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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Claremont Middle School

Ask of the Board Approve the 2025-2026 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)

- 2025-2026 School Plan for Student Achievement (SPSA) for Claremont Middle School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Claremont Middle School
CDS Code: 1612596057004
Principal: Tremaine Moore
Date of this revision: 4/9/2025

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Tremaine Moore	Position: Principal
Address: 5750 College Avenue Oakland, CA 94618	Telephone: 510-654-7337 Email: tremaine.moore@ousd.org

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	4/9/2025
<i>The District Governing Board approved this revision of the SPSA on:</i>	8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 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: 4/9/2025

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

Zakary Cottrell

SSC Chairperson

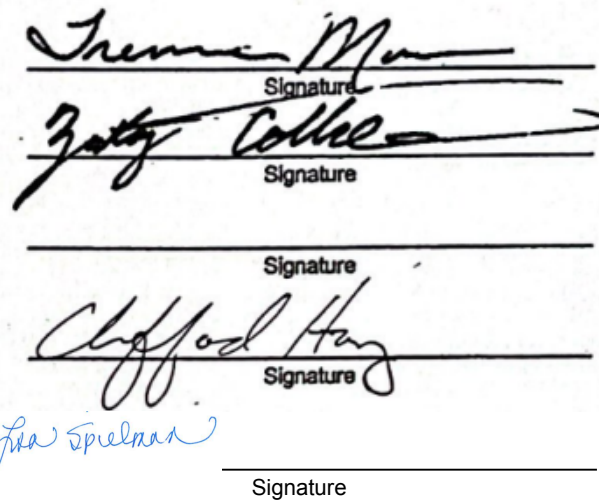
SELLS Representative (optional)

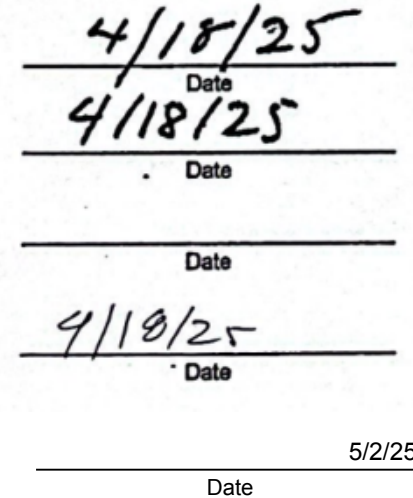
Clifford Hong

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning


Signature
Signature
Signature
Signature


Date
Date
Date
Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/4/24	SSC and SELLS	Voting on Title 1 budget priorities
1/13/2025	Admin Team (SLT)	Shared rationale and overview of site plan; reviewed budget priorities
2/12/2025	SSC and SELLS	Shared rationale and overview of site plan
2/24/2025	Instructional Leadership Team	Shared rationale and overview of site plan; reviewed budget priorities
3/12/2025	SSC and SELLS	Review of SPSA and Title 1 expenditures

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 students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,640.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$437,637.31

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 (#3010)	\$97,920
Title I, Part A Parent & Family Engagement (#3010)	\$2,720
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$100,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$437,637.31

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$27,500
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$88,610
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$70,887
SUBTOTAL OF STATE & LOCAL FUNDING:	\$336,997

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT								
1A: ABOUT THE SCHOOL								
School Name: Claremont Middle School						School ID: 201		
CDS Code: 1612596057004			SSC Approval Date:			Board Approval Date:		
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, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.6%	24.0%	16.8%	0.0%	30.8%	18.7%	46.6%	5.1%	3.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.2%	17.7%	5.8%	1.0%	0.0%	0.8%	43.1%	0.4%	92.0%
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 *SBAC & CAST exclude 10% penalty, if applicable.			Target Student Group		2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met			All Students		17.4	10.5	not available until fall 2025	17.4

SBAC ELA Participation	All Students	93.0%	98.7%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	55.2%	48.6%	not available until fall 2025	58.6%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-8.7	-15.6	not available until fall 2025	-3.7
SBAC Math Participation	All Students	98.7%	98.7%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	50.3%	50.7%	not available until fall 2025	60.7%
California Science Test (CAST) Participation	All Students	98.0%	98.7%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.				
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.				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	African American Students	-62.0	-55.8	not available until fall 2025	-52.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	18.4%	25.6%	not available until fall 2025	15.6%
SBAC Math Distance from Standard Met	Special Education Students	-104.6	-97.1	not available until fall 2025	-3.7
SBAC Math Distance from Standard Met	African American Students	-94.1	-105.7	not available until fall 2025	-84.1

Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.3%	23.8%	not available until fall 2025	8.3%
LTEL Reclassification	Long-Term English Learners	6.7%	27.8%	not available until fall 2025	9.7%

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 School Need:	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
Student Connectedness to School	All Students	64.2%	63.4%	not available until fall 2025	74.2%
Out-of-School Suspensions	All Students	4.1%	2.9%	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	7.0%	7.2%	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	3.1%	3.8%	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	50.7%	18.6%	not available until fall 2025	38.0%
Chronic Absenteeism	African American Students	63.6%	33.6%	not available until fall 2025	47.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention.				
Identified School Need:	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

One-Year School Teacher Retention Rate	All Teachers	65.1%	66.1%	not available until fall 2025	75.1%
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1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	Repeated exposure to standards based curriculum and standardized tests. After school program runs college and career workshops for students
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	<ol style="list-style-type: none"> 1. Emphasis on academic discussion to support EL students for class engagement and access to content. Conducted learning walks to gather baseline data. 2. Behavior intervention for students with disabilities to deescalate and avoid referrals. 3. Academic Tutor (SIPPS) during the 24-25 school year to work with students struggling academically/with engagement. 4. Reading intervention: during the 24-25 school year, students who need reading support; I-Ready practice and district testing. Reading and math interventions are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. 5. Technology, as a supplemental tool, will enhance student academic achievement by addressing the identified academic needs of students at risk of not meeting state standards.

LCAP Goal 3:	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<p><i>Teachers need collaboration opportunities to lesson plan and build community with students.</i></p> <p><i>Student need positive incentives to build culture and climate, such as awards, certificates, and prizes to share during schoolwide assemblies.</i></p> <p><i>Students need enriching field trips to museums, historical landmarks, exhibits and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences.</i></p> <p><i>Students need mentorship opportunities (i.e 8th grade/6th grade buddies; peer tutoring during study hall); TA opporutnities for students with specific criteria for success; RJ peer leader trainings; decrease in suspensions; increase of student incentives; CHKS surveys; data to help with student leadership.</i></p> <p><i>Families need support from Community School Manager to build culture and climate and build the bridge between school and home to provide the necessary support needed to support students with their academics and SEL</i></p>
LCAP Goal 4:	<i>Increase teacher retention.</i>	<p><i>Teachers professional development opportunities based on the needs of our teachers to collaborate in their deparments, grade levels, and professional learning communities..</i></p> <p><i>Teachers and staff need wellness days to focus on their mental and physical health and well being.</i></p> <p><i>Teachers need leadership opportuinites to help increase their capacity in leading PD</i></p>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<ol style="list-style-type: none"> <i>1. Staff PD and expectations of standardized tests during instructional time.</i> <i>2. Flexibility allows for more freedom and direct instruction</i>
LCAP Goal 2:	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<ol style="list-style-type: none"> <i>1. Staff PD and expectations of standardized tests during instructional time.</i> <i>2. Flexibility allows for more freedom and direct instruction</i>

<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>RJ Program and practices; Responsibilites of culture and climate engagement events tends to fall on a few; low participation/attendance at family events. More parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students.</i>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<i>OUSD sent out letters for teachers who are not credentialed, but are in credential programs which caused stress for teachers to worry about jobs.</i>

SPSA STAKEHOLDER ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Education Partner Group	Engagement Description
11/14/2024	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2024	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2024	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2025	Faculty & SSC combined	Budget training and review budget priorities including planned strategies & activities for 2024-25. Documented feedback for ILT review.
2/6/2025	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.

Involvement Process for the SPSA and Annual Review & Update:

Date	Education Partner Group	Engagement Description
12/4/24	SSC and SELLS	Voting on Title 1 budget priorities
1/13/2025	Admin Team (SLT)	Shared rationale and overview of site plan; reviewed budget priorities
2/12/2025	SSC and SELLS	Shared rationale and overview of site plan
2/24/2025	Instructional Leadership Team	Shared rationale and overview of site plan; reviewed budget priorities
3/12/2025	SSC and SELLS	Review of SPSA and Title 1 expenditures

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW	
Claremont Middle School	SPSA Year Reviewed: 2024-25 SPSA Link: 2024-25 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 have maintained our school CMS values: Compassionate, Mindful, Safe. We have also added our school CMS affirmation to help prepare students with a daily goal of success. We have Wellness Wednesdays in which we focus on self-care for our teachers and staff as we continue to keep students at the center of our work, ensuring that we address and support the academic and SEL needs of our students. With intention, we highlight the positive behaviors and academic success and intentionally highlight our RJ program and the effects it has had on achieving positive behaviors and academic success of our students.	
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.	
ACE Assemblies: Attendance, Climate/Culture/Celebrations, Expectation - Each marking period we celebrate our students positive attendance, have class competitions, and review schoolwide expectations. This has been effective because it has increased our school culture and increased student attendance. Family/Community engagement events; cultural celebrations, fall/spring showcases and festivals; providing parents with tips and assistance with how to support students. This has been effective because it student performances bring families to the school and allows for us to work together and hear other ideas that parents would like for us to do here to bring families to school (i.e Steam Knight). PTA support; Intervention support groups for students; Various afterschool programs; Student leadership opportunities; family support with food and gift card distribution. COST and attendance meetings/support. RJ peer leaders and school leadership members; SEL support from counselors and staff. SSC work	
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 Changes	

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Technology	i-Ready Reading at or above Mid-Grade	Technology, as a supplemental tool, enhances our student academic achievement by addressing the identified academic needs of students at risk of not meeting state standards.	Chromebooks have significantly aided middle school students' academic progress in literacy and math by using programs such as I-ready, SORA, and Desmos. It has also provided access to a wide range of educational resources, promoting collaboration, boosting tech skills, and increasing keyboarding skills.	We will continue to use technology as an overall support for academic and social-emotional practices. This will continue to provide needed support and practice for students for formal and informal assessments
Teacher STIP	Student Connectedness to School	Provide academic support for students by facilitating ELA and Math intervention groups. <ul style="list-style-type: none"> Support academic growth by releasing teachers for academic conferences, peer observations, and coaching. 	Having a STIP worked very well. It helped with student achievement and success by providing structured support for all of our 486 students in various ways (i.e. small groups reading intervention, extra academic support/conferences, peer observations, and coaching) STIP also provided daily literacy instruction for 155 sixth graders (30 student rotation per marking period), which allowed for him to build relationships and build community and a positive climate.	Due to budget cuts, our site will not be able to fund a STIP. STIP assignments will now be handled centrally by the district.

Restorative Justic Facilitator	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 restrorative 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 successfull 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 have RJ as an elective class which allowed students more opportunities to lead class circles and spearhead schoolwide actiivities. Over 60 students have been trained this year as peer leaders. RJ student leaders also have partiipated in the All City Coucnil 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, buinding strong relationships and creating a more inclusive and equitable learning environment. Our facilitations 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.
4310 - Materials and Supplies	Student Connectedness to School	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).	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.	We will continue to support family engagement events by providing them with the supportive matierials needed to support their children in school and we seek to double our famiiliy participation per event to 80-100 participants or higher.
Parent Meeting Refreshments	Student Connectedness to School	Refreshments (light snacks) will be provided during parent support meetings.	<p>Worked: We averaged about 40 parents in attendance at our evening events, which primarily were cultural or student achievement events.</p> <p>Not work: We did not use a lot of our funds, because the refreshments we provided did not meet the allowable uses for Title 1 parent refrehments. We will identify venddors that specifically meet the allowable uses requirements</p>	<p>We will continue to support family engagement events with a goal of increasing our family participation to 100 participants.</p> <p>We will provide the allowable refreshments for the families that attend the family workshops.</p>

Prof-Services Non Contract	Student Connectedness to School	Workshop for families to provide support with students (i.e. academics, mental health, drug awareness)	Not work: We did not hold any professional led workshops this year due to schedule conflicts. We were able to have PBIS brochures and materials for families	Goal is to continue to plan for workshops to support families with academics, mental health, and drug awareness. We will use CHKS parent surveys to gain information to identify priority needs for families. Our plan has been to hold the meetings in person, but without much success. Zoom meetings have not been well attended as well. We will survey families to see if weekends work or early evenings.

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

School:		Claremont Middle School	SCHOOL ID:	201
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	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental
1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	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 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal

1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	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. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified
1-18	Provide education in the arts, including media arts, drama, music, world language; as well as materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips.	All Students	Academic	Tier 1 - Universal
1-19	Provide materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips	All Students	Academic	Tier 1 - Universal

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

School Goal:		Close distance from met on ELA SBAC and Math SBAC for specific subgroups.		
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	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	By creating schoolwide expectations and strategies for lesson planning that will intentionally increase instructional minutes for reading complex text, writing with evidence, and engaging in academic discussion as opposed to direct instruction.	All Students	Academic	Tier 1 - Universal

2-2	By providing intervention support in math and reading classes, in school and during after school expanded learning program students will be able to increase their comprehension and literacy as demonstrated on SBAC testing, as well as build enrichment life skills.	All Students	Academic	Tier 1 - Universal
2-3	STIP and Literacy tutor will provide pull out SIPP's instruction and support to help increase literacy and reading skills of students who are reading below grade level.	All Students	Academic	Tier 1 - Universal
2-4	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	English Learner Students	Academic	Tier 2 - Supplemental
2-5	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
2-6	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
2-7	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	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	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
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental

3-24	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-25	Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	All Students	SEL / Mental Health	Tier 1 - Universal
3-26	Provide school supplies and materials which directly impacts student learning, creating a positive and inclusive learning environment, and ensuring all students have equal acces to educational resources.	All Students	SEL / Mental Health	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	Collaboration among teachers in their departments and grade levels cultivates an environment of trust, acceptance, and respect that transitions to the collaboration and student talk opportunities for students that supports our school wide focus.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and ouside of the classroom.	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Acknowledgement of achievements provides teachers with an appreciation of feeling valued and supported which aids in the academic successes of our students established in the classroom through instruction, participation, and assessment.	All Students	Academic	Tier 1 - Universal
4-4	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiam of the curricuum and standards by the teacher and helps students grasp and retain the instructional information being presented.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	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	Through direct teaching, assessments, analyzing student work, observations, feedback, professional development and planned academic interventions that are aligned to grade-level standards, we will see improved engagement and academic outcomes for AA students, including students with IEPs.	African American	Academic	Tier 1 - Universal
5-2	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.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	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.	English Learner Students	Academic	Tier 2 - Supplemental
6-5	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-6	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Subagreements For Services Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	\$63,610	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	201-1
Consultants Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	201-2
Media Arts Provide education in the arts, including media arts, drama, music, world language; as well as materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips.	\$5,241	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	814	Teacher, Structured English Immersion	0.05		College/Career Readiness	Provide education in the arts, including media arts, drama, music, world language; as well as materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips.	201-3
Certificated Teacher Provide education in the arts, including media arts, drama, music, world language; as well as materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips.	\$62,227	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 08	Teacher, Structured English Immersion	0.5		College/Career Readiness	Provide education in the arts, including media arts, drama, music, world language; as well as materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips.	201-4
Material and Supplies Provide materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips	\$3,419	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		College/Career Readiness	Provide materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips	201-5
Subagreements For Services Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a		Student Connectedness to School	Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	201-6
Consultants Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	201-7

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Extended Contracts Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	\$27,500	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		Staff Satisfaction with Professional Development	Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	201-8
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.	\$40,024	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.3		Student Connectedness to School	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.	201-9
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.	\$69,480	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.5		Student Connectedness to School	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.	201-10
Consultants Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	\$5,507	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants	n/a	n/a	n/a		Staff Satisfaction with Professional Development	Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	201-11

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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.	\$69,480	PTA/PTO Donations	2205	Classified Support Salaries	8846	Restorative Justice Facilitator	0.5		Student Connectedness to School	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.	201-12
School Office Supplies Provide school supplies and materials which directly impacts student learning, creating a positive and inclusive learning environment, and ensuring all students have equal acces to educational resources.	\$520	PTA/PTO Donations	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Provide school supplies and materials which directly impacts student learning, creating a positive and inclusive learning environment, and ensuring all students have equal acces to educational resources.	201-13
Supplies and materials - workshop brochures, printing, copying Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	\$1,720	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	201-14
Parent Workshops on academics, social-emotional, drug use, and mental health Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	\$1,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	201-15
Restorative Justice Facilitator School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	\$93,390	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	8152	Restorative Justice Facilitator	0.7		Student Connectedness to School	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	201-16

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 201

School: Claremont Middle School

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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 grade level deans, teachers, Community School Managers and RJ facilitators, and our front office, which includes a Bi-lingual

Administrative Assistant who runs the front office and calls parents and speaks to them in their language of origin.

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

- Holding family engagement nights to address parent’s concerns, student recognition events, heritage nights.

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Having computers available, having the library available throughout the school day; reaching out to families and distributing computers and “Hot Spots”

If a Title I SchoolWide 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 29, 2024 and will be in effect for the period August 29, 2024 through May 29, 2025.

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

August 29, 2024
Date

Please link the School-Parent Compact to this document.



School-Parent Compact

CLAREMONT MIDDLE SCHOOL

2024/25

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 23/24 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 Schoolgy 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 during their prep time. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.
 - 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.

TEACHER RESPONSIBILITIES

Examples:

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

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

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.

STUDENT RESPONSIBILITIES

Examples:

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

- 1) Get to school on time every day.
- 2) Do my homework and classwork every day.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.

This Compact was jointly developed and adopted by **Claremont Middle School** on **August 29, 2024**, and will be in effect for the period of **August 29, 2024, to May 29, 2025**.

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 30th** of this current school year.

Tremaine Moore
Name of Principal

Tremaine Moore
Signature of Principal

August 29, 2024
Date



Strategic Resource Planning (SRP)

Claremont Middle School

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Zakary Cottrell
Vice Chairperson:	Ranjeet Ranjan
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"/>	
Ranjeet Ranjan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Kynlie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Carnial Booker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tara Douglas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Dana Garrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Trinna Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Edana Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Zachary Cottrell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jhunehl Fortaleza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Highlighted names are Aeries verified-SMT	<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"/>	

SSC Meeting Schedule:
(Day/Month/Time)

2nd Wednesdays 6pm via zoom

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.

