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# 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 Edna Brewer Middle School

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Edna Brewer 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 Edna Brewer Middle School



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Edna Brewer Middle School  
**CDS Code:** 1612596057061  
**Principal:** Jonathan Tran  
**Date of this revision:** 4/15/2025

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:

<b>Contact:</b> Jonathan Tran	<b>Position:</b> Principal
<b>Address:</b> 3748 13th Avenue Oakland, CA 94610	<b>Telephone:</b> 510-531-6600 <b>Email:</b> jonathan.tran@ousd.org

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>4/15/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

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

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Edna Brewer Middle School

**Site Number:**

210

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:** 4/15/2025

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:

Jonathan Tran

*Principal*

*Jonathan Tran*

Signature

5/8/2025

Date

Ms. Shelley Gonzalez

*SSC Chairperson*

*Ms. Shelley Gonzalez*

Signature

5/17/25

Date

*SELLS Representative (optional)*

Signature

Date

Clifford Hong

*Network Superintendent*

*Clifford Hong*

Signature

05/17/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/16/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

**School Site:** Edna Brewer Middle School

**Site Number:**

210

*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
2/5/2025	Instructional Leadership Team	Engage with site ILT on needs assessment around instruction, curriculum, and learning. Begin brainstorm on strategies and activities to address goals 1 and 2 for the next school year.
2/11/2025	PTSA Board	Engagement with key partnership with our PTSA. Ensuring that LCAP goals are school focused, and PTSA
2/12/2025	Coffee with Principal	Community engagement on LCAP goals and annual SPSA review. Provide feedback on strategic actions an
2/18/2025	SSC & SELLS combined	Share rationale and overview of site plan. Receive feedback from staff, families, and student leaders to guide
3/18/2025	SSC & SELLS combined	SPSA Program Evaluation of Effectiveness

## 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	\$183,150.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,021,556.21

### 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)	\$178,200
Title I, Part A Parent & Family Engagement (#3010)	\$4,950
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$183,150</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,021,556.21</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$391,939
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$119,090
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$838,406</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Edna Brewer Middle School</b>		<b>School ID: 210</b>
<b>CDS Code: 1612596057061</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

#### School Mission and Vision

An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables her/him to thrive in high school, college and career.

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

Our diverse population is probably more resource than other comparable middle schools in OUSD. We, however, are plagued a significant achievement gap among our student body. In addition, we are further hindered by frequent turnover in our staff. We often have to employ novice general and special education teachers. There is a need for capacity building resources to support/coach our staff. Stable admin leadership as well as resoucrs in the form of a School Psychologist, 2 Counselors and a CSM to help alleviate the challenges posed inequities that persist in education.

#### School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.5%	16.9%	26.9%	0.0%	20.7%	16.5%	54.4%	11.4%	10.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.2%	14.1%	18.4%	0.5%	0.4%	0.1%	53.3%	0.1%	93.0%

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	To ensure all students have access to standards-based, grade-level curriculum and instruction.
<b>Identified School Need:</b>	To ensure students show growth on i-Ready by EOY diagnostic in May 2025

#### English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	24.4	17.0	not available until fall 2025	24.4

SBAC ELA Participation	All Students	94.4%	96.5%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	53.7%	53.1%	not available until fall 2025	63.1%
<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-17.5	-24.5	not available until fall 2025	-12.5
SBAC Math Participation	All Students	96.5%	96.5%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	53.6%	44.5%	not available until fall 2025	54.5%
California Science Test (CAST) Participation	All Students	91.5%	96.6%	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:	To provide high quality interventions in reading and math				
Identified School Need:	Have clear practices around planning and teaching reading to increase student literacy growth				
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	-40.6	-46.1	not available until fall 2025	-35.6
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.0%	24.5%	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-107.8	-133.2	not available until fall 2025	-12.5
SBAC Math Distance from Standard Met	African American Students	-89.6	-101.2	not available until fall 2025	-79.6



Reclassification Measures & Targets <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	35.3%	27.6%	not available until fall 2025	35.3%
LTEL Reclassification	Long-Term English Learners	38.3%	26.9%	not available until fall 2025	40.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	All student connectedness to school will increase by 75% over the course of the next three years				
<b>Identified School Need:</b>	Students are academically successful when they and their families feel supported by and engaged with all aspects of thier school.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	67.1%	56.6%	not available until fall 2025	77.1%
Out-of-School Suspensions	All Students	5.9%	4.4%	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	18.0%	14.5%	not available until fall 2025	13.5%
Out-of-School Suspensions	Special Education Students	11.1%	9.4%	not available until fall 2025	8.3%
Chronic Absenteeism	All Students	42.5%	13.7%	not available until fall 2025	31.9%
Chronic Absenteeism	African American Students	54.3%	23.4%	not available until fall 2025	40.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years				
<b>Identified School Need:</b>	Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	79.8%	81.4%	not available until fall 2025	89.8%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>To ensure all students have access to standards-based, grade-level curriculum and instruction.</i>	<ol style="list-style-type: none"> <li>1. Every teacher uses adopted curriculum that is aligned to grade level standards.</li> <li>2. Built in interim assessment and diagnostic tests throughout the school year for progress monitoring.</li> <li>3. Professional learning communities meet on a weekly basis to conduct inquiry cycles and consultancy on improving curriculum and instruction.</li> </ol>
LCAP Goal 2:	<i>To provide high quality interventions in reading and math</i>	<ol style="list-style-type: none"> <li>1. Designated ELD classes to support our EL students.</li> <li>2. Targeted reading and math acceleration enrichment class to support our historically marginalized students.</li> <li>3. Scheduled push-in and push-out services for students in special education for academic intervention</li> <li>4. SIPP, SPIRE, V math curriculum used to build foundational skills</li> <li>5. Literacy tutor and literacy TSA to track student progress.</li> </ol>
LCAP Goal 3:	<i>All student connectedness to school will increase by 75% over the course of the next three years</i>	<ol style="list-style-type: none"> <li>1. Weekly Sown to Grow SEL survey for student check in on student belonging and wellbeing.</li> <li>2. Variety of clubs, sports, and affinity spaces to build community through shared interest.</li> <li>3. Pairing SSR and advisory class to have the same teacher to ensure students can see their advisory teacher every day.</li> <li>4. Culture and climate team to build school events and initiatives to increase student belonging while decreasing disciplinary actions.</li> <li>5. Large peer RJ student leadership to build community through student empowerment.</li> <li>6. Strong re-entry plan after disciplinary actions.</li> <li>7. Welcome circles and orientation for new students.</li> </ol>

LCAP Goal 4:	<i>Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years</i>	<ul style="list-style-type: none"> <li>1. Teacher turnover has been low over the past school year.</li> <li>2. New teachers are intentionally paired with partner teachers, coaches, and support</li> <li>3. Veteran teachers are empowered to take leadership roles, plan initiatives, and have shared decision making powers.</li> </ul>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>To ensure all students have access to standards-based, grade-level curriculum and instruction.</i>	<ul style="list-style-type: none"> <li>1. Ensuring frequent formative feedback based on grade-level performance standards over completion rate</li> <li>2. Grade level curriculum implementation that follows the scope and sequence that ensures all standards are covered throughout the year</li> <li>3. Identifying focal standards that are essential to succeeding in core content areas.</li> </ul>
LCAP Goal 2:	<i>To provide high quality interventions in reading and math</i>	<ul style="list-style-type: none"> <li>1. Limited time and spacing for academic acceleration enrichment classes.</li> <li>2. Limited time and spaces for afterschool tutorial.</li> <li>3. Ensuring that attendance, behavior, and disciplinary actions do not prevent students from making progress in reading and math.</li> </ul>
LCAP Goal 3:	<i>All student connectedness to school will increase by 75% over the course of the next three years</i>	<ul style="list-style-type: none"> <li>1. Student connectedness is tied to chronic absenteeism. Reducing absences to ensure there are opportunities for students to form connections with school.</li> <li>2. Limit space and programming capacity in afterschool program for students to join extracurricular activities that builds belonging.</li> <li>3. Limited space for certain electives for students to engage with school in a different modality.</li> <li>4. Intentionally identifying students who are not connected to school, and strategic pairing of students with peers/mentors to build connectedness.</li> <li>5. PTSA and after school event attendance does not mirror demographics. Increasing engagement among families of all demographics is a priority. Families may feel alienated by structure of schools, and may lack knowledge of how to navigate school politics. In addition, language barrier can lend to families feeling disconnected from the school community.</li> </ul>

<p>LCAP Goal 4:</p>	<p><i>Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years</i></p>	<ol style="list-style-type: none"> <li><i>1. Increasing new teacher support through presence, coaching, and evaluation from the administrative team.</i></li> <li><i>2. Creating systems and structures for department leads to be able to conduct classroom walkthroughs for members in their PLCs</i></li> <li><i>3. Lack of consistent staff survey on what supports are needed, and what would help retention.</i></li> <li><i>4. By providing stipends to teachers, schools can incentivize and support educators in implementing evidence-based instructional strategies, interventions, and initiatives tailored to meet the diverse needs of Title I students. Many educators choose to work in high-need schools because of their commitment to serving disadvantaged students. Providing stipends as a form of recognition for their dedication and hard work can help retain experienced teachers in these schools and attract new educators to join the faculty, ultimately benefiting the students they serve.</i></li> </ol>
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Edna Brewer 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 commitment to reaching our LCAP goals by focusing on academics and social-emotional wellbeing. Our school vision is a joyful school where learning happens. We were focused on the perseverance and well being of our teachers, students, staff, and families, keeping students at the center of our work, ensuring that we addressed and supported the academic and social/emotional needs of our students, and intentionally highlighted the positive behaviors and academic success of our students. This work is possible through the impact from our RJ facilitator, community school manager, and counselor. The implementation has stayed true to the proposal adopted last year.

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

We have seen a reducing in out-of-school suspension (down 59%), a reduction in chronic absenteeism (down 3%), a faster coordination to service for students (100% of Sown to Grow alerts addressed), and above 50% annual growth in reading by the midyear diagnostic (as measured by iReady). This suggests that the investment we make with Title I funding has positively impacted our most at-risk students, and serves to help us fulfill our vision of a joyful school where learning happens.

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 were made.

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

<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<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>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
n/a did not spend	n/a did not spend	n/a did not spend	n/a did not spend	n/a did not spend

Partial salary paid for to ensure we have a full time restorative justice facilitator on site.	Out-of-School Suspensions	Support school community in implementing restorative justice practices on all three tiers of multi-tiered system of supports (MTSS) framework to increase student belonging on campus and reduce learning loss from disciplinary actions, especially for our most marginalized students. Create and facilitate weekly affinity groups for our African American students centered around academic support and mentorship to ensure all students have a fair and equal opportunity to succeed. Lead and facilitate harm circles and re-entry circles to reduce repeated disciplinary actions against students who are at risk of failing due to loss of instructional minutes. Recruit and lead restorative justice peer leaders to offer community building, behavior, and mentoring support across campus. Create and hold small group spaces to support student learning when students cannot attend class for various reasons, such as grief or peer conflict.	With the addition of a restorative justice facilitator, we are able to ensure all suspended students have an active re-entry circle back into our community. When conflict arise, students are able to address it in a humanizing and productive manner before we resort to violence. As a result of this work, our suspension has decreased 59% compared to last year at the end of semester 1. The continual work we need to do is to ensure restorative practices are lifted by students as opposed to defaulting to adults, and to provide training + understanding to families as well.	We will continue to leverage our restorative justice facilitator to reduce our out-of-school suspension rate through strong practices of addressing harm in a humanizing way, engaging students and families in re-entry circles, and building up our peer RJ leaders. Our next step is to ensure families also have a way to engage with restorative justice, as retribution is still a common expectation for students who violate school rules/ed code, especially when another student is involved.
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Partial salary paid for to ensure we have 2 full time counselors on site.	Student Connectedness to School	Support students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, conflict resolution/mediation, support restorative justice circles, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, organize high school fairs.	The additional FTE invested in counselor has allowed us to provide prompt support to students in crisis. We are able to address 100% of Sown to Grow alerts this year, and connect students to services through COST.	We will discontinue this investing due to budget constraints. Our budget allocation has included a case manager who will be able to take over some of the responsibilities left behind. We will apply for the CCSPP grant to fund the lost FTE if the grant is approved.
Partial salary paid for to ensure we have a community school manager on site.	Chronic Absenteeism	Manage coordination of service team, manage chronic attendance initiatives, coordinate family engagement activities, develop community partnerships.	Chronic absenteeism has been reduced by 3% (from 13.7% to 10.7%). Our CSM has been leading the attendance team to ensure that students are receiving services and intervention. He is engaging with students and families to interrupt the cycle of loss instructional minutes.	We will maintain our CSM position, but the funding will come from a different source. The reason for this is because we received a different allocation budget from our central office.
Parent liaison was hired as a consultant for family outreach and parent education.	Student Connectedness to School	Provide training for staff on how to engage families and help families work with their students to improve achievement. Reach parents and families at home, at school, and in the community to engage in learning and collaboration in improving student attendance and academic outcomes. Recruit families to be involved in school leadership teams and legislative bodies.	Hard to reach families experiencing crisis have been able to connect with our school through our family liaison. Our family liaison has case management experience and has helped connect education and services to our most at risk families.	We will continue to have a parent liaison for family education and outreach. We want to make sure our vision of a joyful school where learning happens apply to all students.

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

<b>School:</b> Edna Brewer Middle School		<b>SCHOOL ID:</b> 210		
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>	To ensure all students have access to standards-based, grade-level curriculum and instruction.			
<b>Identified Need:</b>	To ensure students show growth on i-Ready by EOY diagnostic in May 2025			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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	Teachers identify students who are struggling either academically or soico-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services	All Students	Academic	Tier 3 - Intensified
1-19	Teachers and the CSM work with ELL students and families to help ELL students reclassify before highschool. Teachers connect with students in advisory, and connect with families whose students are struggling academically	English Learner Students	Academic	Tier 2 - Supplemental
1-20	Use classroom management system, which include Buddy Rooms, referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment	All Students	Behavioral	Tier 1 - Universal
1-21	Manage Promotion For All (PFA) by providing students with small-group tutoring after school	All Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>		To provide high quality interventions in reading and math		
<b>Identified Need:</b>		Have clear practices around planning and teaching reading to increase student literacy growth		
#	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	Provide authentic and real-time data for current students compared to grade level expectations	All Students	Academic	Tier 1 - Universal
2-2	Provide explicit teaching toward benchmark assessments and provide ample student practice time and exposure to the questioning, techniques, and usability features	All Students	Academic	Tier 1 - Universal
2-3	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
2-4	Analyze classroom work, observation data, and IAB data	All Students	Academic	Tier 1 - Universal
2-5	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
2-6	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
2-7	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
2-8	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.**

<b>School Goal:</b>		All student connectedness to school will increase by 75% over the course of the next three years		
<b>Identified Need:</b>		Students are academically successful when they and their families feel supported by and engaged with all aspects of thier school.		
#	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 FrameworkClear 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	Students with Disabilities	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
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy. One intervention we have used is offering students incentives, such as monthly attendance challenges (increasing attendance will earn you special treats (homework passes, PRIDE tickets to purchase snacks). IN addition, attendnace challenges earn students a pass to attend our monthly pizza party for lunch.	Special Education 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	Every family will develop a set of practices or strategies that address student needs in thier specific families	All Students	SEL / Mental Health	Tier 1 - Universal
3-26	Every classroom will have a weekly check-in and incorporate other weekly RJ practices into their instruction	All Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>		Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years		
<b>Identified Need:</b>		Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity		
#	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	Family systems provide teachers to have a collective responsibility for a set of students	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	Analyze classroom work, observation data, and IAB 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**

*Stages and Actions for ELD Implementation*

#	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

6-7	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
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 210**
**School: Edna Brewer 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-1	210	1
Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-2	210	2
0.5 FTE visual performing art teacher who will be able to increase access to art classes at Edna Brewer Middle School, especially for our students in Extensive Supports Need program. This can increase access for up to 70 students per semester.	\$62,227	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 04	Teacher, Structured English Immersion	0.5			Establish electives and extracurriculars to encourage community amongst students.	210-3	210	3
Extended contracts to provide afterschool art, drama, and music programs for students to increase access to varied forms of visual and performing arts.	\$33,966	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-4	210	4
Art and music supplies to ensure that the specialized materials required to run a strong visual and performing arts program are provided to teachers leading the classes.	\$22,897	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-5	210	5
Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-6	210	6
Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-7	210	7
Culture and climate supervision team extended contract stipend to ensure that students have access to structured activities and community building at school.	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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	210-8	210	8
Assistant principal overseeing school culture and climate, operations, and 6th grade student body.	\$157,453	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2636	Assistant Principal, Middle School	1.0			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.	210-9	210	9

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 210**
**School: Edna Brewer 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
Assistant principal overseeing classroom learning conditions, social emotional well being, and 8th grade student body.	\$184,386	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2936	Assistant Principal, Middle School	1.0			Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	210-10	210	10
Provide instructional supplies to ensure equitable access to education and learning for our most marginalized students.	\$15,100	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Teachers identify students who are struggling either academically or soico-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services	210-11	210	11
Technology support consultant to ensure all families have access to proper computer and internet to eliminate barrier to access curriculum, assignments, and information	\$25,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Case Management	210-12	210	12
Hiring 1.0 FTE restorative justice facilitator to grow our peer RJ program, facilitate tier 1 community building, tier 2 harm circles, and tier 3 re-entry.	\$169,363	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2205	Classified Support Salaries	10235	Restorative Justice Facilitator	1.0			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	210-13	210	13
Contracts for choir and mural clubs to expand the variety of visual and performing arts offering to students	\$52,369	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	210-14	210	14
Edna Brewer PTSA is making a voluntary donation to help fund our grade level assistant principal position. The assistant principal will lead our instructional leadership team and climate/culture for the 7th grade hallway.	\$158,944	PTA/PTO Donations	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6935	Assistant Principal, Middle School	1.0			Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	210-15	210	15
Unallocated donation will be placed in reserve for emerging needs, such as next year funding for grade level assistant principal	\$8,768	PTA/PTO Donations	4399	Unallocated	n/a	n/a	n/a			Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	210-16	210	16
Parent liaison contract. Parent liaison will work closely with school staff to provide outreach to families who have not engaged with the school in community events and communication. Parent liaison will provide parent education workshop.	\$4,950	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Home visits	210-17	210	17



**School:** Edna Brewer Middle School

[illegible]



## OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

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

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

#### **Edna Brewer 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:

- Having access to student gradebook and diagnostic test results

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 multiple opportunities to participate in school activities, events, and decision making 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.

- Holding back to school night, and offering times for team meetings between family and school.

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

- Holding annual Title I meeting and providing information through ParentSquare

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:

- Providing syllabus with curriculum scope and sequence as well as online resources to the curriculum.

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:

- Investing in communication tools that empowers us to communicate through different channels and languages.

### **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:

- Sharing volunteering opportunities and events ahead of time.
- Maintaining regular communication with families through frequent ParentSquare updates.
- Having Oakland Ed Fund clear interactions with students to allow families to volunteer on campus and digitally.

### **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:

- Sharing academic updates regularly.
- Post regular assignments and assessment results on Schoology.
- Provide weekly progress reports.

## **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:

- Maintaining open communication and assigning every student to an advisor
- Sharing resources around working with teenagers

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:

- Ensuring teachers, admins, and counselors have dedicated time to meet with families.

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 the annual Title I meeting and sharing information widely.
- Encouraging parents to join the decision making bodies, that include SSC, SELLS, and PTSA.

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:

- Investing in technology and human resources that offer accessibility and communication across our diverse families.

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

- Having grade level APs and two counselors to coordinate engagement with the teaching staff cohort and beyond.

## **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:

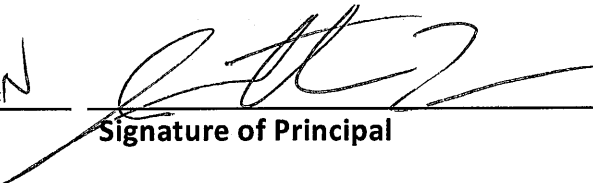
- Holding regular meetings with school staff to align our school practice with family feedback.
- Connecting necessary resources to people and areas in need of support.

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 Edna Brewer Middle School on Sept 3, 2024 and will be in effect for the period Aug 12th, 2024 through May 31st, 2025.

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

<u>JONATHAN TRAN</u>	<u></u>	<u>09/03/24</u>
Name of Principal	Signature of Principal	Date

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



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

# **EDNA BREWER MIDDLE SCHOOL**

## **School-Parent Compact**

**2024-2025**

*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 2024-2025 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) Parents are invited to participate in periodic and on-going PTSA, SSC , SELL, SSTs, Back toSchool/OpenHouse, and Professional Learning Community (PLC) meetings. In addition to using Parentsquare and emails, we are planning to use a supplemental communication platform such as Schoology and weekly progress report.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a) Parents are invited to make meetings with our school counselors, administrators, and teaching teams.
- 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) Parents will have access to student gradebook and iReady assessment results. Parents will have the ability to set meetings to decipher the assessment results.
- 4) Provide parents reasonable access to staff.
  - a) This can be through in person meeting, Zoom, email, ParentSquare, Schoology, and phone calls.
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Parents will have access to student curriculum scope and sequence through class syllabus and online materials.
- 6) 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 presently have parents participating in the SSC and volunteering to support our students, but also are exploring other modes or methods to engage them in students' academic, socio-emotional needs.
- 7) 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.

## **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**

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 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 adopted by Edna Brewer Middle School on September 3rd, 2024, and will be in effect for the period of August 12, 2024 to May 31, 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 30<sup>th</sup>** of this current school year.

<u>JONATHAN TRAN</u>	<u></u>	<u>09/03/24</u>
Name of Principal	Signature of Principal	Date

*Please link the Parent and Family Engagement Policy to this document.*





## Strategic Resource Planning (SRP)

## Edna Brewer Middle School

### School Site Council Membership Roster 2024-2025

#### SSC - Officers

Chairperson:	Shelley Gonzalez
Vice Chairperson:	Barbara Rojas-Baez
Secretary:	Erin Valenzuela

#### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Jonathan Tran	x					
Patricia Johnson		x				1
Sara Nolan		x				1
Dyana Ngo		x				1
Erin Valenzuela			x			1
Delilah Daniels				x		2
Shelley Gonzalez				x		2
Barbara Rojas-Baez				x		1
Liza					x	1
Kathy Le				x		1
Names highlighted in yellow are Aeries verified-SMT*						

**SSC Meeting Schedule:**  
(Day/Month/Time)

Third Tuesday of each month 5:30pm

**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
4 Parents/Community Members  
1 Student (at least)