) Teachers have office hours and are available after school on Block Schedule Days. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.
- b) Principal will host Chat with the Principal events every marking period

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- a) Families are encouraged to volunteer for school wide activities, and communicate with staff to observe classrooms.

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

- a) Parents will be provided information to support their student's learning in course syllabi
- b) Assignments are posted on line with links to lessons when possible. Parents are welcome to come to office hours and ask questions. Parents can request information from teachers. Students bring home workbooks, such as math, with explanations as well as textbooks, which are available online with examples.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- a. We provide staff professional development opportunities about community outreach, building relationships with parents and encourage all staff to call home both for positive and negative interactions with students in order to build relationships with parents.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- a) We encourage staff to make positive calls home when we are seeing progress; to share with parents when students are struggling to complete homework or classroom, and we have our front office Admin Assistant, Ms. Gonzalez or our Assistant Principal, Ariel Thomas, available to support calls in Spanish as well as

reach out to OUSD district translators and Office of Equity Partners when other languages - arabic and vietnamese, for example -are needed.

### Parent Responsibilities

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

- Volunteer in my child’s classroom if possible/ when requested.
- Participate in decisions related to the education of my child
- Promote positive use of my child’s extracurricular time. *ie: limiting television watching or video games/ screen time, ensuring 30 minutes of reading, monitoring social media accounts*

### 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

### Student Responsibilities

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

- Get to school and each class on time every day.
- Do my homework every day.
- Ask for help from school, classmates, staff, community members, and family at all times.
- *Be a good digital citizen: Balance your time on screens, games, and TV, and always use social media with kindness and respect.*

This Compact was adopted by **Claremont Middle School** on **August 28, 2025**, and will be in effect for the period of August 29, 2025, to May 28, 2026.

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 of this current school year.

Tremaine Moore	<i>Tremaine Moore</i>	August 28, 2025
Principal’s Name	Principal’s Signature	Date



**SECONDARY SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Tierney Freed
Vice Chairperson:	Sydney
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"/>	
Corey Crutcher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
PJ Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Teahoen Aaron	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Edana Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Tierney Freed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Rokkie Strothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Mareme Samb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Tara Douglas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Sydney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Highlighted names are Aeries verified-SM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	1st Wednesdays at 6 PM on Zoom
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

