

Board Office Use: Legislative File Info.	
File ID Number	26-1347
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

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

2026-27 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: 3/17/2026

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

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

Signatures:

Jonathan Tran <hr/> <i>Principal</i>	<i>Jonathan Tran</i> <hr/> Signature	<hr/> 3/24/2026 <hr/> Date
Barbara Rojas-Baez <hr/> <i>SSC Chairperson</i>	<i>Barbara Rojas-Báez</i> <hr/> Signature	<hr/> 3/24/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Clifford Hong <hr/> <i>Network Superintendent</i>	<i>Clifford Hong</i> <hr/> Signature	<hr/> 03/24/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 3/24/26 <hr/> Date

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

Date	Stakeholder Group	Engagement Description
12/16/2025	SSC & SELLS	Reflected on instructional practices and supports, Reviewed SPSA goals and strategies
2/10/2026	ILT	Discussed proposed expenditures and priorities
2/17/2026	SSC & SELLS	Discussed proposed expenditures and priorities
2/18/2026	Other	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$280,000
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$796,950

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$275,000
Title I Parent & Family Engagement Resource 3010	\$5,000
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$280,000

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$796,950

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$50,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$178,957
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$137,693
SUBTOTAL OF STATE & LOCAL FUNDING:	\$516,950

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

1A: ABOUT THE SCHOOL

School Name: Edna Brewer Middle School		School ID: 210
CDS Code: 1612596057061	SSC Approval Date:	Board Approval Date: 6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.0%	17.2%	25.2%	0.5%	20.4%	19.8%	63.3%	6.4%	5.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.0%	13.9%	18.7%	1.7%	0.0%	0.1%	63.2%	0.4%	94.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	To ensure all students have access to standards-based, grade-level curriculum and instruction.
Identified School Need:	To ensure students show growth on i-Ready by EOY diagnostic in May 2027

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	24.4	17.0	23.6	24.40	25.4
SBAC ELA Participation	All Students	94.4%	96.5%	96.0%	95.0%	95.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	53.7%	53.1%	54.7%	52.8%	55.8%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-17.5	-24.5	-23.3	-12.5	-14.5
SBAC Math Participation	All Students	96.5%	96.5%	96.0%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	53.6%	44.5%	44.3%	54.5%	56.6%
California Science Test (CAST) Participation	All Students	91.5%	96.6%	94.6%	95.0%	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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-78.8	-86.5	-84.4	24.4	-68.8
SBAC ELA Distance from Standard Met	African American Students	-40.6	-46.1	-55.7	-35.6	-35.6
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.0%	24.5%	24.0%	70.4%	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-107.8	-133.2	-144.0	-12.5	-97.8
SBAC Math Distance from Standard Met	African American Students	-89.6	-101.2	-116.6	-79.6	-84.6

Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	35.3%	27.6%	18.0%	35.3%	35.3%
LTEL Reclassification	Long-Term English Learners	38.3%	26.9%	15.2%	40.0%	40.0%

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

School Goal: All student connectedness to school will increase by 75% over the course of the next three years

Identified School Need: 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	2026-27 New Target
Student Connectedness to School	All Students	67.1%	56.6%	58.0%	77.1%	80.1%
Out-of-School Suspensions	All Students	5.9%	4.4%	4.7%	5.0%	4.0%
Out-of-School Suspensions	African American Students	18.0%	14.5%	14.3%	13.5%	10.5%
Out-of-School Suspensions	Special Education Students	11.1%	9.4%	9.4%	8.3%	5.3%
Chronic Absenteeism	All Students	42.5%	13.7%	15.5%	31.9%	12.7%
Chronic Absenteeism	African American Students	54.3%	23.4%	25.2%	40.7%	20.4%

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

School Goal: Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years

Identified School Need: 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	79.8%	81.4%	81.8%	89.8%	89.8%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	To ensure all students have access to standards-based, grade-level curriculum and instruction.	<ol style="list-style-type: none">1. Every teacher uses adopted curriculum that is aligned to grade level standards.2. Built in interim assessment and diagnostic tests throughout the school year for progress monitoring.3. Professional learning communities meet on a weekly basis to conduct inquiry cycles and consultancy on improving curriculum and instruction, with an emphasis on focal students in our historically marginalized subgroups.
<i>LCAP Goal 2:</i>	To provide high quality interventions in reading and math	<ol style="list-style-type: none">1. Designated ELD classes to support our EL students.2. Targeted reading and math acceleration enrichment class to support our historically marginalized students.3. Scheduled push-in and push-out services for students in special education for academic intervention4. SIPPs, SPIRE, V math curriculum used to build foundational skills5. Literacy tutor and literacy TSA to track student progress."
<i>LCAP Goal 3:</i>	All student connectedness to school will increase by 75% over the course of the next three years	<ol style="list-style-type: none">1. Weekly Sown to Grow SEL survey for student check in on student belonging and wellbeing.2. Variety of clubs, sports, and affinity spaces to build community through shared interest.3. Pairing SSR and advisory class to have the same teacher to ensure students can see their advisory teacher every day.4. Culture and climate team to build school events and initiatives to increase student belonging while decreasing disciplinary actions.5. Large peer RJ student leadership to build community through student empowerment.6. Strong re-entry plan after disciplinary actions.7. Welcome circles and orientation for new students.
<i>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	<ol style="list-style-type: none">1. Teacher turnover has been low over the past school year.2. New teachers are intentionally paired with partner teachers, coaches, and support3. Veteran teachers are empowered to take leadership roles, plan initiatives, and have shared decision making powers.

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	To ensure all students have access to standards-based, grade-level curriculum and instruction.	<ol style="list-style-type: none"> 1. Ensuring frequent formative feedback based on grade-level performance standards over completion rate 2. Grade level curriculum implementation that follows the scope and sequence that ensures all standards are covered throughout the year 3. Identifying focal standards that are essential to succeeding in core content areas.
<i>LCAP Goal 2:</i>	To provide high quality interventions in reading and math	<ol style="list-style-type: none"> 1. Limited time and spacing for academic acceleration enrichment classes. 2. Limited time and spaces for afterschool tutorial. 3. Ensuring that attendance, behavior, and disciplinary actions do not prevent students from making progress in reading and math.
<i>LCAP Goal 3:</i>	All student connectedness to school will increase by 75% over the course of the next three years	<ol style="list-style-type: none"> 1. Student connectedness is tied to chronic absenteeism. Reducing absences to ensure there are opportunities for students to form connections with school. 2. Limit space and programming capacity in afterschool program for students to join extracurricular activities that builds belonging. 3. Limited space for certain electives for students to engage with school in a different modality. 4. Intentionally identifying students who are not connected to school, and strategic pairing of students with peers/mentors to build connectedness. 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 barriers can lead to families feeling disconnected from the school community.

<i>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	<ol style="list-style-type: none">1. Increasing new teacher support through presence, coaching, and evaluation from the administrative team.2. Creating systems and structures for department leads to be able to conduct classroom walkthroughs for members in their PLCs3. Lack of consistent staff survey on what supports are needed, and what would help retention.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.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Edna Brewer Middle School

SPSA Year Reviewed: 2025-26

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

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Our implementation for the current SPSA strategies have stayed on track. We remain committed to achieving our LCAP goals through tiered strategies and activities to support student outcomes and staff performance. For LCAP goal 1, we continue to do learning walks to ensure teachers are using adopted curriculum, classroom practices are supporting strong conditions are learning, and interim assessments are used to inform practices. For LCAP goal 2, we are committed to targeted intervention for math and literacy achievement. We identify students through our diagnostic results, and ensure intervention is provided through SPED services and pull out interventions for general education students. For LCAP goal 3, we uphold our culture and climate work by involving families in student achievement, host community events, and establish extracurricular spaces of belonging. For LCAP goal 4, we create systems and structures that empowers collaboration and work time for teachers to function as a team to meet the needs of individuals.

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

Through these targeted and tiered strategies, we are seeing significant results across our LCAP goal outcomes. Regarding academic performance, over 55% of students receiving intervention has shown 1+ year of growth by the midyear diagnostic. The overall performance of the school has demonstrated nearly 1 year of growth on iReady by the midyear diagnostics. Out of school suspension incidents have been reduced by 55%, and 100% of Sown to Grown alerts are addressed on a weekly basis. The intent of return from our staff is nearly 100%.

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.

At this time, no changes were made. We have met as a SSC to allocate the increased Title I funding to expand on our efforts of existing strategies.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why?</p> <p align="center"><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>

<p>Parent liaison was hired as a consultant for family outreach and parent education.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>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. She has created a parent group with ~100 families connected to the WhatsApp group, promoting school events and engagement.</p>	<p>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.</p>
<p>Extended contract for certificated educators to provide small group tutorial and intervention for our students working on foundational skills and concepts afterschool.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Certificated teachers in all three grade levels use student performance data to actively recruit students to participate in small group tutorials after school. Students will receive academic support in core subjects with their cohort teachers.</p>	<p>Small group tutorials happened 2x a week for 6th, 7th, and 8th grade. Each grade supports approximately 20 students who have been identified as students most at risk of failing classes. Through this support, we currently have less than 10 students below 2.0 cumulative GPA in the 8th grade, allowing students to be able to be eligible for the promotion ceremony.</p>	<p>Based on the current results of seeing student improvement, we hope to expand this work by inviting more teachers and students to participate. Our goal is to have 100% of students qualify for promotion at the end of the year.</p>

<p>Salary and benefits paid for to ensure we have a full time restorative justice facilitator on site.</p>	<p>Out-of-School Suspensions</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Edna Brewer Middle School	SCHOOL ID: 210
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: To ensure all students have access to standards-based, grade-level curriculum and instruction.

Identified Need: To ensure students show growth on i-Ready by EOY diagnostic in May 2027

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

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

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 Need:	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	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal
2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal

2-8	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-9	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

School Goal: All student connectedness to school will increase by 75% over the course of the next three years

Identified Need: Students are academically successful when they and their families feel supported by and engaged with all aspects of their 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 Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.	All Students	Behavioral	Tier 1 - Universal
3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal

3-8	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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

School Goal:		Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years		
Identified Need:		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	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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
This is a subagreement for services with ThinkTogether, our afterschool program provider who offers extended learning to students until 6pm. There are over 140 students who have signed up for the program, and the average daily attendance exceeds 110 on a consistent basis. This program provides academic support, enrichment activities, and clubs that promote creativity and belonging.	\$178,957	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Establish electives and extracurriculars to encourage community amongst students.	210-1
1.0 FTE for an 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.	\$93,072	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2669	Teacher Structured Eng Immersn	1.00			Establish electives and extracurriculars to encourage community amongst students.	210-2
0.1 FTE for a performance art teacher who will be able to increase access and diversity to art electives at Edna Brewer Middle School. This teacher can teach 5 classes of 29 students per semester.	\$14,295	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	4697	Teacher Structured Eng Immersn	0.10			Establish electives and extracurriculars to encourage community amongst students.	210-3
0.1 FTE for an art teacher who will be able to increase access and diversity to art electives at Edna Brewer Middle School. This teacher can teach 5 classes of 29 students per semester.	\$14,615	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10234	Teacher Structured Eng Immersn	0.10			Establish electives and extracurriculars to encourage community amongst students.	210-4
Contracts for choir club to expand the variety of visual and performing arts offering to students. The choir program will provide 60 students with access to vocal music that meets 4x a week.	\$15,711	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Establish electives and extracurriculars to encourage community amongst students.	210-5
This is a subagreement for services with ThinkTogether, our afterschool program provider who offers extended learning to students until 6pm. There are over 140 students who have signed up for the program, and the average daily attendance exceeds 110 on a consistent basis. This program provides academic support, enrichment activities, and clubs that promote creativity and belonging.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Establish electives and extracurriculars to encourage community amongst students.	210-6

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contract for teachers to work in instructional and culture/climate PLCs to develop and implement our MTSS practices. Every core content will be represented in the instructional team, and every family will be represented in the culture/climate team. This should have impact on 100% of our students.	\$45,300	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	210-7
Technology support consultant to ensure all families have access to proper computer and internet to eliminate barrier to access curriculum, assignments, and information	\$5,000	LCFF Supplemental	5825	Consultants			0.00			Case Management	210-8
Hiring 1.0 FTE for a community school manager (CSM) who helps organize the people, partnerships, and services around a school so students have the support they need to attend regularly, engage in learning, and succeed academically and socially.	\$164,999	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7867	Program Mgr Community School	1.00			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	210-9
Hiring 1.0 FTE Library Technician helps ensure the school library is an active learning space where students can discover books, build research skills, and strengthen their reading	\$116,511	Measure G, Library Support	2205	Classified Support Salaries	9405	Library Technician	1.00			Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	210-10
0.9 FTE for a performance art teacher who will be able to increase access and diversity to art electives at Edna Brewer Middle School. This teacher can teach 5 classes of 29 students per semester.	\$131,536	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10234	Teacher Structured Eng Immersn	0.90			Establish electives and extracurriculars to encourage community amongst students.	210-11
0.6 FTE for an orchestra teacher who will be able to increase access and diversity to art electives at Edna Brewer Middle School. This teacher can teach 3 classes of 29 students per semester.	\$94,937	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10389	Teacher Structured Eng Immersn	0.60			Establish electives and extracurriculars to encourage community amongst students.	210-12
Purchasing supplies that specifically supports art, music, and world language classes. Over 700 students take at least 1 semester of art, music, or world language.	\$1,970	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00			Establish electives and extracurriculars to encourage community amongst students.	210-13
Contracts for choir club to expand the variety of visual and performing arts offering to students. The choir program will provide 60 students with access to vocal music that meets 4x a week.	\$3,032	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants			0.00			Establish electives and extracurriculars to encourage community amongst students.	210-14



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:

- Providing access to student gradebook and diagnostic test results
- Sending curriculum information and updates through the beginning of year syllabus, weekly progress reports, and regular ParentSquare messages.

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:

- Structuring protected time in staff schedules for staff members to communicate, meet, and respond to families (especially through case managers, advisory teachers, counselors, and grade level administrators).

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 to which all parents shall be encouraged to attend, receiving feedback on the policy, and distributing the policy to all families.

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:

- Sending regular updates through ParentSquare and Schoology.
- 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:

- Ensuring an open door policy for families to visit campus, meet with staff, and check on their own students after proper sign in and clearance.
- Having Oakland Ed Fund clear interactions with students to allow families to volunteer on campus, on field trips, 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 via ParentSquare, providing marking period report cards, posting assignments/updates on Schoology, and having a designated advisory teacher.
- Provide weekly progress reports for all students, and case managers for students with IEP services.

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, protecting time for staff to meet with families, and sharing resources on teenage development support (i.e. social media best practices).

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 as an entire team, or individually.

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, including SSC, SELs, 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 administrators and 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:

- Maintaining partnerships across the city and sharing resources with families, such as summer programs, family resources, and community events.
- 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.

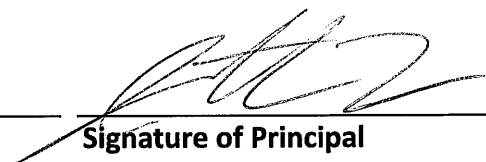
ADOPTION

This policy was jointly developed and adopted by the Edna Brewer Middle School on Aug 27th, 2025 and will be in effect for the period Aug 11th, 2025 through May 28th, 2026.

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

JONATHAN TRAN

Name of Principal



Signature of Principal

08/29/25

Date

Link to the School-Parent Compact:

<https://docs.google.com/document/d/1bwhMIPoUE9BaK6OkYczvcvC9hM6lHz4Xe3KttWXkAGo/edit?usp=sharing>



EDNA BREWER MIDDLE SCHOOL

School-Parent Compact

2025-2026

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-2026 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) Our staff will use district- approved curriculum to support all students towards grade level skills and content understanding. We will administer standardized diagnostics for all students, and provided targeted support through intervention classes, designated ELD classes, small group tutorial, student success team meetings, 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 meet with our school counselors, administrators, and teaching teams to collaborate on positive student outcomes.
- 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 receive weekly progress reports and regular report cards.

- 4) Provide parents reasonable access to staff.
 - a) Parents are encouraged to schedule calls and meetings through their student's advisory teacher, case manager, grade level administrator, and/or counselor. 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 or educational experience (i.e. fieldtrips) if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.
- 4) Support my child in attending school on 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.
- 5) Follow school rules and expectations to ensure a safe and joyful learning environment.

This Compact was adopted by Edna Brewer Middle School on August 27th, 2025, and will be in effect for the period of August 11, 2025 to May 28, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

JONATHAN TRAN		08/29/25
Name of Principal	Signature of Principal	Date

Link to the Parent and Family Engagement Policy here:

https://docs.google.com/document/d/1buAa_xB_ouPsFikiP0PC59qxGFtfWUHRizomGKUN2vA/edit?usp=sharing



Strategic Resource Planning (SRP)

Edna Brewer Middle School
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Barbara Rojas-Baez
Vice Chairperson:	Nereida Bravo
Secretary:	Elle Meza

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				2
Sara Nolan		x				2
Dyana Ngo		x				2
Erin Valenzuela			x			2
Elle Meza				x		1
Nereida Bravo				x		1
Barbara Rojas-Baez				x		2
Megan					x	1
Wolf					x	1
Names highlighted in yellow are Aeries verified-SMT*						

SSC Meeting Schedule: (Day/Month/Time)	Third Tuesday of each month 5:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

