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Enactment Number	19-1184
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School



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

Legislative File Id. No. 19-1337
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2019-2020 School Plan for Student Achievement (SPSA)

School: Edna Brewer Middle School
CDS Code: 1612596057061
Principal: Aubrey Layne
Date of this revision: 5/16/2019

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

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

Contact: Aubrey Layne
Address: 3748 13th Avenue
Oakland, CA 94610

Position: Principal
Telephone: 510-531-6600
Email: aubrey.layne@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Edna Brewer Middle School

Site Number: 210

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/16/19

6. 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, media announcements, etc.)

Signatures:

<u>Aubrey Layne</u> Principal	<u>[Signature]</u> Signature	<u>5/16/19</u> Date
<u>Enrique Martinez</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/16/19</u> Date
<u>Mark Triplett</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5.17.19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>Mildred OHS</u> Signature	<u>5/20/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/30/2019, 2/13/19, and 5/15/19	ILT	ILT work session to plan teacher, leadership, and organization practices aligned to school goals.
4/9/19, 5/14/19	Family Head	Shared rationale and overview of the school site plan.
3/11/19, 4/15/19	Department Meetings	Shared rationale and overview of the school site plan. Teachers reviewed and made recommendations
4/16/19 and 5/1/2019	SSC/SELLs	Shared rationale and overview of the school site plan. SSC members asked questions and made recommendations.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$135,776.05
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,267,904.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$133,215.93	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$122,250.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,560.12	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$352,689.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$23,915.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$211,816.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$135,776.05	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$851,400.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$987,176.05
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**1A: ABOUT THE SCHOOL****School:** Edna Brewer Middle School**School ID:** 210**School Description**

Edna Brewer is an inclusive school community where social and emotional learning are prioritized. We are proud to be one of the most diverse schools in Oakland with students from every corner of the city representing many different cultural backgrounds. Our rigorous academic program is led by teachers who are collaborative, innovative and characterized as “warm demanders”. Our teachers lead the way in implementing Common Core and Blended Learning, while using technology and small groups. We prioritize physical health, featuring a rigorous PE program. 90-minute block periods are broken up by recess and lunch so that students have opportunities for movement and socializing. Edna Brewer offers robust enrichment activities in Music, Art and Drama—three programs that we continue to expand from year to year with the support of an incredible PTSA and a staff that is dedicated to the arts. During the 2019-20 school year we plan to expand offerings of extracurriculars by providing intervention class during a flex time that no longer overlaps with elective classes. In addition, our active PTSA supports students’ academic and extracurricular needs and fosters open communication between parents and Edna Brewer’s dedicated teachers and staff. In 2018-2019, our PTSA raised over \$100,000 to fund peer tutoring, field trips, science supplies, classroom supplies, school beautification, the PRIDE Store and much more! Restorative Justice is our successful social and emotional learning program, designed to put the focus on student voice. It emphasizes community, discipline and empathy with over 50 peer restorative justice leaders. We are proud of our thriving school community, we care about children and learning, and we strive to offer a balanced educational experience in a positive and inclusive environment. Join us for a school tour and Go Panthers!

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
1. Positive Student culture	school wide celebrations, extracurricular activities, RJ
2. Extensive teacher collaboration	family system and daily planning block allows time for teachers to collaborate about students (family) and department (daily planning)
Priority Challenges	Root Causes of Challenges
1. AAM and students with IEP suspension	Of the 13 suspensions 8 are the same three students. These students started with out a social worker; 3 students all relatives in the same counseling enriched program so behaviors from at home are brought in to school. Staff recruitment for Sped Department.

2. LTELs lowest performing sub group in standardized tests.	Language instruction is seen as an ELA department goal. There is not an equal share of responsibility across all departments in integrating language into content instruction.
3. Students receiving intervention are not growing at accelerated rate.	Intervention students are disengaged with school. Often students in intervention are not able to take elective classes that help them to engage in the school community because these electives take place at the same time as intervention.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: All Edna Brewer students feel connected to our school community, and can identify one person who cares about them.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	69.62%	Coming soon	75.00%
Suspensions	African-American Students	-2pp	4.11%	2.11%	2.00%
Suspensions	Students with Disabilities	-2pp	11.81%	9.81%	7.00%
Chronic Absence	African-American Students	-2pp	8.53%	6.53%	5.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: The average ELA SBAC DF3 will increase by 15 points.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	3.2	18.2	33.2
ELA SBAC	Students with Disabilities	+20 points DF3	-115.5	-95.5	-90

ELA SBAC	African-American Students	+20 points DF3	-48.7	-28.7	-8.7
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	The average ELA SBAC DF3 will increase by 15 points.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-21.5	-6.5	-3.5
Math SBAC	Students with Disabilities	+20 points DF3	-156.8	-136.8	-130
Math SBAC	African-American Students	+20 points DF3	-89.3	-69.3	-49.3
District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	We will increase LTEL reclassification by 12%.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	22.73%	16.00%	21.6%, 22%
LTEL Reclassification	Long-Term English Learners	25%	21.05%	25.00%	33.3%, 40%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	65% of students will be at or above grade level in SRI.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	37.37%	42.37%	25.00%
SRI Multiple Years Below Grade Level	All Students	-5pp	26.56%	21.56%	16.56%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

ELLs, students with IEPs, and economically disadvantaged students are disproportionately enrolled in our strategic intervention class. When enrolled in this academic support class, students are unable to take an elective. We changed our schedule to allow students who are enrolled in strategic intervention to also enroll in an elective. This schedule change will give more equitable access to enrichment classes and consequently increase engagement with school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Edna Brewer Middle School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
Instructions: Please complete any yellow cells below to provide information on the implementation of your 18-19 SPSA thus far. <i>Please do not make changes to your goals or other plan content here—you will have an opportunity to update your plan for 19-20 when you complete Part 3.</i>					
18-19 Language & Literacy Priority:		Reading			
June 2021 Language & Literacy Goal:		Increase by 5 percentage points the percent of students reading at or above grade level as measured by SRI.			
Theory of Change for Language & Literacy:		If teachers in all subject areas focus on reading support in SSR of students far below grade level, and teachers of ELA, History, and Science align on best practices for reading non fiction in tier 1 instruction (particularly to support students with disabilities), and ELA teachers teach targeted reading skills in students ZPD during Strat class (particularly to support economically disadvantaged students), then we will accelerate students' reading scores out of far below grade level.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		69.0%	64.40%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
The ELA department met monthly to share data and reflect on intervention class. We did not implement the SSR focus across content areas and did not implement common practices to teach complex text across content areas.					
What evidence do you see that your practices are effective?					
Teachers brought evidence of student learning from intervention class.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
focus again on SSR, narrow focus and explicitly name all content areas as collaborators in this work					
18-19 Standards-Based Instruction Priority:		Science & Mathematics			
June 2021 Standards-Based Instruction Goal:		Science - By May, all science teachers will be using 3D NGSS instruction that is inquiry based, hands-on rich, and teaches skills as well as content			
		Math - Increase by 5 percentage points (annually) the percent of students performing at or above grade level as measured by SBAC.			

Theory of Change for Standards-Based Instruction:	Science - Science teacher leader attends monthly PD and delivers the PD at department meeting. District will replicate the lesson study process to sites for in house lesson study to begin Fall 2018.		
	Math - If our core academic program supports students in making sense of problems and persevere in problem solving, then this will lead to students' development of their problem solving strategies. More developed problem solving strategies will then, in turn, result in a better understanding of content in general. We aim to guide students to generate their own questions about mathematical scenarios and be motivated to work with the standards-based content. We believe that if our core academic program carefully considers mathematical access points (particularly to support economically disadvantaged students), what information is given at what time, provides appropriate scaffolding (particularly for students with disabilities), and employs small group work strategies, it will support the ultimate goal of student independence while problem solving.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
CAST	All Students	TBD	N/A
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We focused on standards based instruction in all content areas, not just math and science. Each department developed cycles of inquiry around specific standards.			
What evidence do you see that your practices are effective?			
Teachers analyze standards aligned lessons and student work.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
ELA and Math aligned to standards with cycles of inquiry and implementing the IABs, we need to bring in all content areas for this work in 2019-20			
18-19 Conditions for Student & Adult Learning Priority:			
Suspensions			
June 2021 Conditions for Student & Adult Learning Goal:			
Reduce suspensions of African American male students and students with IEPs by 3 percentage points.			
Theory of Change for Conditions for Student & Adult Learning:			
If we explicitly teach and implement strong RJ practices and community values, and work with teachers to implement SEL practices along with content, then students would have stronger connection to school and incidences of behaviors that lead to suspension would go down.			
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Suspension Rate	African American Males	10.6%	8%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
The special ed department did a cycle of inquiry around reducing referrals for students with IEPs.			
What evidence do you see that your practices are effective?			
As of mid year student referrals for students with IEPs were reduced.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
The special ed department will continue to use this referral protocol next year.			
18-19 Conditions for English Language Learners Priority:	Academic Differentiation		
June 2021 Conditions for English Language Learners Goal:	Increase by 5 percentage points (annually) the percent of ELL students performing at or above grade level as measured by SBAC.		
Theory of Action for Conditions for English Language Learners:	If we provide English Language Learners with specific interventions in language development, consistently throughout the schoolyear, and teachers with training on how to provide interventions on language development, we will increase student achievement for ELL students.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	English Learners	9.3%	19.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We did have the shadowing day and we started a full staff PD focused on LTELs			
What evidence do you see that your practices are effective?			
Staff has identified focal LTELs and there is an awareness that LTELs are our lowest performing sub group			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Continue focus on LTELs using the ELL walkthrough tool to guide instructional focus			
18-19 Arts, Music & World Languages Priority:	Equity		
June 2021 Arts, Music & World Languages Goal:	We will reduce the number of students earning < 2.0 academic GPA to 10% or less of all students, as measured by semester GPA data.		
Theory of Change for Arts, Music & World Languages:	If teachers provide a variety of art, music, drama, world language and positive school culture options, students feel connected to school, which results in improving student engagement and achievement for all subgroups, including ELLs and students with IEPs.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:

Academic GPA	All Students	TBD	N/A
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
<p>We will implement a schedule that allows ALL students to take an elective. Prior to this year students who were in intervention did not have an opportunity to take an elective. All school staff who issue behavior referrals will document the process used to restore those referrals. This documentation will be used to ensure that all referrals are addressed with restorative measures, in addition to any punitive.</p>			
What evidence do you see that your practices are effective?			
<p>Students want to take multiple electives</p>			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
<p>For the 19-20 school year, we're reworking our schedule to allow ALL students especially our ELLs, students with IEPs, and economically disadvantaged students who are often in our intervention classes, to take intervention and an elective. We believe this will increase buy in and engagement.</p>			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
<p>There were no significant departure from the spending cited in the 2018-19 SPSA budget.</p>			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Edna Brewer Middle School

School ID: 210

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority:	Suspensions
School Theory of Action:	If we explicitly teach and implement strong RJ practices and community values, and develop systems for clearer data based conversations with students, their families, and grade level families, then students will have stronger connection to school and incidences of behaviors that lead to suspension will go down.
Related School Goal(s):	All Edna Brewer students feel connected to our school community, and can identify one person who cares about them.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Enter warnings, visits to AP in behavior tracker that is shared by teachers, grade level admin, OCR, RJ, counselors.	Collect data around offenses and reflections. Share data and patterns with students during reflection meetings, with parents. Analyze data to make action plans with teachers and admin during admin and family meetings. Admin and RJ coordinators will proactively highlight and connect with newcomer students, homeless youth, and foster youth. RJ coordinators, OCR, and admin will bring patterns of newcomer, homeless, and foster youth to family meetings in order to develop action plans for support.	Action plans for individual "high flyer" students. In particular reduction in referrals and suspensions for economically disadvantaged students, newcomer students, homeless and foster youth.
1-2	Create targeted units and lessons that address reponses to conflict and empathy for use in class.	Create learning nights for parents around empathy and conflict; perhaps seek a trainer/lecturer with experience in this area.	Interviews and surveys administered to students and families before and after learning experienes (units and nights). We will know that it is working, because students and families will indicate as much in the data.

1-3	RJ Wednesdays	RJ coordinators will spend a day with each teacher modeling circle and restorative lesson plans. This is a great opportunity for GATE students to gain leadership skills as RJ facilitators.	growth in positive classroom and school culture
1-4	Coordinate information nights to ease the transition from elementary to middle school.	6th grade info nights and registration	Students and families informed and prepared to enter 6th grade. Positive evals on feedback forms and open communication between incoming parents, teachers, counselors, and admin team.
1-5	Continued focus and alternative referral process for students with IEPs	Grade level admin work with parents, teachers, and RJ support to lift up and interrupt patterns with a special lens for economically disadvantaged, foster students, and students with IEPs.	decrease in suspension for economically disadvantaged, foster students, and students with IEPs.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	All Subject Areas
School Theory of Action:	If we teach, assess, and plan aligned to grade-level standards then we will see improved engagement, academic outcomes for all students and for our targeted groups: AAM, ELLs, and students with IEPs.
Related School Goal(s):	The average ELA SBAC DF3 will increase by 15 points.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Backwards plan CCSS and NGSS aligned curriculum	Leadership team align on domain 1 of OETF. Support individual teachers or partner teachers with planning through coaching sessions and PLC focus. Facilitate space for partner planning with clear deliverables depending on needs of partner. This could be weekly learning targets, daily lesson plans, or semester based unit plans.	PLC agendas, weekly learning targets, daily lesson plans, or semester based unit plans aligned to CCSS and NGSS.

2-2	Analyze classroom work, observation data, and IAB data	observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards	Learning Walk data (ELL walkthrough tool), IAB data and action steps, PLC agendas
2-3	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	Use the OETF and ELLMA's site ELL Review as a model of teaching to guide coaching cycles and evaluations. Align coaching and evaluation by having bi monthly coaching meetings and an ongoing coaching log that is shared by teacher/ coach/ admin.	Coaching log, OETF aligned feedback and evals

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Reading
School Theory of Action:	If teachers in all subject areas focus on reading support in SSR of students far below grade level, and teachers of ELA, History, and Science align on best practices for reading non fiction in tier 1 instruction, then we will accelerate students' reading scores out of far below grade level.
Related School Goal(s):	The average ELA SBAC DF3 will increase by 15 points. 65% of students will be at or above grade level in SRI.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	PD focus on reading complex nonfiction text and questioning. Department heads in Science and History also take on best practices for nonfiction reading instruction. Learning walks that collect data on text complexity and time spent reading complex text.	SRI score increases for students who are below/ far below grade level, unit assessments for ELA, History, Science. Walkthrough data will show increase in use of complex text.
3-2	ELA Teachers will use LLI and Lightsail in intervention class to support struggling readers including LTELs, Students w/ IEPs, and AAM	ELA teachers will meet bimonthly to analyze data of students in strat in order to adapt LLI and Lightsail reading instruction specifically focusing on Fountas and Pinnel's "System of Strategic Actions" for reading framework.	SRI score increases for students who are below/ far below grade level, Lightsail data increase, Students able to verbalize their reading goals and site strategies from F&P framework

3-3	All SSR teachers will confer with focal LTEL/Newcomer students once a week during SSR.	PD about why independent reading is important. Coaching and push in support during SSR to help especially non ELA teachers understand the components of conferring.	Notes from reading conferences, SRI score increases for students who are below/ far below grade level, walkthroughs during SSR showing more students engaged with reading
3-4	Facilitate family literacy night for students in strategic intervention classes. Particularly focused for economically disadvantaged students, students with IEPs, and ELLs.	Literacy coach will collaborate with teachers to organize family literacy night.	Attendance at family literacy night. Increase in SRI scores for students in intervention class, especially students with IEPs and ELLs.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Amplification of Language Instruction in ALL subject areas		
School Theory of Action:	If we build awareness of LTELs at Brewer and best practices for LTELs, we will increase reclassification and student achievement for LTELs and all students.		
Related School Goal(s):	We will increase LTEL reclassification by 12%.		
Students to be Served by these Practices	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Implement at least 3 talk protocols or academic discussions in each 90 minute class period	Observe classrooms and collect data about student talk with ELL walkthrough tool. Provide coaching and PD aligned to this tool.	Increase student classroom talk and processing in data collected with walkthrough tool
4-2	Teachers will confer with one focal ELL student through out the school year about their ELL snapshots	Literacy coach will provide training on snapshot conferences during family meetings	increase in awareness and goal setting for ELLs and reclassified students, increase reclassification for ELLs
4-3	Set SMART goal aligned to ELL walkthrough tool/ OETF. Regularly reflect with coach on progress toward this goal.	Provide bi weekly feedback to each teacher.	Google Calendar Schedules for all admin and coaches that carves out time for learning walks and feedback.

ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Equity		
School Theory of Action:	If teachers provide a variety of art, music, drama, world language and positive school culture options, students feel connected to school, which results in improving student engagement and achievement for all subgroups, including ELLs and students with IEPs.		
Related School Goal(s):	All Edna Brewer students feel connected to our school community, and can identify one person who cares about them.		

Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	Leadership will work with teachers to develop a schedule that gives all students including students with IEPs, ELLs, and low performing students who have intervention class during the day access to electives during the school day or after school.	data about enrollment in electives. Increase of students with access to electives particularly for economically disadvantaged students, LTELs, and students with IEPs.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 210

School: Edna Brewer Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$140,730.00	After School Education & Safety (ASES)	After School Program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-1
\$47,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	210-2
\$51,090.00	General Purpose Discretionary	Equipment	Goal 2: Students are proficient in state academic standards.	4410	Equipment < \$5,000		n/a		Overall support for academic and social-emotional practices	210-3
\$2,000.00	General Purpose Discretionary	Travel & Conferences	Goal 2: Students are proficient in state academic standards.	5200	Travel And Conferences		n/a		PD about why independent reading is important. Coaching and push in support during SSR to help especailly non ELA teachers understand the components of confering.	210-4
\$5,000.00	General Purpose Discretionary	Dues & Membership	Goal 2: Students are proficient in state academic standards.	5300	Dues & Memberships		n/a		Overall support for academic and social-emotional practices	210-5
\$10,000.00	General Purpose Discretionary	Equipment Agreements	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreeemt		n/a		Overall support for academic and social-emotional practices	210-6
\$1,000.00	General Purpose Discretionary	Duplication	Goal 2: Students are proficient in state academic standards.	5716	Duplication Service		n/a		Overall support for academic and social-emotional practices	210-7
\$1,800.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Literacy coach will collaborate with teachers to organize family literacy night.	210-8
\$44,450.00	General Purpose Discretionary	Consultants	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Amplification of Language Instruction in ALL subject areas	210-9
\$5,000.00	General Purpose Discretionary	External Work Order	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-10

\$1,000.00	General Purpose Discretionary	Admission Fees	Goal 5: Students are engaged in school every day.	5829	Admission Fees		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-11
\$5,000.00	General Purpose Discretionary	Licensing Agreement	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-12
\$17,788.00	General Purpose Discretionary	Clerical Overtime	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-13
\$54,262.00	General Purpose Discretionary	Receptionist	Goal 2: Students are proficient in state academic standards.		n/a	3157	Receptionist	1.00	Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-14
\$72,500.00	General Purpose Discretionary	Consultants	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-15
\$8,103.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4654	Teacher, Structured English Immersion	0.12	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-16

\$17,475.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3434	Teacher, Structured English Immersion	0.25	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-17
\$44,000.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-18
\$53,232.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2382	Teacher, Structured English Immersion	0.80	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-19
\$58,630.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2616	Teacher, Structured English Immersion	1.00	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-20
\$45,105.00	LCFF Supplemental	Teacher Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-21
\$7,330.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-22

\$6,868.00	LCFF Supplemental	5% salary Increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-23
\$14,820.00	LCFF Supplemental	School Psychologist	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a	0.10	Enter warnings, visits to AP in behavior tracker that is shared by teachers, grade level admin, OCR, RJ, counselors.	210-24
\$97,214.00	LCFF Supplemental	RJ	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		RJ coordinators will spend a day with each teacher modeling circle and restorative lesson plans. This is a great opportunity for GATE students to gain leadership skills as RJ facilitators.	210-25
\$44,647.00	Measure G1	.4 FTE Music teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	2669	Teacher, Structured English Immersion	0.40	Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-26
\$101,591.00	Measure G1	1.0 FTE - Art teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4697	Teacher, Structured English Immersion	1.00	Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-27
\$6,000.00	Measure G1	After School WoodShop Program	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-28
\$7,616.00	Measure G1	After School Art Program - stipends	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-29
\$500.00	Measure G1	Supplies woodshop	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-30

\$7,374.00	Measure G1	5% salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-31
\$22,588.00	Measure G1	Surplus TBD After School Theater Program	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-32
\$6,500.00	Measure G1	Oakland Youth Chorus	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-33
\$7,500.00	Measure G1	EBAYC Lunchtime Activities	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-34
\$7,500.00	Measure G1	After School Art Program - consultant	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool art, choir, woodshop, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-35
\$85,000.00	Principal Innovation Fund	Community Coordinator	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries		n/a		Create learning nights for parents around empathy and conflict; perhaps seek a trainer/lecturer with experience in this area.	210-36
	PTSA	Meeting Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Create learning nights for parents around empathy and conflict; perhaps seek a trainer/lecturer with experience in this area.	210-37
\$13,312.00	Title I: Basic	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2382	Teacher, Structured English Immersion	0.20	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-38

\$13,501.00	Title I: Basic	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4654	Teacher, Structured English Immersion	0.20	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-39
\$14,574.00	Title I: Basic	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4099	Teacher, Structured English Immersion	0.20	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-40
\$15,205.00	Title I: Basic	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4657	Teacher, Structured English Immersion	0.20	ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-41
\$2,830.00	Title I: Basic	5% salary increase	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		ELA, History, and Science teachers will align practices and engage in PD around best practices for reading nonfiction complex text. (particularly designed to increase motivation for LTELs and Newcomer students)	210-42
\$73,794.00	Title I: Basic	School Psychologist .60 FTE	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a	0.60	Enter warnings, visits to AP in behavior tracker that is shared by teachers, grade level admin, OCR, R.J, counselors.	210-43
\$2,560.00	Title I: Parent Participation	Parent engagement consultants	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		Create learning nights for parents around empathy and conflict; perhaps seek a trainer/lecturer with experience in this area.	210-44
\$23,915.00	Low-Performing Students Block Grant (LPSBG)	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	210-45

Title I School Parental Involvement Policy 2018-2019

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

***EDNA BREWER MIDDLE SCHOOL* agrees to implement the following statutory requirements:**

We will convene an annual Title I meeting to perform the following-

- Inform parents of their school's participation in the Title I Program
- Explain the requirements of the Title I Program
- Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program
- The parents' right to participate in the development of the Edna Brewer's Title I Plan

We will do this by:

- Holding at least one meeting in the 2018-19 school year
- Offering information about opportunities to participate in the development of the Edna Brewer's Title I Plan
- Informing parents via phone/email blast, Schoology
- Collecting email/contact info of parents interested in being involved and create a mailing list to keep parents updated. Convening meetings of parents to provide input and ideas

We will offer a flexible number of meetings for parents-

- We will announce Title I meetings through Brewer Blast, PTSA parent group, SSC meetings and Schoology
- We are offering 1 meeting throughout the year to solicit parent input
- Provide translation, food and childcare
- Publicise meeting through flyers and through the marquee

We will involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy-

- We will engage student council members in Title-I conversations
- We will provide regularly scheduled parent meetings throughout the year
- We will provide time for discussion and brainstorming

We will provide parents of Title I students with timely information about Title I programs-

- We will provide handouts at Title-I meetings
- Handouts will be made available in the main office
- We will publicise meetings via phone/email blast

We will provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet-

- Parents receive data analysis and matrix of student outcomes at Title-I meetings
- Data and information about school's goals will be shared at Back to School Night
- Data and information about school's goals will be shared at New Student Orientation
- Data and information will be shared through parent communication at start of school year

We will provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

- Parents may visit teachers during office hours or request a parent-teacher conference

School-Parent Compact

Edna Brewer Middle has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

Edna Brewer Middle engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

We will assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children in the following areas-

- The Common Core/State of California's academic content standards
- The Common Core/State of California's student academic achievement standards
- The Common Core/State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- How to monitor their child's progress

We will do this by:

- Providing weekly progress reports to parents via schoology
- Disseminating information at PTSA meetings
- Holding Back to School Night and new student orientation

We will provide materials and training to help Title I program parents work with their children to improve their children's academic achievement.

We will do this by:

- Sending letters home to struggling students about tutoring
- Ensuring frequent schoology messaging
- Offering ELD class
- Offering Promotion For All (PFA) and Homework Club
- Organizing parent education events

We will educate staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

We will do this by:

- Providing professional development training to teachers
- Providing parent Schoology workshop
- Establishing a Spanish speaking parent group in conjunction with PTSA meetings
- Offering Parent Outreach night for overlooked families and events like I Love Learning awards

We will coordinate and integrate the Title I program parental involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

We will do this by:

- Hosting I Love Learning awards night to engage overlooked families
- Hosting culture night
- Hosting Back to School night
- Offering Schoology parent workshop
- Organizing cultural parent group in response to requests by parents for greater involvement

We will distribute information to Title I program parents, in a timely manner, information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

We will do this by:

- Sending messages and information via Schoology translated into multiple languages
- Offering Schoology workshop
- Offering Spanish speaking parent engagement group meetings

We will provide support, during regular meetings, for parental activities requested by Title I program parents.

We will do this by:

- Responding in a timely manner to parental requests and implement programs and services when possible

Accessibility

We will provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

We will do this by:

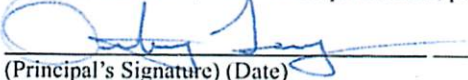
- Holding Spanish speaking parent engagement group meetings
- Offering materials and information translated into multiple languages

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by:

This policy was adopted by the Edna Brewer Middle School's School Site Council on October 23rd, 2018 and will be in effect for the 2019- 20 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The Edna Brewer Middle School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

 _____ 10/23/18
(Principal's Signature) (Date)

Edna Brewer Middle School Compact 2018-2019

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn
- Read for at least 30 minutes, five days a week
- Come to class on time, ready to learn and with assignments completed
- Will bring class materials each day
- Set aside time every day to complete my homework
- Know and follow the school and class rules
- Follow the school's dress code
- Regularly talk to my parents/guardians and my teachers about my progress in school
- Respect my school, classmates, staff, and family
- Ask for help when I need it

Student signature

Print Student Name

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education
- Communicate with the school when I have a concern
- Monitor screen time
- Ensure that my student's usage of social media and video games does not negatively impact the academic and social emotional well being of my student and peers
- Participate in RJ practices as needed
- Ensure that my child does not access to weapons and illegal substances
- Make sure that my child reads every day for at least 30 minutes a day
- Make sure that my child attends school every day, on time, and with homework completed
- Support the school's discipline policy and dress code
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent-teacher conferences and Back-to-School Night
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition
- Participate in shared decision making with school staff and other families for the benefit of students
- Monitor social media and video games usage
- Respect the school, staff, students, and families

Parent signature

Print Parent Name

As a teacher I will:

- Provide high-quality curriculum and instruction
- Communicate high expectations for every student
- Endeavor to motivate my students to learn
- Teach and involve students in classes that are interesting and challenging
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Provide assistance to families on what they can do to support their child's learning
- Participate in shared decision making with other staff and families for the benefit of students
- Respect the school, staff, students, and families.

Teacher signature

Print Teacher Name

We make a commitment to work together to carry out this agreement.

Signed on this ____ day of _____, 2018.

School Site Council Membership Roster – Middle School

School Name: Edna Brewer Middle School

School Year 2018-2019

Chairperson: Enrique Martinez	Vice Chairperson: Natalie Gallegos-Chavez
Secretary: Aubrey Layne	<u>DAC Representative:</u>

Check Appropriate Representation

Members' Names		Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
First	Last					
Matthew	Steigerwald		X			
Carolyn	Clusserath		X			
Tiffany	Ng		X			
Jana	Maiuri		X			
Valencia	Finley			X		
Aubrey	Layne	X				
Michelle	Campbell-Mateo				X	
Enrique	Martinez				X	
Kira	Dahlgren Lancaster				X	
Johara	Aguilera-Martinez					X
Desiree	Escobar-Sang					X
Natalie	Gallegos-Chavez					X
DAC Representative						

Meeting Schedule	3 rd Tuesday of each month unless stated
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SSC Legal Requirements:

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 **Students are not required to be members of the Middle School SSC**
- 5 Parent/community members cannot be OUSD employees at the site.

