

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Edna Brewer Middle School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Edna Brewer Middle School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Edna Brewer Middle School  
**CDS Code:** 1612596057061  
**Principal:** Aubrey Layne  
**Date of this revision:** 6/6/2017

The Single 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](mailto:aubrey.layne@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 Single 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"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   | <input type="checkbox"/> School Improvement Grant (SIG) |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single 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).
- Opportunity was provided for public input on this school's Single 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: 5/16/17

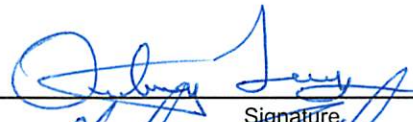
- The public was alerted about the meeting(s) through one of the following:

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

**Signatures:**

Aubrey Layne

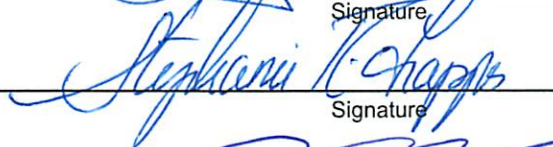
School Principal

  
Signature

5/16/17  
Date

STEPHANIE R. TRAPPS

Print name of SSC Chairperson

  
Signature

05-16-17  
Date

Mark Triplett

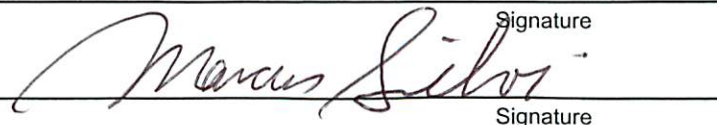
Network Superintendent

  
Signature

5-22-17  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

  
Signature

5/25/17  
Date

## 2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2016, 11/15/2016, 1/17/2017, 3/21/2017, 4/18/2017, 5/16/2017	School Site Council	Shared rationale and overview of the site plan. SSC members asked questions and made recommendations.
1/4/2017, 3/15/2017, 3/29/2017, 4/20/2017, 5/3/2017	Instructional Leadership Team	Conducted ILT work to craft different aspects of the school goals. Conducted ILT work session to review and amend SPSA's content.
2/15/2017, 3/1/2017, 3/15/2017	Instructional Leadership Team	Engaged in Measure G1 discussion (needs assessment, priorities, goals) to craft G1 proposal.
3/27/2017	Brewer Faculty	Shared SPSA with Brewer Staff and solicited feedback.
4/11/2017	PTSA Board Meeting	Shared rationale and overview of the site plan. Solicited feedback.
4/20/2017	Family Head Meeting	Shared rationale and overview of the site plan. Family Heads reviewed the content.
4/26/2017	Student Council (6-8)	Convened feedback session with students arround activities to increase student engagement.


## 2017-2018 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$181,575.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$409,918.05	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$128,282.52	TBD
<b>TOTAL:</b>	<b>\$719,775.57</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$87,417.46	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,927.49	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$69,753.00	TBD

<b>TOTAL:</b>	<b>\$160,097.95</b>	<b>\$0.00</b>
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## PART A: ABOUT THE SCHOOL

### 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. 99-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. 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 2014-2015, 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. 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.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Reading

#### SCHOOL GOAL for Reading:

Increase by 5 percentage points the percent of students reading at or above grade level as measured by SRI.

#### SCHOOL TARGETS for Reading:

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Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	59.00%	64.00%	69.00%

**Other Leading Indicators for Reading:**

SRI growth from beginning school year to mid year to end of school year.

**NEEDS ASSESSMENT for Reading:**

STRENGTHS	CHALLENGES
<p>1. Students are expected to engage in daily reading during schoolwide SSR period.</p> <p>2. Every SSR classroom has a library that is supported by parent volunteer.</p> <p>3. Teachers and students use schoolwide annotation marks for Close Reading in all subject content area.</p> <p>4. Professional Development focus on reading and reading scores as well as writing.</p> <p>5. We took on a school- wide reading campaign leading up to Spring SRI and SBAC testing this year. The goal is to celebrate SRI growth and end of SBAC testing with a school- wide celebration of student accomplishment.</p>	<p>1. Teachers and students do goal setting for SRI, but do not engage in in-depth analysis.</p> <p>2. There isn't time and excitement created by teachers around SRI scores.</p> <p>3. Several teachers have conflicting philosophy around testing, particularly the SRI. Low teacher buy-in.</p> <p>4. Small group instruction for reading only is happening in Strategic classes, which only impact a portion of our struggling readers. Many are in Math intervention or other electives and do not receive targeted reading support.</p>

**ROOT CAUSE ANALYSIS**

1. For our struggling readers, there is a low culture of reading at home, and students don't visit libraries as much.
2. Struggling readers also lack reading fluency and comprehension which impact interest and motivation because it's a struggle.
3. Missing aligned vision among colleagues in the ELA department.
4. There is difference of opinion in how advisory time should be used, as well as concerns pertaining to contractual hours and obligations.
5. There isn't a strong emphasis on data analysis.

**MATHEMATICS PRIORITY:** Mathematics

**SCHOOL GOAL for Mathematics:**

Increase by 5 percentage points (annually) the percent of students performing at or above grade level as measured by SBAC.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	39.00%	44.00%	49.00%

**Other Leading Indicators for Mathematics:**

We can look at a variety of assessments throughout the year including but not limited to teacher created unit exams, district created benchmark exams, and the SMI exam.

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
<p>1. Students are best at communicating reasoning compared to other three SBAC indicators.</p> <p>2. Small group work strategies tested last year ("puzzle piece" problems, individual think time, purposeful groups, and debate systems) appear to work in terms of creating more productive group work. The effectiveness of these strategies was gauged through formal and informal observation of teachers.</p> <p>3. Each grade level pair of math teachers is very closely aligned with one another (almost same lesson in either class on any given day).</p> <p>4. There has been minimal teacher turn over in the math department over the last 2-3 years.</p> <p>5. We took on a school- wide reading campaign leading up to Spring SRI and SBAC testing this year.</p>	<p>1. Many students are unorganized in their learning. They often loose items and do not know how to store things in an organized way. They do not use their previous classwork and homework as a resource while grappling with new problems or concepts.</p> <p>2. Students are not very reflective when asked what they have learned in any given period of time. A typical response to the question "How was class today?" is "good" or "bad."</p> <p>3. Students are improving in group work overall, but they do not seem to document, use, or value their peers' ideas.</p>

**ROOT CAUSE ANALYSIS**



**Root Cause of Strengths:**

1. We value the process over the end result. We ask that students explain their thinking and listen to others'.
2. Grade level teams came together to test out a variety of group work structures. We studied the structures and their effectiveness via lesson study.
3. There is quite a bit of partner planning time built into our professional development schedule.
4. The math department participates in some extra team building collaborative experiences like the Asilomar math conference and lesson study. In addition, all department priorities are teacher driven.

**Root Cause of Challenges:**

1. Teachers do not have a shared system for students to organize their work in class.
2. There is not often time set aside for students to think about what they may have learned each day.
3. Our in house research led to more productive group work, but did not include strategies that really ask students to re-articulate their peers' ideas.

**CULTURE & CLIMATE PRIORITY: Suspensions**

**SCHOOL GOAL for Suspensions:**

Reduce suspensions of African American male students and students with IEPs by 3 percentage points.

**SCHOOL TARGETS for Suspensions:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	African American Males	8.60%	5.60%	3.60%

**Other Leading Indicators for Suspensions:**

Over the course of the year, we can monitor office referrals for AA males as well as In-school and out of school suspension for AA males. We can also look at effectiveness of pre-referral interventions and post suspension RJ re-entry circles. We will collect data about how AA males feel about relationships with authority figures through our Black Student Union. We will monitor behavior goals and behavior intervention plans for AA male students with IEPs.

**NEEDS ASSESSMENT for Suspensions:**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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<ol style="list-style-type: none"> <li>1. There is a grade level admin to work with students and adults in each grade.</li> <li>2. Grade level admin is in constant communication with parents, teachers, COST and RJ teams.</li> <li>3. COST and RJ Teams share information.</li> <li>4. RJ Team works closely with grade level admin supporting specific students and subgroups.</li> <li>5. Mentors are assigned to tier 2 and 3 students.</li> <li>6. RJ Wednesdays across the school and PACT lessons foster positive classroom culture.</li> <li>7. Initiated Boys Group 16-17 school year in response to AAM and students with IEPs suspension rate</li> </ol>	<ol style="list-style-type: none"> <li>1. Incoming 6th students have to be indoctrinated into our school culture and RJ practices.</li> <li>2. A significant number of our suspensions are for students with IEPs and AAM students.</li> <li>3. We have not done enough SEL work around empathy and conflict with students and their families.</li> <li>4. Though we have a strong electronic use policy, social media use outside school hours keeps student conflict brewing. Peer pressure can be a contributing factor in behaviors that lead to suspension.</li> <li>5. Some students seemingly do not comprehend the implications of their actions (Ex. Big Five for Expulsion).</li> <li>6. All school staff has not received CRT training, or work around addressing biases.</li> </ol>
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**ROOT CAUSE ANALYSIS**

1. Some teachers lack skills and knowledge in developing relationships with AAM students and students with IEPs.
2. Some students lack the critically thinking and coping skills to understand the implications of their actions.
3. In middle school, emphasis on social standing causes students to value image and social currency over empathy and community.
4. Adulthood: AAM students are often treated as adults. This stems from societal biases and perceptions.
5. A strong relationship between home and school is sometime missing, and when it gets damage we don't always salvage it.
6. Over 60% of students with suspensions are AAM, which include students with IEPs

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Student Engagement**

**SCHOOL GOAL for Student Engagement:**

Increase student engagement indicator by 5 percentage points on the CHKS survey.

**SCHOOL TARGETS for Student Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	64.00%	69.00%	74.00%

**Other Leading Indicators for Student Engagement:**

A 5 question survey occurs once per marking period through the advisory program. Student Council, Student Rep on SSC, and Peer RJ leaders can participate in a focus group.

**NEEDS ASSESSMENT for Student Engagement:**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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<ol style="list-style-type: none"> <li>1. Most students like their school and their teachers.</li> <li>2. The three pillars: Academics, Community, and Total Health are all supported through ACT awards and schoolwide assemblies.</li> <li>3. Teachers and administrators acknowledge student achievement with honor rolls, and student of the month breakfast.</li> <li>4. Many teachers avail themselves to students to build relationship with them or to host lunch time activities or social clubs.</li> <li>5. Sports and other activities are available for students to enroll in. There are various opportunities for students to express their creative and interest.</li> </ol>	<ol style="list-style-type: none"> <li>1. When student-adult relationships are damaged, adults are not sufficiently skilled in RJ practices to mend and resolve damaged relationships.</li> <li>2. Teachers are not always willing to give up instructional time for community building and SEL practices.</li> <li>3. Students do not always have a variety of options to express academic outcomes in core classes. We are not always using multiple modalities to deliver lessons.</li> <li>4. Advisory is not used to teach explicit SEL and community building practices.</li> <li>5. Students don't always feel they have a voice.</li> </ol>
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**ROOT CAUSE ANALYSIS**

<ol style="list-style-type: none"> <li>1. Time and limited access to RJ training and resources inhibit adults from embracing and implementing RJ practices.</li> <li>2. Cross department collaboration is not strong; not really using consultancy model enough to learning from each other, particularly in multi-modal lesson delivery.</li> <li>3. Time and other priorities get in the way of adults shining a spotlight on excellent practice when it pertains to involving students.</li> <li>4. Philosophical differences among staff around what authentic student engagement looks like exist.</li> <li>5. Learning isn't always made relevant to real life scenarios or applications.</li> </ol>
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**ADDITIONAL PRIORITY:** **Equity**

**SCHOOL GOAL for Equity:**

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.

**SCHOOL TARGETS for Equity:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Semester GPA data: Percent of students earning <2.0 GPA	All Students	n/a	n/a	10.00%

**Other Leading Indicators for Equity:**

Student academic GPA each marking period.

**NEEDS ASSESSMENT for Equity:**

<b>STRENGTHS</b>	<b>CHALLENGES</b>
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<p>1. Our current program is three exploratory/elective classes, taught by one science or history classroom teacher at each grade level, in addition to funding by a three-year California Arts Council VAPA grant, which ends in 2018. Through this grant, we have hired an outside contractor (a teaching artist) to work two days a week in collaboration with our core teachers to deliver art instruction for over 200 students, who self-select their art elective and are scheduled by grade level. 2. Staff display art work throughout the school. 3. Students are able to participate in different student groups on campus (Peer RJ, Student Council, Student Leadership). 4. Admin Team work closely with students to plan and implement community building initiatives.</p>	<p>1. More teachers and resources are needed to support elective classes.  2. Students who need ELA or Math support are enrolled in intervention classes and are not able to access an additional elective classes.  3. Teachers often advocate for students taking electives classes. Students in SPED programs do not always get access to art, music, and world language elective classes.  4. We do not have a credentialed art teacher at this time. No planning time is available for curriculum development, which is a serious burden for our teachers who have taken on art as an additional class.  5. Student groups do not meet regularly with school admins.</p>
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<b>ROOT CAUSE ANALYSIS</b>	
<p>1. Brewer does not have enough fund to integrate a variety of art, music, drama, world language offerings. 2. Edna Brewer lacks a sustainable visual arts program, which would further enrich our school’s learning environment and community building efforts. In conducting a self-assessment, based on the Middle School Visual Art Rubric for Program Evaluation, our staff and community identified the need to strengthen our current art program, which does not meet the standards of even a basic visual arts program across six domains: access/equity, instructional program, teachers, facilities, equipment/materials and professional development. 3. Edna Brewer, some would say, is a microcosm of Oakland. The diversity, based on the demographic breakdown reported earlier in the proposal, mimics that of the city’s population. With such diversity comes, unfortunately, a disparity in parent engagement at school. The PTSA board consists primarily of parents of our Caucasian and Asian student. These parents are also of the middle to higher socioeconomic backgrounds. A major priority for our school is to increase involvement of parents of African-American and Latino backgrounds.</p>	

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Reading:</b>	If teachers align on differentiation practices to target low readers in our core classes, and we make time to analyze and incentivize SRI, then students will show growth in reading scores.
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	We think that if teachers use equitable small group work strategies (department aligned group roles, department aligned group/discussion norms, reflective student journals, and true problem solving scenarios without "frontloading" content), then students will develop socially and reach a deeper understanding of mathematical content.
<b>SCHOOL THEORY OF ACTION for Suspensions:</b>	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.
<b>SCHOOL THEORY OF ACTION for Student Engagement:</b>	When teachers prioritize positive relationships with students, students feel connected to the teacher, the subject matter, and value themselves and their peers as learners.
<b>SCHOOL THEORY OF ACTION for Equity:</b>	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.

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

**Strategies and Practices for Improvement Priority #1:** Reading

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	#REF!	#REF!	#REF!
1-2	Use SRI, F&P Assessment, SBAC Reading scores to identify low readers	Allocate resources to enable teacher pull-outs for guided reading and F&P Assessment	TSA during elective periods (ongoing)
1-3	Utilize LLI in reading intervention classes to drive Lexile growth for struggling readers	Department Chair to lead PD for ELA teachers at beginning of year.	ELA Department Chair at Staff Retreat
1-4	Differentiate for low readers in English classes by using vocabulary and language scaffolds to supplement grade-level texts	Organize ELL Shadow day to identify specific engagement strategies for specific students.	ELA Department Chair, District ELL Person, 1st Marking Period
1-5	TSA will do pull-outs of struggling readers to do guided reading	Identify and hire a TSA with reading intervention experience.	
1-6	Close Reading in all subject areas (alignment on no frontloading of vocabulary, explicit vocabulary protocols, multiple reads with purpose, and annotation)	Refresher PD led by all department heads to confirm alignment within each department.	Department heads, 1st Marking Period Department Meeting

**Strategies and Practices for Improvement Priority #2:** Mathematics

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	All math teachers will use department aligned group roles during lessons that involve a group task.	Scott supports the use of group roles by facilitating a cycle of inquiry on the matter.	All math department meeting times.
2-2	All math teachers will use department aligned group work/discussion norms during lessons that involve a group task or discussion.	Scott supports the use of group/discussion norms by facilitating a cycle of inquiry on the matter.	All math department meeting times.
2-3	All math teachers will use math journals as their primary method of organizing classwork. Teachers will regularly include a reflective prompt about what students learned on any given day.	N/A	All math department meeting times.

2-4	Math lessons will activate students' prior knowledge, but will not "frontload" content that students should be discovering on their own.	Scott supports the balance of prior knowledge and "frontloading" by facilitating a cycle of inquiry on the matter.	All math department meeting times.
2-5	Math teachers will collaboratively design research lessons and participate in lesson study twice per year.	Scott and Courtney Ortega facilitate the lessons study process.	Summer lesson study institute, after school planning sessions, substitute coordination for each lesson study, food for each lesson study, and administration and other staff participation at each lesson.
2-6	Math teachers will observe their peers through the lens of their own professional goals or department priorities.	Scott works with all math teachers to substitute one full block period to allow for peer observation. (2-3 times per school year)	Scott and each teacher work out details individually.

<b>Strategies and Practices for Improvement Priority #3:</b>	Suspensions
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Implement Academic Differentiation strategies, as well as community building activities	Professional development time related to academic differentiation is set aside and planned for.  Time is dedicated for special education teachers to consult general education teachers about lessons and potential modifications.	Special Education department will make recommendations and help with classroom strategies for teachers to increase differentiation.
3-1	Implement Culturally Relevant Teaching (CRT)	Professional development of CRT strategies and frameworks for all staff	Outside facilitator/ expert trainer trains whole staff, ILT leads work within departments
3-2	RJ/SEL Lessons	Building positivity and community among staff and students through implementation of curriculum that promotes student peer leadership.	Ta-Biti Gibson provides lessons to whole staff for Wed. advisory. Gibson trains and employs peer RJ advisors who lead RJ circles and speak at other schools and events about how they use RJ at our school
3-3	Implement Boys Group	Ta-Biti Gibson develops group structure, trains volunteer staff and peer educators	Stipends for staff volunteers, funding for awards, books, and snacks Funding to host school events and attend off campus events.
3-4	Establish Affinity Groups	RJ team and Staff volunteers and also peer educators	Funding for awards, events and meals affinity groups organize for students and stipends for staff volunteers

3-5	RJ Wednesdays- Continue supporting teachers and students by having RJ Coordinators model exemplary RJ circles and community building strategies, and team teach with classroom teacher	Provide lesson frameworks and have peer educators lead Wednesday PACT lesson at least once a month	All RJ coordinators and peer educators
3-6	Implement Mentoring between adults and students	Determine mentoring programs/clubs and identify leaders to support	Various teachers, staff members, and student council members
3-7	Continue to implement Behavior intervention groups and strategies. ie- pullout meeting, one-on-one counselings,	Monitor behavior goals and behavior intervention plans for AA male students with IEPs.	SPED department, Admin and RJ team (and student council?)
3-8	Explicitly teach PACT/Advisory lessons that educate students about the distinction between Assertive Discipline and Restorative Practices, encouraging students to advocate for/ lead Restorative Practices- Focus on educating students about disproportionality in discipline and achievement gap in academics and the co- relation between the two	Write/ support content for lessons and create opportunities for youth leadership through conferences and forums	3 grade level Admins and 3 grade level RJ leaders

<b>Strategies and Practices for Improvement Priority #4:</b>	Student Engagement
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Implement Advisory/PACT	Structure time to support students: progress reports, self reflection, community building, skill building strategies	COST and RJ will work with advisory committee to help teachers develop classroom structure for student success
4-3	Increase Electives offerings- Journalism	School leaders will support initiative by ensuring necessary resources are available	Resources for curriculum materials, field trips and classroom guests
4-4	Field trips, conferences, and other opportunities for students and teachers to bond.	School leaders will support initiative by structuring the calendar to accomodate these activities	PTSA family liasons will assist with allocating funds and support, with Admin. helping to structure and complete necessary district paperwork
4-5	RJ Wednesdays	Create opportunities for activites	RJ Coordinators and peer educators
4-6	Lunchtime activities and clubs	Create opportunities for activites	Student Council or advisory council
4-7	Student survey twice a year	School leaders (Admin, ILT and student council) will design and conduct a survey twice a year	School leaders will support initiative by ensuring necessary resources are available
4-8	Invest in Sports Program, where staff coach and/or suppot teams by showing up to games	Expand athletic program and resources	Athletic Coordinator

4-9	Hold Teacher PD on Signs of trauma and Trauma informed practices, and apply practices in classrooms (discipline, seat arrangement, communication with families)	COST and Admin team	COST team
4-10	SART and SARB process	COST and Admin team	COST team
4-11	Teachers differentiate learning experiences for students in their grappling with complex text using CLOSE Reading	Revisit CLOSE Reading strategies in PD to enable teachers to better differentiate student learning to newcomers	Emphasize CLOSE Reading as a schoolwide practice
4-12	ELA TSA work with students in pullout groups during Advisory and/or SSR to help students with reading fluency	Create a schedule that allows for students to be pulled out during advisory	TSA and Admins
4-13	High performing students will have opportunities to advance their own learning and develop leadership and communication skills through participating in peer tutoring and/or conducting an independent work experience (IWE). (This is also a practice that is already happening, but needs to be more systematic and more intentional.	Admin and COST team frequently share data and create IWE opportunities for GATE students	Data driven conversation about students among Admin and COST team members
4-14	Teacher families will identify homeless / foster youth at the beginning of the school year and conduct periodic reviews of progress for these students within regular family meetings in order to address challenges related to attendance, discipline, social-emotional well being, and academic progress. (I see this happening informally already, but we are not intentional about this. Teachers are not provided with this information and do not monitor students' progress in a way that is consistent or aligned across the school.)	Teacher family conversations involve creating support for students with social emotional needs and discipline and attendance challenges	Family heads and grade level admins
4-15	Admin team, RJ leaders and COST team will collaboratively craft a check in and check out protocol for our most at risk students and homeless and foster youth, offering them a nurturing environment and home- like relationships at school (this is a current practice at Edna Brewer, we need to do it systematically and with fidelity)	RJ leaders, COST team and Admin team members will check in with students assigned to them every day	Admin, RJ and COST teams



4-16	Teachers implement "exceeds expectations" work in all classrooms, offering alternate assignments, alternate assessments and leadership responsibility for accelerated students (this is a current practice in many classrooms, we need to do it systematically and with fidelity)	School leaders will support teachers in their hallway to offer "exceeds expectations" work in all classrooms, offering alternate assignments, alternate assessments and leadership responsibility for accelerated students (this is a current practice in many classrooms, we need to do it systematically and with fidelity)	Using teacher leaders to train their colleagues
4-17	Implement a summer bridge program that allows incoming 6th graders to learn to build relationships and learn about school rules and expectations through community building activities	Work with families to forge relationship building opportunities, such as incoming 6th graders picnics, orientations, and school tours	Principal, Grade level admin, and teachers

<b>Strategies and Practices for Improvement Priority #5:</b>	Equity
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
5-1	Employ an Integrated Learning Approach for designing units that engage all students by using all modalities, through art, music and theatre	School leaders will support differentiated PDs for teachers to incorporate into their instruction. Focusing on building background knowledge and background schema at the beginning of units.	Admin Team, PLCs, teachers in the ILSP (Ben-Israel, Johnstone)
5-2	Utilize TSA to work with colleagues to implement Warm Demander approach to discipline	Engage in consistent messaging on this as an expectation for all teachers and provide PD Time for refresher on setting up cooperative structures	TSA, Admin Team, Teachers
5-3	Continue to implement After School Chorus	Establish MOU with Oakland Youth Chorus to ensure program is funded	Teachers and CBO
5-4	Utilize TSA to support students by working with them to increase their voice	Establish opportunities for students to be empowered and frequently meet with admin: Peer RJ, Student Council, Student Leadership	TSA, Admin Team, Teachers
5-5	Plan and perform Schoolwide Musical that integrates all sections of art on campus	School leaders will support initiative by ensuring necessary resources are available	Teachers and CBO
5-6	Increase offerings by employing an Art teacher	Work with stakeholders to plan and implement a well resourced, robust curriculum for all students	All staff
5-7	Increase enrollment and invest in Woodshop class	School leaders will support initiative by ensuring necessary resources are available	Teacher

5-8	Work with TSA to increase structure, cognitive support, and accountability in classroom discussion activities	Training for teachers to align on foundational classroom discussion practices (clear protocols, cognitive supports, explicit accountability)	1st Marking Period, All-Staff PD, Reinforced in Departments
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## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **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.

**PROPOSED 2017-18 BUDGET**

**Site Number:** 210

**School:** Edna Brewer Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$69,753.00	21st Century Community Learning Centers	Contract with East Bay Asian Youth Center (EBAYC) to provide AfterSchool Program	Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	A1.6: After School Programs	5825				210-1
\$125,782.52	After School Education & Safety (ASES)	Contract with East Bay Asian Youth Center (EBAYC) to provide AfterSchool Program	Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	A1.6: After School Programs	5825				210-2
\$2,500.00	After School Education & Safety (ASES)	Extended Contracts	Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	A1.6: After School Programs	1120				210-3
\$6,536.98	General Purpose Discretionary	Purchase school supplies (ex. papers, pencils, scissors, stapliers, printers, toners, etc) to support thriving educational environment	Prioritize time and resources to support collaboration between general and special education teachers & staff.	A2.1: Implementation of CCSS & NGSS	4310				210-4
\$5,000.00	General Purpose Discretionary	Conferences. Pay for teacher conferences, workshops, professional development	Providing New Teacher training monthly.	A2.5: Teacher Professional Development for CCSS & NGSS	5200				210-5
\$5,000.00	General Purpose Discretionary	Dues and Memberships. Pay for teachers to enroll in educational programs, classes,	Support teacher-led professional development and promote teacher leadership by providing opportunities for master teachers.	A3.4: Teacher Professional Development focused on Literacy	5300				210-6
\$8,000.00	General Purpose Discretionary	Equipment Maintenance	Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				210-7
\$1,000.00	General Purpose Discretionary	Interprogram - Duplicating	Building positivity and community among staff and students and families.	A2.1: Implementation of CCSS & NGSS	5716				210-8
\$1,000.00	General Purpose Discretionary	Intrprogram - Postage	Continue to support families and foster healthy communication between home and school	A3.3: Family Engagement focused on Literacy Development	5730				210-9

\$110,000.00	General Purpose Discretionary	Contract for 2 Restorative Justice (RJ) coordinators, and 1 Technology coordinator	Explicitly teach PACT/Advisory lessons that educate students about the distinction between Assertive Discipline and Restorative Practices, encouraging students to advocate for/ lead Restorative Practices- Focus on educating students about disproportionality in discipline and achievement gap in academics and the correlation between the two	A2.2: Social Emotional Learning	5825					210-10
\$5,000.00	General Purpose Discretionary	Non-contracted Services. Allocated for the purchase of buses for various field trips/outings	Support field trips, conferences, and other opportunities for students and teachers to bond.	Support Affinity groups. Support teachers organizing opportunities for students to bond and have experiences outside of the school environment.	5826					210-11
\$1,000.00	General Purpose Discretionary	Admission fees. Allocated for payment of fees associated with entry to various field trip events	Support field trips, conferences, and other opportunities for students and teachers to bond.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829					210-12
\$4,000.00	General Purpose Discretionary	Licensing Agreements. Online subscriptions/contracts, such as Schoology which provides opportunities for home-school communication	Continue to support families in need. Hold targeted parent meetings and conduct home visits to address chronic tardy and chronic absences.	A6.5: Academic Parent-Teacher Communication & Workshops	5846					210-13
\$35,038.02	General Purpose Discretionary	Salary for receptionist to ensure families are supported, manage front office	Continue to support families in need. Hold targeted parent meetings and conduct home visits to address chronic tardy and chronic absences.	A5.1: School Culture & Climate (Safe & Supportive Schools)		RECEPTIONIST	RECEPT0010	1.00		210-14
\$73,900.00	LCFF Supplemental	Stipends or substitutes to support professional learning in support of academic acceleration: Extended Contracts	Extended Contract to participate in PD activities and leadership work. Using teacher leaders to train their colleagues.	A2.2: Social Emotional Learning	1120					210-15
\$95.90	LCFF Supplemental	Supplementary and intervention instructional materials for reading intervention, mathematics and/or science learning	Prioritize time and resources to support collaboration between general and special education teachers & staff.	A2.3: Standards-Aligned Learning Materials	4310					210-16
\$58,750.71	LCFF Supplemental	Psych Services	Implement a universal early warning system to provide targeted intervention for students in need of intervention, in collaboration with COST members.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734					210-17
\$25,000.00	LCFF Supplemental	Restorative Justice Facilitator	RJ Coordinators	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736					210-18
\$12,465.43	LCFF Supplemental	Salary of STIP teacher to provide coverage for class observations	Lesson Study and Peer Observations to support building capacity in Academic Conversations.	A2.9: Targeted School Improvement Support		TEACHER STIP	TCSTIP0390	0.28		210-19
\$22,328.81	LCFF Supplemental	Teacher salary to reduce class size and support academic acceleration	Increase elective offerings to reduce class size	A1.1: Pathway Programs		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.25		210-20
\$31,591.95	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Use SRI, F&P Assessment, SBAC Reading scores to identify low readers	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH1902	0.52		210-21

\$63,547.26	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Close Reading in all subject areas (alignment on no frontloading of vocabulary, explicit vocabulary protocols, multiple reads with purpose, and annotation)	A3.4: Teacher Professional Development focused on Literacy		TEACHER STRUCTURED ENG IMMERSN	K12TCH0733	1.00	210-22
\$226.05	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				210-23
\$32,053.95	Measure G: TGDS	Salary of STIP teacher to provide coverage for class observations	Lesson Study and Peer Observations to support building capacity in Academic Conversations.	A2.9: Targeted School Improvement Support		TEACHER STIP	TCSTIP0390	0.72	210-24
\$73,398.60	Salesforce.Org	Purchase school supplies (ex. papers, pencils, scissors, staplers, printers, toners, etc) to support thriving educational environment	Prioritize time and resources to support collaboration between general and special education teachers & staff.	A2.1: Implementation of CCSS & NGSS	4310				210-25
\$10,000.00	Salesforce.Org	Support staff collaboration, culture building, collegiality, professional development at school retreat and pd events	Buying more teacher training time to circle back on Academic Conversations so that both strategies can be done across the school with fidelity.	A2.5: Teacher Professional Development for CCSS & NGSS	4311				210-26
\$36,447.00	Salesforce.Org	.50 FTE Custodian	Provide additional supporting in keeping the campus clean	A5.1: School Culture & Climate (Safe & Supportive Schools)	5720				210-27
\$20,000.00	Salesforce.Org	Pay for ET/OT for classified employees working to support school initiatives	Support field trips, conferences, and other opportunities for students and teachers to bond.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425				210-28
\$33,013.58	Salesforce.Org	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				210-29
\$66,986.42	Salesforce.Org	Teacher	Prioritize time and resources to support collaboration between general and special education teachers & staff.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.75	210-30
\$39,500.00	Supplemental Program Investment	Extended Contracts	Extended Contract to participate in PD activities and leadership work. Using teacher leaders to train their colleagues.	A2.10: Extended Time for Teachers	1120				210-31
\$136.39	Supplemental Program Investment	Supplies to support academic acceleration	Prioritize time and resources to support collaboration between general and special education teachers & staff.	A2.1: Implementation of CCSS & NGSS	4310				210-32
\$26,157.29	Title I Basic	Psych Services	Implement a universal early warning system to provide targeted intervention for students in need of intervention, in collaboration with COST members.	A5.2: Health and Wellness (Mental & Physical Health)	5734				210-33
\$12,150.75	Title I Basic	Salary for Intervention Teacher	Use SRI, F&P Assessment, SBAC Reading scores to identify low readers	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	K12TCH1902	0.20	210-34
\$13,803.09	Title I Basic	Salary for Intervention Teacher	Implement classroom supports and interventions for students in need, including students with IEPs, 504 plans & SST intervention plans.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH1719	0.20	210-35
\$14,233.03	Title I Basic	Salary for Intervention Teacher	Implement classroom supports and interventions for students in need, including students with IEPs, 504 plans & SST intervention plans.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0985	0.20	210-36

\$21,073.31	Title I Basic	Salary for Intervention Teacher	Implement classroom supports and interventions for students in need, including students with IEPs, 504 plans & SST intervention plans.	A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH1323	0.20	210-37
\$2,927.49	Title I Parent Participation	Consultants. Contract for Parent Support	Continue to support families in need. Hold targeted parent meetings and conduct home visits to address chronic tardy and chronic absences.	A3.3: Family Engagement focused on Literacy Development	5825				210-38



## School Site Council Membership Roster – Middle School

School Name: Edna Brewer Middle School

School Year: 2016-2017

<b>Chairperson:</b> Stephanie Trapps		<b>Vice Chairperson:</b> Charlene Johnson	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>Secretary:</b> Michelle Mateo-Campbell		<b>LCAP Parent Advisory Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>LCAP EL Parent Advisory Nominee:</b>		<b>LCAP Student Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Ed Reed			X			
Stephanie Holmes			X			
Caitlin Everett			X			
Sarah Ben-Israel			X			
Alice Philips				X		
Aubrey Layne		X				
Michelle Mateo-Campbell					X	
Charlene Johnson					X	
Maya Plate-Yen						X
Heaven Hegler						X
Taralynn Nelson						X

<b>Meeting Schedule</b> (day/month/time)	Third Tuesdays of the month from 5-6 p.m.
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**SSC Legal Requirements: (Ed.Code 52852)**

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.

1-Principal  
4-Classroom Teachers  
1-Other Staff

**Or**

6-Parent /Community  
3-Parent /Community and  
3-Students

Revised 8/22/2016





## School Site Council Membership Roster – Middle School

School Name: Edna Brewer Middle School

School Year: 2016-2017

<b>Chairperson:</b> Stephanie Trapps		<b>Vice Chairperson:</b> Charlene Johnson	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>Secretary:</b> Michelle Mateo-Campbell		<b>LCAP Parent Advisory Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>
<b>LCAP EL Parent Advisory Nominee:</b>		<b>LCAP Student Nominee:</b>	
<b>Email:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Phone:</b>

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Stephanie Trapps					X	

<b>Meeting Schedule</b> (day/month/time)	Third Tuesdays of the month from 5-6 p.m.
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1-Principal  
4-Classroom Teachers  
1-Other Staff

6-Parent /Community  
**Or**  
3-Parent /Community and  
3-Students

Revised 8/22/2016

## **Title I School Parental Involvement Policy 2016-17**

**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**

**ENDA BREWER MIDDLE agrees to implement the following statutory requirements:**

- **Will convene an annual Title I meeting to perform the following:**
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. 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.
  4. The parents' right to participate in the development of the District's Title I Plan.

**(In the box below, briefly describe or bullet how this happens at your school.)**

- \*We will hold 1 Title-I meetings in the 2016-17 school year. At each meeting, parents will be offered information about opportunities to participate in the development of the District's Title I Plan.
- \*Inform parents via phone/email blast, Schoology
- \*Collect email/contact info of parents interested in being involved and create a mailing list to keep parents updated
- \*Convene meetings of parents to provide input and ideas

- **Offer a flexible number of meetings for parents.**

**(In the box below, briefly describe or bullet how this happens at your school.)**

- \*We announce Title I meetings through Brewer Blast, PTSA parent group, SSC meetings and Schoology.
- \*We are offering a meeting throughout the year to solicit parent input.
- \*Provide translation, food and childcare
- \*Flyers, Marquee

- **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.**

**(In the box below, briefly describe or bullet how this happens at your school.)**

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

- **Provides parents of Title I students with timely information about Title I programs.**

**(In the box below, briefly describe or bullet how this happens at your school.)**

- \*Handouts at Title-I meetings
- \*Handouts are available in the main office.
- \*Via phone/email blast

- **Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.**

**(In the box below, briefly describe or bullet how this happens at your school.)**

- \*Parents receive data analysis and matrix of student outcomes at Title-I meetings.
- \*Back to School Night
- \*New Student Orientation
- \*Parent communication at start of school year

- **Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.**

**(In the box below, briefly describe or bullet how this happens at your school.)**

- \*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:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The Common Core/State of California's academic content standards
  2. The Common Core/State of California's student academic achievement standards
  3. The Common Core/State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

- \*Weekly progress reports provided to parents via schoology
- \*Information disseminated at PTSA meetings
- \*Back to School Night and new student orientation

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

- \*Letters home to struggling students about tutoring, Schoology messaging, ELD class
- \*PFA, Homework Club
- \*Organize parent education events

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

(In the box below, briefly describe or bullet how this happens at your school.)

- \*Provide professional development training to teachers
- \*Parent Schoology workshop
- \*Spanish speaking parent group (PTSA) holds meetings in conjunction with PTSA meetings
- \*ILL awards- Parent Outreach night for overlooked families

- Coordinates and integrates 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

- \*ILL awards night to engage overlooked families culture night
- \*Back to school night
- \*Schoology parent workshop
- \*Organize Latino parent group in response to requests by Latino parents for greater involvement

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

- \*Messages and information via Schoology translated into multiple languages.
- \*Schoology workshop
- \*Spanish speaking parent engagement group meetings

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

- \*Respond in a timely manner to parental requests and implement programs and services when possible

### Accessibility

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

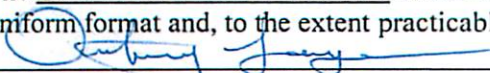
- \* Spanish speaking parent engagement group meetings
- \* Materials and information translated into multiple languages

### Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by:

This policy was adopted by the Edna Brewer Middle School Site Council on May 17, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, 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.

  
\_\_\_\_\_  
(Principal's Signature)

5/17/16  
\_\_\_\_\_  
(Date)

## **Edna Brewer Middle School Compact 2016-2017**

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 uniform 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.

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Student signature

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 TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

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Parent/Guardian signature

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.

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Teacher signature

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

Signed on this 17 day of May, 2016.