

Board Office Use: Legislative File Info.	
File ID Number	22-1726
Introduction Date	8/24/22
Enactment Number	22-1498
Enactment Date	8/24/2022 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2.1.22, 2.15.22	Family Head Meeting	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
2.2.22, 2.16.22	Instructional Leadership Tem	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
1.5.22, 4.28.22	All Staff Meeting	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
4.20.22, 5.4.22	Instructional Leadership Tem	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1.25.22, 2.15.22, 3.15.22, 4.19.22, 5.17.22	SSC & SELLS combined	Shared rationale and overview of site plan.
3.1.22, 3.15.22	Family Head Meeting	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$142,065.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$865,117.42

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$138,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$59,475.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,690.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$306,150.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$204,846.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$142,065.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$723,052.42	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$865,117.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Edna Brewer Middle School

School ID: 210

School Description

Edna Brewer is an inclusive school community where social and emotional learning are prioritized. We are proud to be one of the most diverse schools in Oakland with students from every corner of the city representing many different cultural backgrounds. Our rigorous academic program is led by teachers who are collaborative, innovative and characterized as “warm demanders”. Our teachers lead the way in implementing Common Core and Blended Learning, while using technology and small groups. We prioritize physical health, featuring a rigorous PE program. 90-minute block periods are broken up by recess and lunch so that students have opportunities for movement and socializing. Edna Brewer offers robust enrichment activities in Music, Art and Drama—three programs that we continue to expand from year to year with the support of an incredible PTSA and a staff that is dedicated to the arts. During the 2020-21 school year we plan to expand offerings of extracurriculars by providing intervention class during a flex time that no longer overlaps with elective classes. In addition, our active PTSA supports students’ academic and extracurricular needs and fosters open communication between parents and Edna Brewer’s dedicated teachers and staff. In 2019-2020, our PTSA raised over \$100,000 to fund peer tutoring, field trips, science supplies, classroom supplies, school beautification, the PRIDE Store and much more! Restorative Justice is our successful social and emotional learning program, designed to put the focus on student voice. It emphasizes community, discipline and empathy with over 50 peer restorative justice leaders. We are proud of our thriving school community, we care about children and learning, and we strive to offer a balanced educational experience in a positive and inclusive environment. Join us for a school tour and Go Panthers!

School Mission and Vision

An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables her/him to thrive in high school, college and career.

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	3.8	n/a	<i>not available until Fall 2022</i>	18.8
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	24.7%	<i>not available until Fall 2022</i>	25.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-16.2	n/a	<i>not available until Fall 2022</i>	-1.2
CAST (Science) at or above Standard	All Students	37%	n/a	<i>not available until Fall 2022</i>	40%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-129.3	n/a	<i>not available until Fall 2022</i>	-114.3
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-53.6	n/a	<i>not available until Fall 2022</i>	-38.6
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	20%	<i>not available until Fall 2022</i>	20%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-164.3	n/a	<i>not available until Fall 2022</i>	-149.3
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-93	n/a	<i>not available until Fall 2022</i>	-78.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	21%	2%	<i>not available until Fall 2022</i>	22%
LTEL Reclassification	Long-Term English Learners	22%	3%	<i>not available until Fall 2022</i>	23%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
---------	----------------------	------------------	-----------------	-----------------	----------------

Student Connectedness to School	All Students	69%	77%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	3%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	7%	n/a	<i>not available until Fall 2022</i>	7%
Out-of-School Suspensions	Special Education Students	9%	n/a	<i>not available until Fall 2022</i>	7%
Chronic Absenteeism	All Students	10%	4%	<i>not available until Fall 2022</i>	7%
Chronic Absenteeism	African American Students	15%	8%	<i>not available until Fall 2022</i>	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	1. Repeated exposure to standards based curriculum and standardized tests. 2. After school program runs college and career workshops for students	1. Staff PD and pressure from OUSD to do standardized tests during instructional time. 2. Flexibility allows for more freedom and direct instruction.

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

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Focal subgroups are still underperforming across all disciplines.</p>	<p>Systemic issues are often at the core of challenges- pedagogical stances, lack of early education intervention, lack of resources among communities, societal financial and achievement gap creates a cycle of poverty. These issues require targeted, long-term, and meaningful intervention to begin to address, across all disciplines. Students require accelerated learning. We intend to provide such learning through intervention classes.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>PTSA and after school event attendance does not mirror demographics. Increasing engagement among families of all demographics is a priority.</p>	<p>Families may feel alienated by structure of schools, and may lack knowledge of how to navigate school politics. In addition, language barrier can lead to families feeling disconnected from the school community. Our School Psychologist plays a critical role in supporting students through the Student Success Team (SST) process, as well as a family outreach liaison to connect them with vital resources</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teachers cannot observe one another with similar students.</p>	<p>Teachers teach at the same time; share a common prep</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Our diverse population is probably more resource than other comparable middle schools in OUSD. We, however, are plagued a significant achievement gap among our student body. In addition, we are further hindered by frequent turnover in our staff. We often have to employ novice general and special education teachers. There is a need for capacity building resources to support/coach our staff. Stable admin leadership as well as resources in the form of a School Psychologist, 2 Counselors and a CSM to help alleviate the challenges posed inequities that persist in education.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Edna Brewer Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

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

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

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

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal is to continue to support our students and families as mentioned above. We need to improve how we are supporting student during covid quarantine cycles. We also can improve thre frequency family engagement opportunities. The covid surges have impacted these plans.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Consultants	Chronic Absenteeism	We have not yet used expenditures on this line item.	We were unable to secure and onboard the candidate that was initial choosen for this position. We have consequently identified another candidate, who is currently navigating the onboarding. The timeline and requirements of the Consultant Contract process are challenging and have impacted our ability to move forward in this area. We are optomistic that, once onboarded, we will be able to work with the new conslutant to impact change in our absenteeism rate.	Continue

Counselor	College/Career Readiness	<p>*Works with students who are faced with decisions regarding school adjustment and achievement, the determination of long-range educational planning, the investigation of vocational pursuits, and effective personal-social adjustment.</p> <p>*Uses various preventive techniques, rather than punitive ones, to help students develop self-discipline. Assists staff and students in finding ways to change students' behavior that is inconsistent with the goals of the school or the students' own long-range goals.</p> <p>*Schedules students into proper classes after consultation with parent and student, keeping in mind the student's abilities and needs.</p> <p>*Disseminates information about and assists students with post-school opportunities.</p> <p>*Assists in providing for smooth transition between schools and levels of schools (elementary to junior high, junior high to high school, high school to college) by providing information regarding registration, program, and orientation.</p>	<p>Working</p> <ol style="list-style-type: none"> 1)68% of All Students receiving a 3.0 - 4.0. 2)58% of All Students are at or above grade level on recent ELA iReady diagnostic test 3)Counselor has worked with students to provide opportunities to engage in HS Options. 4)Counselor engages in supporting the social/emotional needs of students on campus. <p>Not Working</p> <ol style="list-style-type: none"> 1)There seems to be more cases requiriing mental health support than prior to COVID. 2)Navigating systems when there is a storage of outside agency support. 3)Navigating systems when there is no longer internal district resources. 	Continue
-----------	--------------------------	---	--	----------

Community Schools Manager	Student Connectedness to School	<p>*Facilitate and/or provide technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers.</p> <p>*Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST).</p> <p>*Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts.</p> <p>*Act as point person for agencies and programs interested in partnering with school and help to broker new partnerships that are aligned with school goals and needs. • Facilitate integration and coordination of site-based services with other District programs and services including mental health, family and community support and school nursing.</p> <p>*Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts</p> <p>*Lead data collection and analysis of school community stakeholders by administering local and site specific survey on school climate and culture</p> <p>*Plan and lead reclassification process for English Language Learners by holding parent</p>	<p>Working</p> <p>1) Facilitates and leads a multidisciplinary Coordination Of Services Team (COST) to provide students with academic and socioemotional support at school.</p> <p>2) Leads collection of student, staff and community surveys and data collection. Assists Principal, APs, teachers, and other staff with data inquiry utilizing the robust databases, dashboards, and queries available to OUSD staff to create reports and models so school stakeholdres can make data driven school wide decisions.</p> <p>3) Promote a healthy and safe campus during a difficult year in a pademic. Over 95% of students are registered and have consent for on campus COVID testing, and over 90% of student population is fully vaccinated against COVID-19. Developed efficient on campus testing program where over half the school's student population can test for COVID-19 during the school day when there is a testing team on campus</p> <p>4) Contibruite to creating a positive school culture by leading or co-leading activities like Friday music, Washington DC Trip, school library, family engagement, assemblies, celebrations, field trips, spirit week.</p> <p>Not Working</p> <p>1) With so many students missing time due to COVID-19 guidelines it has been difficut to conduct interventions around chronic absenteeism</p> <p>2) Developing new partnerships.</p>	Continue
---------------------------	---------------------------------	---	--	----------

<p>Restorative Justice Facilitator</p>	<p>Student Connectedness to School</p>	<p>*Restorative Justice program in collaboration with the city, county, school and community based providers to eliminate racially disproportionate discipline and create positive school environments. *Facilitate the alignment of Restorative Justice within multi-tiered framework including prevention, early intervention, and intensive services. *Collaborate with site principals as they plan for safe, healthy and supportive learning environments in their Community Schools Strategic Site Plans to further the goals of Full Service Community Schools. *Provide leadership in the development and delivery of restorative justice practices which are universally accessible and in alignment with the Full Service Community Schools Strategic Plan. *Recruit student Restorative Justice peer educators and develop their capacity and leadership to positively influence the school climate & culture. *Facilitate Restorative Justice circles within teacher's classrooms throughout the year to maintain and build the culture of *Restorative Justice schoolwide.</p>	<p>Working 1) Peer RJ is strong 2) Whole campus implementation is going well 3) Follow up with Tier 2 circles are effective 4) RJ has grown to Monday/Wed/Fridays Not Working 1)Organization with the number of peer RJ's. There are many studnets so more organization with scheduling can be improved 2) Outreach and check-ins during suspensions can be improved</p>	<p>Continue</p>
--	--	---	--	-----------------

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Edna Brewer Middle School

School ID: 210

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: School Culture and Climate

School Theory of Change: If we explicitly teach and implement strong RJ practices and community values and develop systems, for clearer data based conversations with students, their families, and grade level families, then students will have stronger connection to school, and incidences of behaviors that lead to suspension will decrease.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	Establishment of various structures and systems to address student mental health and academic needs	Families within each grade level meet at least weekly with an agenda item related to Cost. Teachers review with Cost representative upcoming meetings, outcomes, and provide feedback to representative.	All Staff	Tier 3
1-2	Teachers and the Community School Manager work with ELL students and families to help ELL students reclassify before high school. Teachers connect with students in advisory, and connect with families whose students are struggling academically	Engaging families of ELL's and families who are historically underrepresented at school events.	Designated ELD course for all students not yet at English language proficiency; overviewing EL snapshot with students and goal setting; preparation in class for ELPAC and SRI tracking and goal-setting	ELLs still underperforming on SRI, SBAC, and in their core classes	Tier 2

1-3	Teachers and the Community School Manager work with ELL students and families to help ELL students reclassify before high school. Teachers connect with students in advisory, and connect with families whose students are struggling academically (this is a duplicate so we are able to address the Title I needs)	Engaging families of ELL's and families who are historically underrepresented at school events	CSM and assistant principals coordinate family engagement opportunities with families to explain what reclassification is. Teachers are also provided with opportunities to learn about reclassification at PDs. Teacher connect with students during 5th period and 6th period in 1:1 sessions to share growth. Teachers used the beginning of the year to connect with families during our school "restart".	All Staff	Tier 2
1-4	Teachers use positive behavior incentive systems to reward students for maintaining and upholding Brewer's PRIDE values	Establish positive behavior systems that are implemented by teachers	PBS is widely used through Panther Pride Tickets. Teachers give PRIDE tickets to establish and maintain positive behaviors throughout the year. Each family and grade level align on systems and routines. PRIDE store provided monthly for students to use tickets.		
1-5	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	Focused Stem Center and Writing Center to provide support to students; attendance taking and communication with parents; fewer students below 2.0 in core classes after 1 semester	Some students still underperforming in academic courses	Tier 2
1-6	Use Classroom behavior management system, which includes: Buddy Rooms, Referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment.	Create and monitor structures to support positive student behavior and respond appropriately to student misbehavior.	Each grade level and family align on systems, routines, and structures. Team agrees to implementation for consequence chain, and reinforce positive behaviors and teachable moments to support SEL.	All Staff	Tier 1
LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority: Standards based, data-driven instruction in all subject areas with rigor that is both differentiated and scaffolded.					

School Theory of Change:		If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Backwards plan CCSS and NGSS aligned curriculum	Leadership team align on domain 1 of Oakland Effective Teaching Framework (OETF). Support individual teachers or partner teachers with planning through coaching sessions and PLC focus. Facilitate space for partner planning with clear deliverables depending on needs of partner. This could be weekly learning targets, daily lesson plans, and semester based unit plans.	6th-8th grade teachers piloting district EL Curriculum with the support of Instructional Coach and AP	All Staff	Tier 1
2-2	Analyze classroom work, observation data, and IAB data	Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Review iready data by standard and grade level in Department meetings	All Staff	Tier 1

2-3	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	Use the OETF and ELLMA's site ELL Review as a model of teaching to guide coaching cycles and evaluations. Align coaching and evaluation by having bi monthly coaching meetings and an ongoing coaching log that is shared by teacher/ coach/ admin.	Coaching logs can be found on shared drive.	All Staff	Tier 1
2-4	Expose students to culturally relevant texts and teaching methodologies.	Enforce the district EL Curriculum to ensure students are completing rigorous units of studies aligned to their own culture and others.	6th grade-8th piloting district EL Curriculum. Align with other grade levels and grade level texts.	All Staff	Tier 1
2-5	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	Ensure teachers are targeting all learning styles as well as providing progress reports, feedback on student work, one on one conferencing and consistent communication with families regarding progress.	Maintain a family communication calllog to document conversations.	All Staff	Tier 1
2-6	Offer necessary supports such as scaffolding and differentiation as necessary, with or without an IEP, when an incapacitating deficit is evident.	Ensure that students have the opportunity to work in heterogeneous groups, homogenous groups, small teacher-led groups, partners and time for independent think and work time.	Teachers frequently adjust seating charts at a minimum per marking period.	All Staff	Tier 1
2-7	Provide explicit teaching toward benchmark assessments and provide ample student practice time and exposure to the questioning, techniques and usability features.	Maintain a positive culture during all benchmark assessments, including but not limited to RI, iready, etc.	Testing dates and windows are included in updates on Schoology, Parent Square and daily announcements.	All Staff	Tier 1
2-8	Provide authentic and real-time data for current students compared to grade level expectations.	Celebrate all achievement, wins and growth as students matriculate through each quarter.	Evidence of data walls and one on one conferences with students to review assessment results and data.	All Staff	Tier 1

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

School Priority:	Conditions for Student Learning
School Theory of Change:	If we explicitly teach and implement strong RJ practices and community values and develop systems for clear data-based conversations with students, their families, and grade-level families, then students will have a stronger connection to school and incidents of behavior that leads to suspensions will go down.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Every family will develop a set of practices or strategies that address student needs in their specific families.	Support teachers by providing strategies and facilitating conversations	At the beginning of the year, families divided up students and made sure that each family was contacted and asking families for insight and relevant information for their student. This information was collected to create a spreadsheet tracker to keep track of needs and concerns. Teachers organize to create Promotion For All (PFA) opportunities after school and target specific students to get help. Families meet with cost representative weekly to create action steps for those students who need support/intervention.	All Staff	Tier 1
3-2	Every classroom will have a weekly check-in and incorporate other weekly RJ practices into their instruction	Support teachers by providing strategies and facilitating conversations	All students are in an Advisory class on Wednesday. Wednesday Advisory is reserved for RJ circles, community building, and academic support. Peer RJ leaders created a rotation and came to all 6th grade classes and ran circles. RJ coordinator also created a rotation across the school and visited all classrooms. Other strategies used by individual teachers include: daily circles, community check in questions, restorative conversations when there has been a conflict between students in a classroom.	All Staff	Tier 1

3-3	Every grade level will develop a system for tracking behaviors that are impeding on student learning and track strategies to support student(s).	Support teachers by providing strategies and facilitating conversations	Tracking system was created by family. Includes information about IEPs, 504, Lexile scores, EL status, notes about home life situation, school behavior, contact with families. Used this tracker to prioritize parent conferences, COST referrals, PFA selection, referrals for BBB, RJ, intervention classes, and other supports available.	All Staff	Tier 1
-----	--	---	---	-----------	--------

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

School Priority:	Conditions for Adult Professional Learning
School Theory of Change:	If we share a common professional development vision that is aligned to data around student needs, then our collective growth as a staff will center around high quality instructions for students, structured support for newer teachers, and elevate the marginalized voices of our community.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All teachers will actively conduct common cycles of inquiry based on student data in their respective department.	Instructional leadership team meets 2x a month to check in on cycle of inquiries conducted in department. ILT will align cycle of inquiries to school goal around student learning. Leadership team will provided structured time for departments and professional learning committees to meet for cycles of inquiries.	Departments meet three times per month. In each department meeting, the agenda is set to center around the cycle of inquiry and ongoing goals are discussed/adjusted based on evidence.	All Staff	Tier 1
4-2	All teachers attend common school-wide PDs that highlights best practices and encourages collaboration.	Instructional leadership team plans PDs that allow teachers to teach each other, analyze results together, and set next steps as a site.	All staff PDs outline is created at the start of the school year with a throughline that aligns with one of our big rocks. Staff survey is given at the end of each PD. ILT reviews staff survey and adjust accordingly on a monthly basis.	All Staff	Tier 1

4-3	Family Systems provide teachers to have a collective responsibility for a set of students	Family heads meet 2 times a month with admin to review school needs and provide information to their respective families.	Families meet once a week. Family heads disseminate information from family head meeting. Families have clear goals, schoolwide information, and objectives to share with their respective families. Agendas are available for reference.	All Staff	Tier 1
-----	---	---	---	-----------	--------

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Lessen the achievement gap by increasing student proficiency in both Reading and Math as assessed by modes of standardized testing.
School Theory of Change:	In order for black students to achieve at higher rates, they must receive grade-level standards-aligned and data driven instruction, with provided supports as needed such as scaffolding and differentiation.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged, as well as academically supported and challenged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Backwards plan CCSS and NGSS aligned curriculum with a common summative assessment planned.	Leadership team align on domain 1 of Oakland Effective Teaching Framework (OETF). Support individual teachers or partner teachers with planning through coaching sessions and PLC focus. Facilitate space for partner planning with clear deliverables depending on needs of partner. This could be weekly learning targets, daily lesson plans, and semester based unit plans.	PLC agendas, weekly learning targets, daily lesson plans, or semester based unit plans aligned to CCSS and NGSS.	All Staff	Tier 1

5-2	Analyze classroom work, observation data, and IAB data	Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Learning Walk data, IAB data and action steps, PLC agendas	All Staff	Tier 1
5-3	Expose students to culturally relevant texts and teaching methodologies.	Enforce the district EL Curriculum to ensure students are completing rigorous units of studies aligned to their own culture and others.	ELA teachers choose texts to engage students in literacy, design unit plans aligned to grade level standards, and provide multiple modalities for students to exhibit mastery of content.	All Staff	Tier 1
5-4	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	Ensure that students have the opportunity to work in heterogeneous groups, homogeneous groups, small teacher-led groups, partners and time for independent think and work time.	Teachers frequently adjust seating charts at a minimum per marking period.	All Staff	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (secondary instructions & resources)					
School Priority:	We will create schoolwide expectations and strategies for lesson planning that will intentionally increase instructional minutes for reading complex text, writing with evidence, and engaging in academic discussion as opposed to direct instruction.				
School Theory of Change:	In order for ELs to develop language skills, they must have class time to practice language skills and fluency through read, write, and talk.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Assessment of individual and school systems of support for English Learner students to identify area of growth	Coordinate with ELLMA to use their tools of self assessment to gather data from staff	Compiled data from the self assessment tool coupled with action steps for the next school year	Focal subgroups are still underperforming across all disciplines	Tier 3
6-2	Use the EL snapshot to facilitate discussion with students to set reading, writing, and speaking goals.	Compile EL student snapshot, create presentation to explain snapshot to students, engage families, and set timelines to achieve reclassification	Every EL snapshot is complete with action steps and goals. This will be set in collaboration with students.	Focal subgroups are still underperforming across all disciplines	Tier 2
6-3	All departments will create unit plans that intentionally and explicitly incorporate read, write, and talk time.	Provided structured PLC time for partner teachers to create and review curriculum. Reading, writing, and academic discussion will be highlighted in the unit plan.	Unit plans will be shared to the whole staff in a Google drive folder. Department head will review unit plans to ensure read, write, and talk are incorporated in the unit plans.	Focal subgroups are still underperforming across all disciplines	Tier 1
6-4	Strategies and protocols for annotating complex text, citing evidence, and engaging in academic discourse will be implemented in all classrooms	School leaders will compile and share institutional knowledge on read, write, talk strategies from the previous years. Professional development will be provided to showcase how each strategy can be implemented.	Each department will conduct cycles of inquiries to analyze student work in read, write, and talk after implementing these strategies and protocols.	Focal subgroups are still underperforming across all disciplines	Tier 1

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Equity
School Theory of Change:	If teachers provide a variety of art, music, drama, world language and positive school culture options, students feel connected to school, which results in improving student engagement and achievement for all subgroups, including ELLs and students with IEPs
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Edna Brewer A Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
---	------------------	--------------------	----------------------------	--	--

7-1	Afterschool art, choir, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	Leadership will work with teachers to develop a schedule that gives all students including students with IEPs, ELLs, and low performing students who have intervention class during the day access to electives during the school day or after school.	data about enrollment in electives. Increase of students with access to electives particularly for economically disadvantaged students, LTELs, and students with IEPs.	Elective Teachers	Tier 1
-----	--	--	--	-------------------	--------

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 210

School: Edna Brewer Middle School

Administrative Assistant I	\$47,306	General Purpose Discretionary	2405	Clerical Salaries	3157	Administrative Assistant I	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Afterschool art, choir, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-1
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-2
Assistant Principal, Middle School	\$139,663	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6935	Assistant Principal, Middle School	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-3
Certificated Pupil Support Salary	\$5,753	LCFF Supplemental	1205	Certificated Pupil Support Salaries	4308	Counselor	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	210-4
Certificated Pupil Support Salary	\$40,273	Title I: Basic	1205	Certificated Pupil Support Salaries	4308	Counselor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	210-5
Community School Manager	\$97,977	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7867	Program Mgr Community School	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Celebrate all achievement, wins and growth as students matriculate through each quarter.	210-6
Computer Science Teacher	\$54,768	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	3434	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish positive behavior systems that are implemented by teachers	210-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 210

School: Edna Brewer Middle School

Discretionary Supplies	\$12,169	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-8
Measure G1 Consultants	\$37,709	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-9
Measure G1 Stipend	\$9,000	Measure G1	1120	Cer ificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establishment of various structures and systems to address student mental health and academic needs	210-10
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,026	One-Time COVID Funding	1105	Cer ificated Teachers' Salaries	7630	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Ensure teachers are targeting all learning styles as well as providing progress reports, feedback on student work, one on one conferencing and consistent communication with families regarding progress.	210-11
Supplemental Consultants	\$88,000	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Every classroom will have a weekly check-in and incorporate other weekly RJ practices into their intstruction	210-12
Supplemental Supplies	\$112,027	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-13
Teacher	\$91,895	One-Time COVID Funding	1105	Cer ificated Teachers' Salaries	8760	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Ensure that students have the opportunity to work in heterogeneous groups, homogenous groups, small teacher-led groups, partners and time for independent think and work time.	210-14
Teacher	\$30,140	LCFF Supplemental	1105	Cer ificated Teachers' Salaries	1805	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Afterschool art, choir, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-15

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 210

School: Edna Brewer Middle School

Teacher	\$70,230	LCFF Supplemental	1105	Cer ificated Teachers' Salaries	2382	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Teachers use positive behavior incentive systems to reward students for maintaining and upholding Brewer's PRIDE values	210-16
Teacher	\$108,457	Measure G1	1105	Cer ificated Teachers' Salaries	4697	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	School leaders will compile and share institutional knowledge on read, write, talk strategies from the previous years. Professional development will be provided to showcase how each strategy can be implemented.	210-17
Teacher	\$49,680	Measure G1	1105	Cer ificated Teachers' Salaries	2669	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Strategies and protocols for annotating complex text, citing evidence, and engaging in academic discourse will be implemented in all classrooms	210-18
Title I Parent Consultants	\$3,690	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers identify students who are struggling ei her academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-19
To be Determine	\$76,993	One-Time COVID Funding	2405	Clerical Salaries		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Teachers identify students who are struggling ei her academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	210-20
Unallocated	\$124	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Engaging families of ELL's and families who are historically underrepresented at school events.	210-21



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

All Title I schools will jointly develop a written parent/caregiver and family engagement policy with input from and distribution to all parents/caregivers and family members. This policy describes the means for carrying out designated Title I, Part A parent/caregiver and family engagement requirements.

Edna Brewer Middle School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing information on Common Core/State of California's academic content and student achievement standards for example by providing information to parents about meeting standards at the grade level and explaining what content/subjects are covered in each grade.
- Providing information on Common Core/State of California and Oakland Unified School District's academic assessments, including alternate assessments
- Providing information on academic proficiency levels students are expected to achieve
- Providing information on how to monitor their child's progress using Schoology - online learning hub/platform (ex: sending teachers messages through Schoology, checking Schoology assignments, providing contact information for counselors, etc.)

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

- Providing weekly progress reports to parents/caregivers via Schoology
- Disseminating information about various programs available and how to be involved in the school at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Provide opportunities for parents to volunteer (after clearance with Oakland Ed Fund). We encourage families to get in touch with The PTSA to communicate with school administrators, counselors, teachers, etc to help our community reimagine what it means to volunteer and

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent/Caregiver and Family Engagement Policy by:

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

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

- Holding at least one meeting in the 2021-2022 school year
- Offering information about opportunities to participate in the development of the Edna Brewer's Title 1 Plan – the school site's for using federally funded financial assistance to address the learning and social emotional needs of low-income families and students.
- Informing parents/caregivers of meeting times and dates via phone/email blast, Schoology
- Collecting email/contact info of parents/caregivers interested in being involved and create a mailing list to keep parents updated on the development and implementation of the plan
- Convening meetings of parents to provide input and ideas. Meetings include PTSA, SSC, SELLS, and annual Title 1 meetings

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

- We encourage families to get in touch with the PTSA (either Jennifer Mahan or Cindy Oludayo), school administrators, counselors, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

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

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

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

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

- Sending out weekly Schoology updates regarding what is happening in academic classes
- Creating a plan with counselors to support students academically
- Developing parent/caregiver workshops with counselors (ex. Schoology training) to support students
- Providing opportunities for parents to learn different strategies to support their students in distance learning (parent workshops on adolescent behavior, organizational skills, etc.)

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

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

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

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

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent/Caregiver and Family Engagement Policy by:

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

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

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

Adoption

This policy was adopted by the Edna Brewer Middle School on October 19, 2021 and will be in effect for the period August 9, 2021 through May 28, 2022.

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

Name of Principal
Aubrey Layne

Signature of Principal
Aubrey Layne

Date: 10/19/21

Please attach the School-Parent Compact to this document.



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

School-Parent/Caregiver Compact

Edna Brewer Middle School

2021-22

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

This School-Parent/Caregiver Compact is in effect for the 2021-22 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.

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

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

- Communicate regularly with families about their child's progress in school through conferences, parent/caregiver-teacher meetings, progress reports, and other available means.
- Provide opportunities for parents/caregivers to volunteer and participate in their child's class, and to observe classroom activities. We encourage families to get in touch with the PTSA president, school administrators, counselors, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

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

3)Provide parents/caregivers with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

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

4)Provide parents/caregivers reasonable access to staff.

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

5) Provide all parents/caregivers, and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities. We encourage families to get in touch with PTSA president, school administrators, counselors, teachers, etc to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.)

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

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

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

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

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

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

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

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents/caregivers.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.

- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the virtual class.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Caregiver Responsibilities

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

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

Student Responsibilities

- Believe that I can learn and will learn

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

This Compact was adopted by the Edna Brewer Middle School on September 22, 2020 and will be in effect for the period of August 9, 2021 to May 28, 2022.

The school will distribute the Compact to all parents/caregivers, and family members of students participating in the Title I, Part A program on or before October 30, 2021.

Signature of Principal

Aubrey Layne

Date

10/19/21



Strategic Resource Planning (SRP)

Edna Brewer Middle School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Shelley Gonzalez
Vice Chairperson:	Viviane Toure
Secretary:	Sheila Afnan

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Aubrey Layne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
August Spafford	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Diana Casanova	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Edward Reed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Erich Turk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Molly [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Nelda Kerr	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Sheila Afnan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Shelly Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Viviane [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					

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

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)