

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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
- 21st Century After School Programs
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Edna Brewer Middle School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Edna Brewer Middle School
CDS Code: 1612596057061
Principal: Aubrey Layne
Date of this revision: 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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
aubrey.layne@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 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 | |

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:

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 Single 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 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).
5. 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:

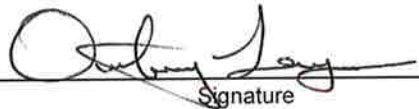
Date(s) plan was approved: 5/17/16

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices, Media Announcements, etc.)

Signatures:

Aubrey Layne
Print name of School Principal


Signature

5/17/16
Date

Catherine Carmans
Print name of SSC Chairperson


Signature

05/17/16
Date

Ron C. Smith
Print name of Network Superintendent


Signature

5/23/16
Date

Ruth Alahydoian
Ruth Alahydoian, Chief Financial Officer


Signature

5-25-16
Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/13/2016	Instructional Leadership Team	Reviewed data (SPF) and current SPSA(Big Rocks). Discussed ideas for Title I expenditures
1/20, 2/17	All Staff PD meeting	Reviewed SPF and discussed how data can inform Big Rocks in the SPSA plan.
1/26, 2/16	SSC	Reviewed data (SPF) and current SPSA(Big Rocks). Discussed ideas for Title I expenditures
2/3/2016	Instructional Leadership Team	Assessed current 2015-16 SPSA goals. Discussed rationale for shifting priorities.
3/21, 4/26, 5/17	SSC	Shared ideas around meeting the needs of all students on campus. Feedback session.
2/17, 3/2, 4/20	Instructional Leadership Team	Reviewed data, shared rationale for shift in 3Big Rocks, write SPSA plan to reflect shift in school priorities.

2/2/16, 5/10/16	Family Head Meeting	Discussed rationale for shift in priorities. Feedback session.
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2016-2017 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 ... General Purpose Discretionary #0000	\$319,113.75	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$278,756.50	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,172.23	TBD
TOTAL:	\$727,042.48	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$98,316.81	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,520.25	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$69,753.00	TBD
TOTAL:	\$170,590.06	\$0.00

ABOUT THIS SCHOOL

School Description

Edna Brewer Middle School is located at 3748, 13th Avenue, adjacent to the Fruitvale neighborhood, beside Macarthur and the Glenview neighborhood. This OUSD site is 101 years old. The school serves 820 student in grades 6-8 from diverse socio- economic and racial- cultural backgrounds. 38% of our students are African American, 22% are Latino, 13% are Caucasian, 33% are Asian and 6% are of multiple or mixed backgrounds. There are 15 different home langugaes represented in our student body. 78% of our students qualify for free and reduced lunch and 15% of our students have a disability.

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.

MAJOR IMPROVEMENT PRIORITIES

- | | |
|---------------------------------------|---|
| Major Improvement Priority #1: | Data-Driven Collaboration (including SPED teachers) |
| Major Improvement Priority #2: | Culturally Relevant Practices inclusive of Restorative Justice |
| Major Improvement Priority #3: | Academic Differentiation |

MAJOR IMPROVEMENT PRIORITY #1: Data-Driven Collaboration (including SPED teachers)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
1. SBAC ELA results: 51.8% 2. SBAC Math results: 37.3% 3. High School Readiness: 62.3%, growth of 5.9%	1. SBAC ELA EL & SWD results: 6.1%, 10% respectively 2. SBAC Math EL & SWD results: 7.6%, 5.9% respectively 3. SRI Latino & EL results: 41.8%, 3% respectively 4. SRI SWD results: 21.2% 5. LTEL Reclassification results: 11.1%
At mid-year SRI, Whole School proficiency grew from 38.1% to 45.1%.	SMI

At mid-year, grades 6, 7, and 8 grew 4.7%, 10.6%, and 5.3%% respectively in the percent of students proficient and advanced.	Benchmark
Edna Brewer outpaces other district middle schools in its SBAC & SRI scores.	

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

We continue to utilize collaboration as a tool to ensure rigorous instruction that not only drives student performance, but fosters a positive and productive culture and climate. Data from SRI and SMI continues to enhance cycles of inquiry that drive strategies through CLOSE reading, daily mandated SSR, and targeted strategic intervention classes for math and reading. Operations also include ELL intervention class after school, Accelerated math, peer tutoring, and enrichment material.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Regarding differentiation: we have discovered that serving our wide range of performance levels using other instructional strategies like cooperative learning, also present differentiation challenges. The more facilitative and less directive teaching becomes, the more we see successful students thrive while less successful students stagnate. It is therefore essential that our PD differentiates based on teacher need and ability.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 5 percentage points the percent of students reading at or above grade level as measured by SRI.	SRI	All Students	57.2%	67%	72%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Ensure that acceleration students are advancing 1.5 years of reading levels during one year of acceleration.	SRI	All Students	varies	1.5 years of growth	1.5 years of growth	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *We need to continue supporting guided reading acceleration classes--as well as personalized-learning embedded Math acceleration classes--and we will closely analyze growth reports specifically pertinent to acceleration classes, and in cases where teacher support is needed, we will target training and support to ensure acceleration is strong across the six sections of ELA Acceleration classes.*

KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Cross-Discipline Collaboration between Humanities and STEM teachers	Integrating the HWT into the Ts' gradebooks	Utilize the RJ and SST coordinators for pull out with low readers.
At least three student talk opportunities per 99 minute period	Teacher-Led PD	Clustering PD so that it can be intensive and culminate in student data.
1 intensive Close Reading lesson/unit, implemented per 6 wk MP	Buying more teacher training time to circle back on Academic Conversations so that both strategies can be done across the school with fidelity.	Lesson Study and Peer Observations to support building capacity in Academic Conversations.
Teachers differentiate learning experiences for students in their grappling with complex text using CLOSE Reading.	Integrating blended learning and CLOSE Reading better, to enable teachers to better differentiate student learning to low-income students.	Prioritizing teacher coaching to teachers who are grappling for the first time with CLOSE reading in all content areas.
	Providing New Teacher training monthly.	Using teacher leaders to train their colleagues.
	Admin Team facilitates and supports the professional development of teachers to develop their differentiation capacity using the CLOSE Reading strategy.	Lead Parent Engagement Meetings covering CCSS Eng and Math, so parents can learn about the three shifts and support their kids
	Ensure that English Learners are well-supported in both Silent Sustained Reading class and intervention ELA class, using the instructional coach to teach as well as provide instructional support	
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

MAJOR IMPROVEMENT PRIORITY #2: Culturally Relevant Practices inclusive of Restorative Justice

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Suspensions: 0.7%, growth of -3.7%	Suspensions are highest among African American males: 2.0%

Chronic Absence: 4.9%, growth of 1.8%	Chronic absences are highest for African American students: 8.1%
High School Readiness: 62.3%, growth of 5.9%	High School Readiness is lowest among Latino students: 43.3%
RJ in classrooms	70% of RJ initiative in 2015- 2016 is adult- held

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

At Edna Brewer Middle School, our current suspension data by demographic reads as follows-0% Latino, 5% Asian, 5% Caucasian. African American males receive 90% of suspensions and African American males with IEPs receive repeated suspensions. Chronic Absence is low to none for Asian, Latino and Caucasian students. Chronic absence is High among African American students. 3.5% of our chronic absences are African American students. High School Readiness is high for Asian and Caucasian students. High School Readiness among Latino students is at -3%. We have incorporated more RJ in classrooms in 2015- 2016 through RJ Wednesdays, PACT/ Advisory circles, Adult RJ circles. However, 70% of the RJ initiative in 2015- 2016 is adult- held or adult- lead. RJ Peer mediators support RJ. Adults take initiative in restoring referrals. Adults (teacher who wrote referral) don't always feel an authentic sense of closure when students re-enter a classroom after an infraction.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

While Edna Brewer Middle School has been a flagship RJ site, until the 2015- 2016 school year, thoughts about and planning around culture and instruction did not occur cohesively through an ILT. We had distinct Instructional Leadership Team and Culture Team structures. Thoughts about RJ integration and SEL in classrooms are new at our site this year. The absence of inclusive planning in leadership and organizational structures is proportional to outcomes for African American and Latino students. In 2015- 2016 African American males receive 90% of suspensions and African American males with IEPs receive repeated suspensions. High School Readiness among Latino students is very low at -3% per our 2014-2015 SPF. Chronic absence is High among African American students. Per the 2015- 2016 suspension data, High School Readiness for African American students is lower than in 2-14- 2015. 38% of our staff are consistent warm demanders per our 2014- 2014 SQR data. There has not been a dedicated PD on warm demander pedagogy. In 2015- 2016 we collapsed the ILT and Culture Teams so Instruction and Culture are not discussed independently of one another. We also collapsed Advisory and SSR rosters to create a stronger community in our Advisory classes, where the same group of students that come together for Academic Advising and Community Building circles in Wednesdays meets for SSR on Mondays, Tuesdays, Thursdays and Fridays. This practice is also in support of holding culture and instruction/ academics cohesively for our students and teachers. More recently our ILT took on studying Zaretta Hammond's Culturally Responsive Pedagogy as well as the re- crafting of our Big Rocks, based on our fall 2015 SPF data.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reduce suspensions of African American male students by 20%	Culture/ Climate: Student	African- American Males	66%	90%	70%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Climate & Culture	Reduce African American student chronic absences from 3.5% to 2%	Chronic Absence	African- American Students	3.5%	3.5%	2%	5: Students are engaged in school everyday.
Climate & Culture	Increase Latino student High School readiness from -3% to 5%	SRI	Latino Students	-3%	-3%	5%	1: Graduates are college and career ready.
Social/Emotional	Through Black Student Union, Latino Student groups, GSA, Student government, RJ peer mediator group and Leadership classes students will maintain a minimum 2.0 GPA and avoid referrals	SEL	African- American Students	66%	90%	70%	5: Students are engaged in school everyday.
Climate & Culture	RJ team will collaborate with Advisory/ PACT teachers to explicitly teach lessons on student discipline and restorative practices once every marking period (5 times a year)	Observations	All Students	n/a	n/a	5 times per year	1: Graduates are college and career ready.
Climate & Culture	Teacher PD and ongoing coaching in CRT	Observations	All Students	n/a	n/a	Yes or No	5: Students are engaged in school everyday.
Climate & Culture	Teacher PD in RJ and monthly RJ circles	Culture/ Climate: Staff	All Students	n/a	n/a	Yes or No	5: Students are engaged in school everyday.
Climate & Culture	Parent awareness workshops about RJ and SEL practices, and distinctions between Assertive Discipline and Restorative Practices	Culture/ Climate: Parent	All Students	n/a	n/a	Yes or No	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:

We will stay the course as a restorative discipline school with an eye toward social justice. We will work to get our RJ Coordinators onboarded as OUSD employees per the superintendent's remarks. This is not a new strategy as much as an extension of the work we're doing in the area of school culture.

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will continue to lead weekly community building circles in PACT/ Advisory with increased support from the 3 RJ coordinators.	Continue to hold grade level Admin and grade level RJ coordinator structure. Maintain and support 3 RJ coordinator positions.	3 grade level Admins and 3 grade level RJ leaders

RJ Wednesdays- Lessons co- taught by academic content teachers and RJ leaders	Continue to support RJ Wednesdays.	3 grade level Admins and 3 grade level RJ leaders
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
Weave the themes of CRT and SEL throughout the year- plan for teacher PD	Invite CRT and SEL experts find conferences and forums for teacher growth	3 grade level Admins and 3 grade level RJ leaders, all teachers
Engage African American, Latino and Asian American parents in conversation about achievement gap in academics and disproportionality in discipline through a variety of parent outreach activities	Engage translation services, form parent interest groups, address parent concerns and questions authentically with data	3 grade level Admins and 3 grade level RJ leaders
Home visits and parent education around the impact of chronic absences and chronic tardies and PTSA supported programs for families in need	Continue to support families in need. Hold targetted parent meetings and conduct home visits to address chronic tardy and chronic absences.	3 grade level Admins and 3 grade level RJ leaders
Early preventative conversations with students around absences and tardies and an effective SARB/ SART process	Create advocacy and support for students with transportation issues, family hardships and other difficulties. Maintain SARB/ SART process with fidelity	3 grade level Admins and Attendance clerk
Support Affinity groups- Latino Student Union, Black Student Union, Asian American Student Union	Encourage data- driven conversation around achievement gap and disproportionality in affinity groups, encouraging students to problem solve, support peers	Dedicated teachers who support affinity group work
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

MAJOR IMPROVEMENT PRIORITY #3: Academic Differentiation

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
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<p>Starting in 7th grade, students loop with their core teachers to the 8th grade. This allows teachers to develop instruction more focused around student needs. Special Education teachers loop with their students as well to maintain continuity for students and academic progress. This may help explain why the number of students in 8th grade earning above a 2.0 is higher than in 7th grade. We see teachers better able to differentiate and personalize the learning experience for students in the second year of teaching. Therefore, we believe that greater differentiation at all grade levels would help to increase student achievement.</p> <p>This year, more than any other year, students seem to enjoy their strategic classes. Many of our math teachers incorporate a great deal of SEL into their strategic class which leads to increased confidence for students. Our 6th grade Americorps member is also a great help in one of the 6th grade strategic classes. The SMI data indicates success, but we have concerns about over-relying on that single measurement to gauge student progress. The course seems to effectively address misconceptions with some mathematical concepts (particularly the type that may be seen on the SMI), but not others.</p> <p>Our goal is to implement Fountas & Pinell for next year (for which we'll need to spend minimum \$5K on the curriculum), which is much more scripted and which will drive reading growth more effectively.</p>	<p>We have individual teachers who are masters of differentiation, however, we do not see these practices implemented consistently and effectively across all classrooms. We have a large and experienced special education department, however, we do not have time or structures in place to facilitate collaboration between special ed. and general ed. teachers, which could help boost student achievement for students who are earning below a 2.0 GPA.</p> <p>We have a limited number of spaces available in our strategic intervention classes in order to keep the student:teacher ratio low. This means that we are not able to serve as many students as would benefit from this intervention. Additionally, we have historically not included students with IEPs in our strategic intervention classes, which we should reconsider. Finally, in the past, we have not emphasized the importance of GPAs, particularly in 6th & 7th grade. We have observed that when students understand the significance of a particular data point (for example, SRI), they are more likely to perform well. Therefore, we infer that by placing greater emphasis on GPAs and provide explicit instruction, students will earn higher grades.</p> <p>When we look at other data for this same group of students (strategic intervention class students), they still underperform. For example, students in strategic classes perform worse than their peers on the district mid-year benchmark exams. The lack of success on all of the assessments we administer may be the result of over-testing.. It does not seem feasible to teach the skills and concepts on all the different exams that we are mandated to administer.</p> <p>Our ELA strat classes need more adult support, particularly for newer teachers. ELA teachers also need continued training on teaching reading.</p>
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ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Edna Brewer is a school community where adults embrace inclusion of students with different abilities and needs. Despite this openness and philosophical commitment, consistent and effective differentiated instruction is not implemented regularly in all classrooms. The result of a one-size-fits-all approach to instruction is that a significant number of students are unable to access the curriculum and make progress, reinforcing the achievement gap. This is evidenced by the percent of students failing classes and consequently earning below a 2.0 academic GPA. As our district moves toward more inclusive practices for all students with disabilities in 2016-17, the need to effectively differentiate our instruction in general education classrooms will become even more pressing.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

The main root causes for these challenges are 1.) a lack of adequate professional development and training related to differentiated instruction 2.) the lack of opportunities for collaboration between general education and special education teachers & COST members, and 3.) the challenge of teaching to students at very different levels of mastery. In recent years, professional development at our site has focused on common core instructional practices such as close reading and academic discussion, as well as restorative justice practices. We have not dedicated teacher professional development time to training teachers to implement differentiated and inclusive practices, which is needed. Additionally, we have not created structured opportunities for collaboration between special education and general education teachers, or between teachers and members of COST who can provide insight into students' social-emotional needs and learning differences. Our staff include many veteran teachers and other professionals who could provide professional development, modeling, and supports to the majority of general education teachers who have less experience. This type of collaboration will require dedicated time and structured opportunities for teachers to come together and do the work. Finally, we are faced with the challenge of teaching to relatively large groups of students at the extreme ends of the academic spectrum. We have a large number of students who score proficient and advanced, and a large number at below basic, with very few students in the middle.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	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.	SBAC ELA	Latino Students	2015-16 Semester 1 GPA Data: 6th: 13% < 2.0 GPA 7th: 20% < 2.0 GPA 8th: 12% < 2.0 GPA Whole school: 15% < 2.0 GPA		Whole school: 10% < 2.0 GPA	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	We will ensure that students in ELA strategic intervention classes advance by a minimum of 1.5 grade levels in ELA in one school year, as measured by growth on SRI assessments.	SRI	Latino Students	Average student growth = 140 points (93% of 1.5 year growth target)	1.5 grade levels of growth for all students (75 points)	1.5 grade levels of growth for all students	3: Students are reading at or above grade level.

Academic	We will ensure that students in math strategic intervention classes advance by a minimum of 1.5 grade levels in math in one school year, as measured by growth on SMI assessments.	SMI	Latino Students	2015-16 Average student growth = 107.7 points (> 1.5 grade levels)	1.5 grade levels of growth for all students	1.5 grade levels of growth for all students	1: Graduates are college and career ready.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: We must increase achievement of struggling students and students with different learning needs through the implementation of effective differentiated instruction and supports in all classrooms as well as through our small group strategic intervention classes in math and ELA.

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
General and special ed. teachers engage in routine cross-curricular planning and co-teaching. Teachers of different content areas engage in cross-curricular planning and collaboration.	Prioritize time and resources to support collaboration between general and special education teachers & staff.	Provide structured time and opportunities for collaboration between special education & general education teachers to share expertise and co-plan differentiated instruction.
Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	Support teacher-led professional development and promote teacher leadership by providing opportunities for master teachers.	Provide professional development in differentiated instructional practices and practices for teaching in inclusive general ed. classrooms and utilize the expertise of teachers & staff in the building.
Implement classroom supports and interventions for students in need, including students with IEPs, 504 plans & SST intervention plans.	Facilitate the development of a universal early warning system with specific criteria and protocol for delivering interventions to students in a timely manner.	Implement a universal early warning system to provide targeted intervention for students in need of intervention, in collaboration with COST members.
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

<p>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.)</p>	<p>Teacher family conversations involve creating support for students with social emotional needs and discipline and attendance challenges</p>	<p>Family heads and grade level admins</p>
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Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$69,753.00	21st Century	Contract with 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	n/a	n/a	n/a	210-1	210
\$129,172.23	After School Education & Safety (ASES)	Contract with 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	n/a	n/a	n/a	210-2	210
\$37,500.00	General Purpose Discretionary	Extended Contract to participate in PD activities and leadership work	Using teacher leaders to train their colleagues.	A2.3: Standards-Aligned Learning Materials	1120	n/a	n/a	n/a	210-3	210
\$15,000.00	General Purpose Discretionary	Pay for ET/OT for classified employees working to support school initiatives	Utilize the RJ and SST coordinators for pull out with low readers.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2420	n/a	n/a	n/a	210-4	210
\$80,000.00	General Purpose Discretionary	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.	A5.3: School Facilities	4310	n/a	n/a	n/a	210-5	210
\$7,900.00	General Purpose Discretionary	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	n/a	n/a	n/a	210-6	210
\$5,000.00	General Purpose Discretionary	Pay for teacher conferences, workshops, professional development	Providing New Teacher training monthly.	A2.5: Teacher Professional Development for CCSS & NGSS	5200	n/a	n/a	n/a	210-7	210
\$10,000.00	General Purpose Discretionary	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	n/a	n/a	n/a	210-8	210
\$13,000.00	General Purpose Discretionary	Maintenance/lease contract(s) for copiers, duplos	Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	A5.3: School Facilities	5610	n/a	n/a	n/a	210-9	210
\$713.75	General Purpose Discretionary	Payment for postage/stamps	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	5724	n/a	n/a	n/a	210-10	210
\$120,000.00	General Purpose Discretionary	Contract for 2 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 co- relation between the two	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	210-11	210
\$10,000.00	General Purpose Discretionary	Allocated for the purchase of buses for various field trips/outings	Support Affinity groups- Latino Student Union, Black Student Union, Asian American Student Union	A2.2: Social Emotional Learning	5826	n/a	n/a	n/a	210-12	210
\$10,000.00	General Purpose Discretionary	Allocated for payment of fees associated with entry to various field trip events	Continue to support RJ Wednesdays.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829	n/a	n/a	n/a	210-13	210
\$10,000.00	General Purpose Discretionary	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	n/a	n/a	n/a	210-14	210
\$85,685.15	LCFF Supplemental	Salary of TSA who will teach intervention class, support EL students, coach teachers	Ensure that English Learners are well-supported in both Silent Sustained Reading class and intervention ELA class, using the instructional coach to teach as well as provide instructional support	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	210-15	210
\$10,853.74	LCFF Supplemental	Teacher salary	Implement strategies to support differentiated instruction: Kagan cooperative grouping, blended learning, using multiple modalities, layered curriculum, accommodations/modifications, etc..	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0734	0.17	210-16	210
\$62,182.32	LCFF Supplemental	Teacher salary	Implement classroom supports and interventions for students in need, including students with IEPs, 504 plans & SST intervention plans.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0100	1	210-17	210

\$30,601.53	LCFF Supplemental	Salary of 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)	n/a	RECEPTIONIST	RECEPT0010	1	210-18	210
\$21,368.14	LCFF Supplemental	Salary of STIP teacher to provide coverage for class observations	Lesson Study and Peer Observations to support building capacity in Academic Conversations.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0390	0.5	210-19	210
\$18,031.50	LCFF Supplemental	Extended Contract to participate in PD activities and leadership work, and educational support for students	Admin Team facilitates and supports the professional development of teachers to develop their differentiation capacity using the CLOSE Reading strategy.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	210-20	210
\$0.08	LCFF Supplemental	Surplus	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	4399	n/a	n/a	n/a	210-21	210
\$40,034.04	LCFF Supplemental	Purchase of Psychologist 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	n/a	n/a	n/a	210-22	210
\$10,000.00	LCFF Supplemental	Purchase RJ services from District	RJ Wednesdays- Lessons co- taught by academic content teachers and RJ leaders	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	210-23	210
\$21,368.14	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.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0390	0.5	210-24	210
\$7,000.00	Measure G (TGDS)	Stipends for Alternate Observer (in TGDS system)	Encourage data- driven conversation around achievement gap and disproportionality in affinity groups, encouraging students to problem solve, support peers	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	210-25	210
\$3,158.70	Measure G (TGDS)	Allocated for substitutes when teachers are engaged in classroom observations, professional development, site visits	Providing New Teacher training monthly.	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	210-26	210
\$0.15	Measure G (TGDS)	Surplus	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	4399	n/a	n/a	n/a	210-27	210
\$42,481.50	Program Investment	Extended Contract to participate in PD activities and leadership work, and educational support for students	Buying more teacher training time to circle back on Academic Conversations so that both strategies can be done across the school with fidelity.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	210-28	210
\$0.52	Program Investment	Surplus	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	4399	n/a	n/a	n/a	210-29	210
\$13,516.71	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1902	0.2	210-30	210
\$13,516.71	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0985	0.2	210-31	210
\$13,301.08	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1323	0.2	210-32	210
\$13,108.35	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.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1719	0.2	210-33	210
\$44,873.96	Title I Basic	Purchase of Psychologist 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	n/a	n/a	n/a	210-34	210
\$2,520.25	Title I Parent Participation	Contract for Parent Support Manager	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	n/a	n/a	n/a	210-35	210

Edna Brewer Middle School Compact 2015-2016

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.
- 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 and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

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.

Family member 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.

Teacher signature

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

Signed on this __22nd__ day of ____October____, 20_15_.

Title I School Parental Involvement Policy 2015-16

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 4 Title-1 meetings in the 2015-16 school year. We have already met for our first Title -1 meeting. At each meeting, parents will be offered information about opportunities to participate in the development of the District's Title 1 Plan.
- *Inform parents via phone/email blast
- *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-1 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-1 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-1 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 State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The 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.)

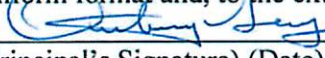
- * Spanish speaking parent engagement group meetings
- * Materials and information translated into multiple languages

Adoption

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

This policy was adopted by the Edna Brewer Middle School Site Council on November 17, 2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

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


(Principal's Signature) (Date)

11/17/15



School Site Council Membership Roster – Middle School

School Name: Edna Brewer

School Year: 15-16

Chairperson : Catherine Carmens	Vice Chairperson: Laverta Newman
Secretary: Valencia Finley	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Aubrey Layne	X				
Stephanie Leong		X			
Ajayi Lawrence		X			
Ed Reed		X			
Mathew Steigerwald		X			
Charlene Johnson			X		
Alana Witt-Smith				X	
Valencia Finley				X	
Michelle Campbell-Mateo				X	
Catherine Carmans				X	
Cindy Oledayo				X	
Laverta Newman				X	

Meeting Schedule:	3rd Tuesday every month except December at 5pm
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SSC Legal Requirements:

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

- 1-Principal
- 4-Classroom Teachers
- 1-Other Staff
- 6-Parent /Community
- Or**
- 3-Parent/Community
- And 3-Students

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/2015