

Board Office Use: Legislative File Info.	
File ID Number	21-2146
Introduction Date	10/13/21
Enactment Number	21-1646
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Edna Brewer Middle School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Edna Brewer Middle School
CDS Code: 1612596057061
Principal: Aubrey Layne
Date of this revision: 5/18/2021

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: 5/18/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 and 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: 5/18/2021

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|--|--|

Signatures:

<u>Aubrey Layne</u> <i>Principal</i>	<u><i>Aubrey Layne</i></u> Signature	<u>6/10/2021</u> Date
<u>Shelley Gonzalez</u> <i>SSC Chairperson</i>	<u><i>Shelley Gonzalez</i></u> Signature	<u>6/10/2021</u> Date
<u>Clifford Hong</u> <i>Network Superintendent</i>	<u><i>Clifford Hong</i></u> Signature	<u>6/18/2021</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature	<u>6/21/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/12/2020	Instructional Leadership Team & Family Head Meeting	Conducted ILT work sessions to align on school goals; ILT members individually contributed to various sections of the SPSA depending on content area and areas of expertise
12/15/2020	SELLS Subcommittee Established	Within SSC; a teacher a parent and a admin volunteered to be part of SELLS subcommittee
2/24/21, 3/24/21	All Staff Meeting	Shared rationale and overview of the school site plan. Teachers and staff reviewed and made recommendations
2/17/21, 3/3/21, 3/17/21, 4/21/21, 5/5/21, 5/19/21	Instructional Leadership Team & Family Head Meeting	ILT work session to plan teacher, leadership, and organization practices aligned to school goals
2/16/21,3/16/21, 4/20/21,5/18/21	Faculty & SSC combined	Shared rationale and overview of the school site plan. SSC members aksed questions and made recommendations.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

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

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$142,835.00
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	\$667,994.00

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)	\$139,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$59,700.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,710.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$316,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$142,835.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$525,159.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$667,994.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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 2020-21 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 2019-2020, 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: 21-22 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<ol style="list-style-type: none"> 1. Repeated exposure to standards based curriculum and standardized tests. 2. After school program runs college and career workshops for students 	<ol style="list-style-type: none"> 1. Staff PD and pressure from OUSD to do standardized tests during instructional time. 2. Flexibility allows for more freedom and direct instruction.

<i>Focal Student Supports</i>	<p>1. Emphasis on academic discussion to support EL students for class engagement and access to content. Conducted learning walks to gather baseline data.</p> <p>2. Behavior intervention for students with disabilities to deescalate and avoid referrals.</p> <p>3. Academic mentors during the 20-21 school year to work with students struggling academically/with engagement.</p> <p>4. COST Tier 2 SEL groups: during the 20-21 school year, students who were struggling socio-emotionally had the opportunity to join social-emotional skills groups to build community and receive support.</p>	<p>1. Working closely with ELLMA to identify a problem and create a year long plan coherent plan to address the issue. Engaged the staff on the need to tackle this issue.</p> <p>2. TSA position dedicated to support students with disabilities and learning differences setting vision and action steps.</p> <p>3. Used data (grades) to determine a gap in student support.</p> <p>4. Gave survey to students to determine how they perceived themselves socio-emotionally. We were able to determine gaps and areas of need based on survey data.</p>
<i>Student/Family Supports</i>	<p>We use technology (Schoology) as a platform for streamlining communication between staff and students/families. We hold a variety of community building and informational events with families to strengthen the relationship between the school and the community. We invest in positions that further develop the relationship between the school and families (CSM, School Psychologist, RJ etc)</p>	<p>We have the financial stability to implement technology and hire such individuals for a variety of reasons (enrollment at or above capacity, supportive PTSA, etc.)</p>
<i>Staff Supports</i>	<p>We plan and execute professional development based on the needs of our teachers. We prioritize collaboration in a variety of settings (departmental, grade level, cohort within grade levels, etc)</p>	<p>The professional development agenda is crafted by the instructional leadership team who gather feedback from the entire staff</p>
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<p>All students are not regularly exposed to actual college and career pathways and options.</p>	<p>School schedule doesn't allow for a specific college readiness course and no PD is given about how to incorporate it into core subjects or electives.</p>

<i>Focal Student Supports</i>	Focal subgroups are still underperforming across all disciplines.	Systemic issues are often at the core of challenges- pedagogical stances, lack of early education intervention, lack of resources among communities, societal financial and achievement gap creates a cycle of poverty. These issues require targeted, long-term, and meaningful intervention to begin to address, across all disciplines. Students require accelerated learning. We intend to provide such learning through intervention classes.
<i>Student/Family Supports</i>	PTSA and after school event attendance does not mirror demographics. Increasing engagement among families of all demographics is a priority.	Families may feel alienated by structure of schools, and may lack knowledge of how to navigate school politics. In addition, language barrier can lead to families feeling disconnected the school community. Our School Psychologist plays a critical role in supporting students through the Student Success Team (SST) process, as well as a family outreach liaison to connect them with vital resources
<i>Staff Supports</i>	Teachers cannot observe one another with similar students.	Teachers teach at the same time; share a common prep

1C: 21-22 STUDENT GOALS & TARGETS

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

School Goal for May 2024:

All students demonstrate growth toward grade level standards.

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	2.4 (Spring 2019)	n/a	17.4
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	63%	n/a	68.0%

IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-1.2
IAB Math Above Standard	All Students	n/a	0.4	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	37.3% (Spring 2019)	n/a	n/a- we have not received baseline data from 2021 CAST test.
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:		To increase proficiency in math and language arts standards for focal students			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-129.5 (Spring 2019)	n/a	-119.5
SBAC ELA Distance from Standard Met	Low Income Students	+20 points DF3	-26.3 (Spring 2019)	n/a	-6.3
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	27.2%	n/a	22.2%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-164.3 (Spring 2019)	n/a	-144.3
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-93 (Spring 2019)	n/a	-73.0
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	Latino/a Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	7.0%	n/a	15.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.0%	n/a	15.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: Increase student and family connection to school and published activities

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	64.9%	n/a	5pp
Suspensions	All Students	-2pp	1.8%	n/a	-2pp
Suspensions	African-American Students	-2pp	3.8%	n/a	-2pp
Suspensions	Students with Disabilities	-2pp	5.5%	n/a	-2pp%
Chronic Absence	All Students	-2pp	9.9%	n/a	-2pp
Chronic Absence	African-American Students	-2pp	15.4%	n/a	-2pp
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024:		Increase staff retention and diversity on campus			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a	n/a	80.0%
Teacher Retention	All Teachers	n/a	n/a	n/a	95.0%

1D: IDENTIFIED NEED

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

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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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. The school will be allocating resources to retain 1 Restorative Justice Coodindator to help lead the culture and climate team in analyzing data and implementing best practices to support all students, including our historically underserved student groups.

School: Edna Brewer Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: School Culture and Climate

Theory of Change:

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 decrease.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Although we have been in distance learning for over a year, we have maintained our school PRIDE values: Positivity, Respect, Independence, Determination, and Empathy. Despite the difficulties of the pandemic, we have focused on the perseverance and well being of our teachers, students, staff, and families, kept students at the center of our work, ensured that we addressed and supported the academic and social/emotional needs of our students, and intentionally highlighted the positive behaviors and academic success of our students.

What evidence do you see that your practices are effective?

ACT Assembly - celebration of students who have been recognized for their achievement in academics, community, and total health; Student of the Month, Perfect Attendance, and Honor Roll - students receive verbal recognition during ACT Assembly and receive a certificate and bumper sticker mailed home to families; Family/Community workshops - providing parents with tips and assistance with how to support students during distance learning; PTSA support; Intervention support groups for students; Various afterschool programs; Student leadership opportunities; family support with food and gift card distribution. Parents have communicated and contacted teachers and staff expressing their appreciation for our efforts in keeping a sense of normalcy during this time. COST offered SEL skills groups to students who either self-identified or were identified by teachers/counselors, as needing additional SEL support.

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.

Our goal is to continue to support our students and families as mentioned above. Our hope is that it will happen in person.

20-21 Standards-Based Instruction Priority: Standards Based Instruction for all subject areas

Theory of Change:

If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The pandemic posed some challenges for practices in this priority. Teachers did their best to teach and assess grade level standards, but the quarter system prevented many teachers from completing their courses. Some typical benchmark exams were not given as well.

What evidence do you see that your practices are effective?

Given the current circumstances, high attendance rates let us know that students are still engaged in their classwork to varying levels. Survey results also indicate that the majority of students felt they were still learning during distance learning.

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.

Hoping for a more "regular" school year next year, we will continue to work on the same strategies as stated last year.

20-21 Language & Literacy Priority: Standards Based Instruction for all subject areas

Theory of Change: If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.

Related School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to pandemic and distance learning, our goal of increasing family engagement couldn't be measured accurately. Looking at attendance data and overall grades from each marking period we were able to assess which students needed support, including looking at targeted groups. An advisor and mentor program was initiated after reflecting on data to support students who were struggling with accessing online classes.

What evidence do you see that your practices are effective?

Based on current student grades and attendance data we have seen an improvement in students completing both synchronous and asynchronous work. Evaluation of mentor and advisor program is ongoing.

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.

For goal 3-2 from last year, we were not able to do classroom observations. Student work is collected by each teacher and analyzed together in department meeting to inform next steps. For goal 3-3, rather than focusing on intervention classes, we are conducting cycle of inquiries to identify intervention strategies that all teachers can commit to doing in their respective classes. Intervention classes simply did not make it into our master schedule.

20-21 Conditions for Adult Professional Learning Priority: Family Engagement

Theory of Change: If we explicitly teach and implement strong RJ practices and community values and develop systems for clearer data based conversations with student, 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: Increase parent/guardian engagement in school activities.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to pandemic and distance learning, our goal of increasing family engagement couldn't be measured accurately. However, we were able to present several family events that were well attended by parents, families, and community via Zoom.

What evidence do you see that your practices are effective?

Parent/Community Engagement Team - Engaging families of ELL's and families who are historically underrepresented at school events. Worked with teachers, administrators, parent liaison, counselors, and school psychologist to hold events that are engaging to the families of Brewer, such as Parent workshops, PTSA meetings, Back to school night, High School Option night, Winter Concert, family surveys, and new family orientations.

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.

Our goal will remain the same which is to increase family engagement. Our hope is that we will be in-person.

20-21 Conditions for English Language Learners Priority:	We will create schoolwide expectations and strategies for lesson planning that will intentionally increase instructional minutes for reading complex text, writing with evidence, and engaging in academic discussion as opposed to direct instruction.
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Theory of Change:	In order for ELs to develop language skills, they must have class time to practice language skills and fluency through read, write, and talk.
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Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The overall implementation required some modification due to distance learning. The schedule for the implementation was delayed in order to create time and space for educators to transition to online platforms. For action 5-1, we were not able to have monthly PDs, but did continue to build on our work in teaching literacy. It continues to be a priority at our site. For action 5-2 and 5-4, we were able to follow through as planned. For action 5-3, we were not able to conduct walkthroughs, but did collect qualitative and quantitative data through student work.

What evidence do you see that your practices are effective?

In departments, educators conducted cycle of inquires that revolved around literacy. For each of the cycle of inquiries, teachers were able to gather baseline data and implement changes to see higher student achievement. Once distance learning was established, educators were able to integrate literacy strategies in read, write, and talk in unit plans.

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 goal will remain the same. To further the support in accomplishing this goal, we will take more targeted actions to work with EL students and families directly. Conversations will be centered around EL snapshots and incorporate student voice in setting goals and actions. To support departments in incorporating read, write, and talk in teaching pedagogy, our leadership team will compile strategies and protocols from the past (reading complex text, common annotations, discussion protocols, CLO learning targets, CER, etc.) and showcase how this can be implemented in the classroom.

Arts, Music, and World Languages Priority: Equity	
Theory of Change:	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:	65% of students will be at or above grade level in SRI.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
This year we were able to provide music instruction and electives to all EBMS students including students in SPED. This provided a richer environment for all	
What evidence do you see that your practices are effective?	
Previously kids that needed to take a STRAT class were not eligible for elective class now ALL students get the benefit of an elective 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.	
We plan to continue the same schedule next year so these goals should continue to be met.	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
No significant changes between Brewer's 20-21 SPSA proposed budget and the actual budget for 2020-21.	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Edna Brewer Middle School

School ID: 210

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"): School Culture and Climate

School Theory of Change: 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 decrease.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	Establishment of various structures and systems to address student mental health and academic needs	Coordination of Services Team (COST) team; Attendance team; School Success Team (SST)	Focal subgroups are still underperforming accross all disciplines.	Tier 1

1-2	Teachers and the Community School Manager work with ELL students and families to help ELL students reclassify before high school. Teachers connect with students in advisory, and connect with families whose students are struggling academically	Engaging families of ELL's and families who are historically underrepresented at school events.	SELLS establishment; SSC team	Focal subgroups are still underperforming accross all disciplines.	Tier 1
1-3	Teachers and the Community School Manager work with ELL students and families to help ELL students reclassify before high school. Teachers connect with students in adisory, and connect with families whose students are struggling academically (this is a duplicate so we are able to address the Title I needs)	Engaging families of ELL's and families who are historically underrepresented at school events	Community Engagement Team	PTSA and after school event attendance does not mirror demographics.	Tier 1
1-4	Teachers use positive behavior incentive systems to reward students for maintaining and upholding Brewer's PRIDE values	Establish positive behavior systems that are implemented by teachers	PRIDE values, PRIDE tickets, PRIDE store		Tier 1
1-5	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	Promotion for All (PFA) /Homework club	Focal subgroups are still underperforming accross all disciplines.	Tier 2

1-6	Use Classroom behavior management system, which includes: Buddy Rooms, Referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment.	Create and monitor structures to support positive student behavior and respond appropriately to student misbehavior.	Implementation of Discipline Matrix	Focal subgroups are still underperforming across all disciplines.	Tier 1
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Standards Based Instruction for all subject areas
School Theory of Change:	If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Backwards plan CCSS and NGSS aligned curriculum	Leadership team align on domain 1 of Oakland Effective Teaching Framework (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, and semester based unit plans.	PLC agendas, weekly learning targets, daily lesson plans, or semester based unit plans aligned to CCSS and NGSS.		Tier 1
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		Tier 1

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		Tier 1
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Standards Based Instruction for all subject areas
School Theory of Change:	If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	All departments will create unit plans that intentionally and explicitly incorporate read, write, and talk time.	Provide structured PLC time for partner teachers to create and review curriculum. Reading, writing, and academic discussion will be highlighted in the unit plan.	Unit plans will be shared to the whole staff in a Google drive folder. Department head will review unit plans to ensure read, write, and talk are incorporated in the unit plans.		Tier 1
3-2	Strategies and protocols for annotating complex text, citing evidence, and engaging in academic discourse will be implemented in all classrooms	School leaders will compile and share institutional knowledge on read, write, talk strategies from the previous years. Professional development will be provided to showcase how each strategy can be implemented.	Each department will conduct cycles of inquires to analyze student work in read, write, and talk after implementing these strategies and protocols.		Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Family Engagement
School Theory of Change:	If we explicitly teach and implement strong RJ practices and community values and develop systems for clearer data based conversations with student, 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 Goal(s):	Increase staff retention and diversity on campus
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Every family will develop a set of practices or strategies that address student needs in their specific families.	Support teachers by providing strategies and facilitating conversations	Review of classroom discipline matrix, and evaluation of implementation fidelity		Tier 1
4-2	Every classroom will have a weekly check-in and incorporate other weekly RJ practices into their instruction	Support teachers by providing strategies and facilitating conversations	Decrease of student referrals, and increase in student connectedness to school		Tier 1
4-3	Every grade level will develop a system for tracking behaviors that are impeding on student learning and track strategies to support student(s).	Support teachers by providing strategies and facilitating conversations	Decrease of student referrals, and increase in student achievement		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	We will create schoolwide expectations and strategies for lesson planning that will intentionally increase instructional minutes for reading complex text, writing with evidence, and engaging in academic discussion as opposed to direct instruction.
School Theory of Change:	In order for ELs to develop language skills, they must have class time to practice language skills and fluency through read, write, and talk.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Assessment of individual and school systems of support for English Learner students to identify area of growth	Coordinate with ELLMA to use their tools of self assessment to gather data from staff	Compiled data from the self assessment tool coupled with action steps for the school year	Focal subgroups are still underperforming across all disciplines.	Tier 3
5-2	Use the student EL snapshot to facilitate discussion with students to set reading, writing, and speaking goals.	Compile EL student snapshot, create presentation to explain snapshot to students, engage families, and set timelines to achieve reclassification.	Every EL snapshot is complete with action steps and goals. This will be set in collaboration with students.	Focal subgroups are still underperforming across all disciplines.	Tier 2
5-3	All departments will create unit plans that intentionally and explicitly incorporate read, write, and talk time.	Provide structured PLC time for partner teachers to create and review curriculum. Reading, writing, and academic discussion will be highlighted in the unit plan.	Unit plans will be shared to the whole staff in a Google drive folder. Department head will review unit plans to ensure read, write, and talk are incorporated in the unit plans.	Focal subgroups are still underperforming across all disciplines.	Tier 1
5-4	Strategies and protocols for annotating complex text, citing evidence, and engaging in academic discourse will be implemented in all classrooms	School leaders will compile and share institutional knowledge on read, write, talk strategies from the previous years. Professional development will be provided to showcase how each strategy can be implemented.	Each department will conduct cycles of inquires to analyze student work in read, write, and talk after implementing these strategies and protocols.	Focal subgroups are still underperforming across all disciplines.	Tier 1

ARTS, MUSIC, AND WORLD LANGUAGES	
School Priority ("Big Rock"):	Equity
School Theory of Change:	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 Goal(s):	All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:		All Edna Brewer students.			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Afterschool art, choir, 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.		Tier 1

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Community School Manager	\$67,176	General Purpose Discretionary	1105	Certificated Teachers' Salaries	7867	Program Mgr Community School	0001	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-1
Supplies	\$0	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers use positive behavior incentive systems to reward students for maintaining and upholding Brewer's PRIDE values	210-2
Consultants	\$0	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Engaging families of ELL's and families who are historically underrepresented at school events.	210-3
Science Teacher	\$38,691	LCFF Supplemental	1105	Certificated Teachers' Salaries	4051	Teacher, Structured English Immersion	0.53	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-4
Highbaugh	\$16,872	LCFF Supplemental	1105	Certificated Teachers' Salaries	3434	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-5
STIP Teacher	\$59,724	LCFF Supplemental	1105	Certificated Teachers' Salaries	7630	STIP Teacher	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-6
Restorative Justice Facilitator	\$8,017	LCFF Supplemental	2205	Classified Support Salaries	8099	Restorative Justice Facilitator	0.08	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers use positive behavior incentive systems to reward students for maintaining and upholding Brewer's PRIDE values	210-7
Supplies	\$30,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-8

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$114,896	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Leadership team align on domain 1 of Oakland Effective Teaching Framework (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, and semester based unit plans.	210-9
Consultants	\$48,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use Classroom behavior management system, which includes: Buddy Rooms, Referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment.	210-10
Assistant Principal	\$46,402	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2636	Assistant Principal, Middle School	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	210-11
Assistant Principal	\$124,794	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6935	Assistant Principal, Middle School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	210-12
Consultants	\$3,710	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Every classroom will have a weekly check-in and incorporate other weekly RJ practices into their instruction	210-13
Certificated Teachers' Salary	\$13,586	Title I: Basic	1105	Certificated Teachers' Salaries	2382	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-14
Counselor	\$44,887	Title I: Basic	1205	Certificated Pupil Support Salaries	4308	Counselor	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Establishment of various structures and systems to address student mental health and academic needs	210-15
Community Schools Manager	\$44,784	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7867	Program Mgr Community School	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-16
Restorative Justice Facilitator	\$42,085	Title I: Basic	2205	Classified Support Salaries	8099	Restorative Justice Facilitator	0.42	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Every grade level will develop a system for tracking behaviors that are impeding on student learning and track strategies to support student(s).	210-17

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Art Teacher	\$106,871	Measure G1	1105	Certificated Teachers' Salaries	4697	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-18
Music Teacher	\$51,311	Measure G1	1105	Certificated Teachers' Salaries	2669	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-19
Supplies	\$1,410	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Use Classroom behavior management system, which includes: Buddy Rooms, Referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment.	210-20
Consultants	\$14,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	210-21
After School Program	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	210-22



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

School-Parent/Caregiver Compact

Edna Brewer Middle School

2020-21

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

This School-Parent/Caregiver Compact is in effect for the 2020-21 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.

- Communicate high expectations for every student.
- Provide continuous ongoing professional development around rigorous instruction, California State Standards/Common Core and differentiation
- Use data to inform decision making and ensure equity. Data includes student and family demographics, annual standardized testing, attendance, and school climate and culture.

2) Hold parent/caregiver-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- Communicate regularly with families about their child's progress in school through conferences, parent/caregiver-teacher meetings, progress reports, and other available means.
- Provide opportunities for parents/caregivers to volunteer and participate in their child's class, and to observe classroom activities. As we started the 2020-2021 school year in distance learning due to precautions related to stopping the spread for COVID-19, we acknowledge that parent/caregiver involvement in our school will be different. We encourage families to get in touch with the PTSA president, school administrators, counselors, teachers, etc. to help our community reimagine what it

means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

- Provide assistance to families on what they can do to support their child's learning (for example, training in Schoology, parent support groups, etc.). Assistance includes workshops to help parents/caregivers navigate online learning platforms, Back to School Night, and administrators and counselors available to meet one-on-one with families.

3)Provide parents/caregivers 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.

- Providing high school night as a resource to help prepare families for the transition from middle to high school. Topics covered include navigating and understanding the district's open enrollment application process, Pathways program, A-G requirements.
- Communicating with families about the value and purpose of the SBAC (Smarter Balanced Assessment Consortium-- our state's standardized testing system.
- Updating Schoology, our school's online learning hub/platform, and grades on a frequent basis.
- Providing parents/caregivers with Danger of Failing letters via mail and email mid-way through each Minimester/Quarter

4)Provide parents/caregivers reasonable access to staff.

- Connecting families with Schoology and provide training on how to use Schoology
- Creating time for families to meet with teachers if requested

5) Provide all parents/caregivers, and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities. As mentioned earlier, we acknowledge that parent/caregiver involvement in our school will be different for the 2020-2021 school year because of distance learning and due to precautions related to stopping the spread for COVID-19. We encourage families to get in touch with PTSA president, school administrators, counselors, teachers, etc to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.)

- Sending clear communication regarding events and opportunities to be involved of through Schoology and Back to School Night
- Offering flyers that provide information about resources for students and their families. Flyers delivered through Schoology, and Talking Points.
- Directing families to Oakland Ed Fund to become authorized to volunteer on campus. Organizing school beautification opportunities, once we are permitted to resume on-campus activities.

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

- Providing weekly progress reports to parents/caregivers via Schoology
- Disseminating information at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Connecting families with Schoology and provide training on how to use Schoology

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

- Providing professional development training to teachers
- Providing parent/caregiver Schoology workshops to ensure that families understand our school's primary tool and platform for communicating with students about their courses, grades, and extracurricular activities.
- Establishing a Spanish speaking parent/caregiver group in conjunction with PTSA meetings, to build stronger relationships between all families and educators.
- Offering Parent/Caregiver Outreach night for overlooked families and events like "I Love Learning" awards

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

- Sending messages and information via Schoology translated into multiple languages (Language Link, Talking Points, etc.)
- Offering a Schoology workshop to parents/caregivers.
- Offering Spanish speaking parent/caregiver engagement group meetings
- Using translation services as available

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents/caregivers.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- 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 virtual class.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Caregiver Responsibilities

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

- Volunteer in my child's classroom if possible. *[required]* As stated earlier, we started the 2020-2021 school year in distance learning due to precautions related to stopping the spread for COVID-19, we acknowledge that parent/caregiver involvement in our school will be different. We encourage families to get in touch with PTSA president, school administrators, counselors, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.
- Participate in decisions related to the education of my child. *[required]* This may include communicating with teachers when needed, joining the School Site Council or PTSA, IEP meetings, .
- Promote positive use of my child's extracurricular time. *[required]* This may include joining extracurricular activities, homework club with after school mentors, etc.
- Talk to my child regularly about the value of education
- Communicate with the school when I have a concern.
- Monitor screen time.
- Monitor my student's usage of social media and video games and ensure that it does not negatively impact the academic and social emotional well-being of my student and peers
- Participate in Restorative Justice practices as needed
- Ensure that my child does not have access to weapons and illegal substances
- Make sure that my child reads for at least 30 minutes every day
- Make sure that my child attends distance learning every day, on time, and with homework completed
- Support the school's discipline policy and dress code (in-person learning)
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent/caregiver-teacher conferences and Back-to-School Night

- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition. OUSD Nutrition Services is operating [22 pick-up locations](#) throughout the city where “Grab and Go” meals are available for any Oakland child. For more information visit: ousd.org/covid-19studentmeals
- Participate in shared decision making with school staff and other families for the benefit of students (e.g., School Site Council, PTSA).
- Respect the school, staff, students, and families.

Student Responsibilities

- 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 (in person)
- 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/caregivers/guardians and my teachers about my progress in school
- Respect my school, classmates, staff, and family
- Ask for help when I need it

This Compact was jointly developed and adopted by Edna Brewer Middle School on September 22, 2020 and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents/caregivers, and family members of students participating in the Title I, Part A program on or before September 30, 2020.

Signature of Principal

A handwritten signature in black ink, appearing to read "Anthony [last name]", written in a cursive style.

Date 11/02/2020



Title I, Part A School Parent/Caregiver and Family Engagement Policy

All Title I schools will jointly develop a written parent/caregiver and family engagement policy with input from and distribution to all parents/caregivers and family members. This policy describes the means for carrying out designated Title I, Part A parent/caregiver 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 information on Common Core/State of California's academic content and student achievement standards for example by providing information to parents about meeting standards at the grade level and explaining what content/subjects are covered in each grade.
- Providing information on Common Core/State of California and Oakland Unified School District's academic assessments, including alternate assessments
- Providing information on academic proficiency levels students are expected to achieve
- Providing information on how to monitor their child's progress using Schoology - online learning hub/platform (ex: sending teachers messages through Schoology, checking Schoology assignments, providing contact information for counselors, etc.)

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

- Providing weekly progress reports to parents/caregivers via Schoology
- Disseminating information about various programs available and how to be involved in the school at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Provide opportunities for parents to volunteer (after clearance with Oakland Ed Fund) These opportunities may look like supporting breakout rooms in a distance learning classroom, or supporting a classroom in person when we return to in-person learning. As we started the

2020-2021 school year in distance learning due to precautions related to stopping the spread for COVID-19, we acknowledge that parent/caregiver involvement in our school will be different. We encourage families to get in touch with The PTSA to communicate with school administrators, counselors, teachers, etc to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

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/Caregiver and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents/caregivers shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Engaging student council members in Title-1 conversations to discuss the allocation of Title 1 funding to support academic and the social emotional learning of our highest needs students.
- Providing regularly scheduled parent/caregiver meetings throughout the year. These include our annual Title 1, School Site Council (SSC), and Site English Learning (SELL) meeting, PTSA meetings Providing time during SSC, SELLS, and annual Title 1 meetings to discuss and brainstorm how to spend Title 1 funds.

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

- Holding at least one meeting in the 2020-2021 school year
- Offering information about opportunities to participate in the development of the Edna Brewer's Title 1 Plan – the school site's for using federally funded financial assistance to address the learning and social emotional needs of low-income families and students.
- Informing parents/caregivers of meeting times and dates via phone/email blast, Schoology
- Collecting email/contact info of parents/caregivers interested in being involved and create a mailing list to keep parents updated on the development and implementation of the plan
- Convening meetings of parents to provide input and ideas. Meetings include PTSA, SSC, SELLS, and annual Title 1 meetings

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

- Providing a data analysis and matrix of student outcomes at Title-1/SSC meetings
- Providing data and information about the school's goals to be shared at Back to School Night
- Providing data and information about the school's goals to be shared at New Student Orientation
- Providing data and information to be shared through parent/caregiver communication at the start of the school year

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

- Sending messages and information via Schoology translated into multiple languages
- Offering a Schoology workshop to ensure all parents/caregivers can access and understand how to use Edna Brewer's online learning platform/hub.
- Offering Spanish speaking parent/caregiver engagement group meetings
- Using translation services as available (Language Links subscription)

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.

- As stated earlier, we started the 2020-2021 school year in distance learning due to precautions related to stopping the spread for COVID-19, we acknowledge that parent/caregiver involvement in our school will be different. We encourage families to get in touch with the PTSA (either Nilofer Ashan or Cindy Oludayo) school administrators, counselors, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

Once we are permitted to resume on-campus activities, the school provides opportunities for families to volunteer in classrooms and other school activities by:

- Sending clear communication of opportunities through schoology and Back to School Night
- Offering flyers that provide information about resources for students and their families. Flyers delivered through Schoology, Talking Points
Directing families to Oakland Ed Fund to become authorized to volunteer on campus.
- Organizing school beautification opportunities.

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/caregivers with materials and training to help them work with their children to improve their children's achievement by:

- Sending out weekly Schoology updates regarding what is happening in academic classes
- Creating a plan with counselors to support students academically
- Developing parent/caregiver workshops with counselors (ex. Schoology training) to support students

- Providing opportunities for parents to learn different strategies to support their students in distance learning (parent workshops on adolescent behavior, organizational skills, etc.)

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

- Providing professional development training to teachers
- Providing a parent/caregiver Schoology workshop to teach them how to navigate the platform, access grades and messages, etc.
- Establishing a Spanish speaking parent/caregiver group in conjunction with PTSA meetings
- Offering Parent Outreach night for overlooked families and events like I Love Learning awards

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

- Announcing Title I meetings through Brewer Blast, PTSA parent group, SSC meetings and Schoology
- Offering 1 meeting throughout the year to solicit parent/caregiver input
- Provide translation, food and childcare when meetings are held on the school site and translation for meetings held during distance learning
- Publicize meetings through flyers and through the marquee at the front entrance.

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/Caregiver and Family Engagement Policy by:

- Engaging student council members in Title-1 conversations
- Providing regularly scheduled parent/caregiver meetings throughout the year
- Providing time for discussion and brainstorming during SSC and SELLS meetings to determine how to best spend Title I money

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

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

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

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

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/caregiver and family engagement program with other programs and activities, such as parent/caregiver resource centers, to encourage and support parents/caregivers in more fully participating in the education of their children by:

- Hosting culture night
- Hosting Back to School night
- Offering Schoology parent workshop
- Organizing cultural parent group in response to requests by parents/caregivers for greater involvement

If a Title I School Wide Plan is not satisfactory to parents/caregivers, a parent/caregiver can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Edna Brewer Middle School on September 22, 2020 and will be in effect for the period August 10, 2020 through May 28, 2020.

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

Name of Principal

Aubrey Layne

Date 11/02/2020

Signature of Principal



Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

Edna Brewer Middle School
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Shelley Gonzalez
Vice Chairperson:	Macie Chao
Secretary:	August Spafford

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Aubrey Layne	x					
August Spafford			x			2
Nelda Kerr		x				1
Shelley Gonzalez				x		2
Diana Casanova				x		2
Erich Turk				x		2
Sheila Afnan		x				1
Edward Reed		x				1
Macie Chao					x	1
Victoria Oguta					x	1

SSC Meeting Schedule: (Day/Month/Time)	Third Tuesday of every month at 5:00 pm
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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.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)