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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School.

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

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

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

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

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Edna Brewer Middle School  
**CDS Code:** 1612596057061  
**Principal:** Aubrey Layne  
**Date of this revision:** 5/19/2020

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

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** Edna Brewer Middle School

**Site Number:** 210

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

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

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

**Date(s) plan was approved:** May 19, 2020

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

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

Aubrey Layne	<i>Aubrey Layne</i>	5/19/2020
Principal	Signature	Date
Shelley Gonzalez	<i>Shelley Gonzalez</i>	5/20/2020
SSC Chairperson	Signature	Date
Mark Triplett	<i>Mark Triplett</i>	5.20.20
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	6/1/2020
Director, Strategic Resource Planning	Signature	Date

*Jody London*  
 Jody London,  
 President, Board of Education  
 8/27/2020

*Kyla Johnson-Trammell*  
 Kyla Johnson-Trammell  
 Superintendent and  
 Secretary, Board of Education  
 8/27/2020

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
11/19/19, 1/21/20, 2/18/20, 4/9/20, 5/19/20	SSC	Shared rationale for site plan. Members discussed, critiqued, and made changes.
2/5/20, 2/19/20	Instructional Leadership Team	Conducted ILT work session to reflect and create plans to be implemented via practices and school goals.
3/19/2020	Family Head Team	Conducted Family head feedback session to reflect and create plans to be implemented via practices and school goals.
3/26/20, 5/5/20, 5/12/20, 5/19/20	ILT & Family Head Combined	Conducted ILT work session to reflect and create plans to be implemented via practices and school goals.
2/18/2020	PTSA Meeting	Shared rationale for site plan. Solicited feedback.
5/6/20, 5/13/20	All Staff Meeting	Shared rationale for site plan. Solicited feedback.

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$158,080.00
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	\$934,298.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$154,752.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$60,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,328.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$357,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,599.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$205,169.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$158,080.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$776,218.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$934,298.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 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 2019-20 school year we plan to expand offerings of extracurriculars by providing intervention class during a flex time that no longer overlaps with elective classes. In addition, our active PTSA supports students’ academic and extracurricular needs and fosters open communication between parents and Edna Brewer’s dedicated teachers and staff. In 2018-2019, our PTSA raised over \$100,000 to fund peer tutoring, field trips, science supplies, classroom supplies, school beautification, the PRIDE Store and much more! Restorative Justice is our successful social and emotional learning program, designed to put the focus on student voice. It emphasizes community, discipline and empathy with over 50 peer restorative justice leaders. We are proud of our thriving school community, we care about children and learning, and we strive to offer a balanced educational experience in a positive and inclusive environment. Join us for a school tour and Go Panthers!

**School Mission and Vision**

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

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

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>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.
<i>Focal Student Supports</i>	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.	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.

<i>Student/Family Supports</i>	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).	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.).
<i>Staff Supports</i>	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.)	The professional development agenda is crafted by the instructional leadership team who gather feedback from the entire staff.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	All students are not regularly exposed to actual career and career pathways and options.	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.
<i>Focal Student Supports</i>	Focal subgroups are still underperforming accross all disciplines.	Systemic issues are often at the core of challenges- pedagogical stances, lack or early education intervention, lack of resources among communities, societal financial and achievement gap creates a cycle of poverty. These issues require targeted, long-term, and meaningful intervention to begin to address, across all disciplines. Students require accelerated learning. We intend to provide such learning through Intervention classes.
<i>Student/Family Supports</i>	PTSA and after school event attendance does not mirror demographics. Increasing engagement among families of all demographics is a priority.	Families may feel alienated by structure of schools, and may lack knowledge of how to navigate school politics. In addition, language barrier can lend to families feeling disconnected the school community. Our School Psychologist plays a critical role in supporting students through the Student Success Team (SST) process, as well as a family outreach liaison to connect them with vital resources.

Staff Supports	Teachers cannot observe one another with similar students	Teachers teach at the same time; share a common prep
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## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

**School Goal for May 2023:** All students demonstrate growth toward grade level standards.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	2.4	n/a	40.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	30.6%	n/a	50.0%

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

SBAC Math	All Students	+15 points DF3	-16.2	n/a	11.5
CAST (Science)	All Students	TBD	37.3%	n/a	50.0%

### Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

**School Goal for May 2023:** All students demonstrate growth toward grade level standards.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-129.5	n/a	-80.0
SBAC ELA	English Learners	+20 points DF3	-120.2	n/a	-80.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	27.2%	n/a	17%

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

SBAC Math	Students with Disabilities	+20 points DF3	-164.3	n/a	-100.0
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SBAC Math	African-American Students	+20 points DF3	-93.0	n/a	-5.0
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	7.0%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.0%	n/a	35.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

**School Goal for May 2023:** Maintain a suspension level below 3%; Attendance rate above 95%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	64.9%	n/a	77.0%
Suspensions	All Students	-2pp	1.8%	n/a	2.0%
Suspensions	African-American Students	-2pp	3.8%	n/a	2.0%
Suspensions	Students with Disabilities	-2pp	5.5%	n/a	4.0%
Chronic Absence	All Students	-2pp	16.5%	n/a	6.0%
Chronic Absence	African-American Students	-2pp	26.1%	n/a	4%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:** Retention rate of 85% of certificated staff.

School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Staff Retention	All students	n/a	n/a	85.0%	90.0%

**1D: IDENTIFIED NEED**

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

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

#### **1E: RESOURCE INEQUITIES**

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

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

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Edna Brewer Middle School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Reading</b>	
<b>Theory of Change:</b>	If teachers in all subject areas focus on reading support in SSR of students far below grade level, and teachers of ELA, History, and Science align on best practices for reading non fiction in tier 1 instruction, then we will accelerate students' reading scores out of far below grade level.
<b>Related School Goal:</b>	The average ELA SBAC DF3 will increase by 15 points.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Whole school PD has focused on reading and language, vocabulary, and reading. Protocols and best practices around language has been a focus all year	
<b>What evidence do you see that your practices are effective?</b>	
Teachers across all diciplines are incorporating strategies into lessons on a daily basis. This creates common language around reading protocols that students are familiar with. Students getting reclassified? number?	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
IAB reading informational will show growth across all grade levels	
<b>19-20 Standards-Based Instruction Priority: All Subject Areas</b>	
<b>Theory of Change:</b>	If we teach, assess, and plan aligned to grade-level standards then we will see improved engagement, academic outcomes for all students and for our targeted groups: AAM, ELLs, and students with IEPs.
<b>Related School Goal:</b>	The average ELA SBAC DF3 will increase by 15 points.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
All departments have held meetings based in the practice of backwards planning assessments and curriculum based on given content standards. Furthermore, some departments have analyzed given curriculum for areas to address standards that are either not addressed or improperly addressed. All departments are engaged in cycles of inquiry surrounding their standards based instruction and some have engaged in the lesson study process to further explore.	
<b>What evidence do you see that your practices are effective?</b>	
Mid year assessment data show gains particularly in the 7th grade for mathematics. Teacher created and analyzed formative assessments reveal that many students are able to access grade level standards, but struggle to explain their reasoning.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	

All departments have already started thinking about how to help students become better writers of their explanations. We expect performance task assessments results to improve for both ELA and Math SBAC.

**19-20 Conditions for Student & Adult Learning Priority: Suspensions**

<b>Theory of Change:</b>	If we explicitly teach and implement strong RJ practices and community values, and develop systems for clearer data based conversations with students, their families, and grade level families, then students will have stronger connection to school and incidences of behaviors that lead to suspension will go down.
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<b>Related School Goal:</b>	All Edna Brewer students feel connected to our school community, and can identify one person who cares about them.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

RJ practices have been fully implemented, with RJ Peer trainings of students, RJ Wednesdays (weekly class circles where students participate in community building activities and they are given RJ practices using strategies and signals to build language, equity of voice and engagement. RJ and PACT classes foster positive classroom culture.

**What evidence do you see that your practices are effective?**

The number of students participating as an RJ Peer Leader has increased

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

We will continue to build on our RJ practices striving to strengthen community amongst students, families, and teachers.

**19-20 Conditions for English Language Learners Priority: Amplification of Language Instruction in ALL subject areas**

<b>Theory of Change:</b>	If we build awareness of LTELs at Brewer and best practices for LTELs, we will increase reclassification and student achievement for LTELs and all students.
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<b>Related School Goal:</b>	We will increase LTEL reclassification by 12%.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

During the annual leadership retreat, we worked closely with ELLMA to create a year-long professional development agenda to address best practices for LTELs around academic discourse. We have engaged in readings and research to build awareness and rally behind the need to address the academic achievement gap. Last year, we identified and planned for our specific LTEL students, this year, this PD has yet to happen. Instead, we have collaborated in family and department to standardize academic discourse protocols to allow all students to have a voice in the classroom. We have also broken down text structures led by ELLMA and the ELA department to help LTEL students better understand language. Teachers in department have developed cycle of inquiries around this work.

**What evidence do you see that your practices are effective?**

As a staff, the overall awareness has increased. Teachers in department are looking at SBAC and IAB data sets broken down by English proficiency, which was not a focus before. In addition, classroom strategies have been intentional put in place to address the need for academic discourse amongst our LTEL population of students. In terms of numerical data, the number of students who have been reclassified this year is...

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

We will continue to gather student work in the cycle of inquiry, plan for another learning walk to compare with baseline data, and use test scores to determine if the achievement gap is closing.

### 19-20 Arts, Music & World Language Priority: Equity

<b>Theory of Change:</b>	If teachers provide a variety of art, music, drama, world language and positive school culture options, students feel connected to school, which results in improving student engagement and achievement for all subgroups, including ELLs and students with IEPs.
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<b>Related School Goal:</b>	65% of students will be at or above grade level in SRI.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We now have two full time music teachers, a Spanish teacher, a computer science teacher and an art teacher. All students at Edna Brewer are able to take an elective class.

**What evidence do you see that your practices are effective?**

Previously kids that needed to take a STRAT class were not eligible for elective class now ALL students get the benefit of an elective class.

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

We plan to continue the same schedule next year so these goals should continue to be met.

### DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

Additional funds were used to support teacher stipends for after school tutor and other leadership duties.

## 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

**School:** Edna Brewer Middle School

**School ID:** 210

### 3: SCHOOL STRATEGIES & ACTIONS

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

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

**School Priority  
("Big Rock"):**

School Culture and Climate

**School Theory of  
Change:**

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

**Related Goal(s):**

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

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

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers identify students who are struggling either academically or socio-emotionally. Once students are identified, teachers can fill out a COST referral, which is then analyzed by the COST team, and students are referred to appropriate services.	Establishment of various structures and systems to address student mental health and academic needs.	Coordination of Services Team (COST) team; Attendance team; School Success Team (SST)	Focal subgroups are still underperforming across all disciplines.
1-2	Teachers and the Community School Manager work with ELL students and families to help ELL students reclassify before high school. Teachers connect with students in advisory, and connect with families whose students are struggling academically	Engaging families of ELL's and families who are historically underrepresented at school events	SELLS establishment; SSC team	Focal subgroups are still underperforming across all disciplines.

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	Community Engagement Team	PTSA and after school event attendance does not mirror demographics.
1-4	Teachers use positive behavior incentive systems to reward students for maintaining and upholding Brewer's PRIDE values	Establish positive behavior systems that are implemented by teachers	PRIDE values, PRIDE tickets, PRIDE store	
1-5	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	Promotion for All (PFA) /Homework club	Focal subgroups are still underperforming across all disciplines.
1-6	Use Classroom behavior management system, which includes: Buddy Rooms, Referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment.	Create and monitor structures to support positive student behavior and respond appropriately to student misbehavior.	Implementation of Discipline Matrix	

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Standards Based Instruction for all subject areas
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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, or semester based unit plans.	PLC agendas, weekly learning targets, daily lesson plans, or semester based unit plans aligned to CCSS and NGSS.	
2-2	Analyze classroom work, observation data, and IAB data	Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards	Learning Walk data (ELL walkthrough tool), IAB data and action steps, PLC agendas	
2-3	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	Use the OETF and ELLMA's site ELL Review as a model of teaching to guide coaching cycles and evaluations. Align coaching and evaluation by having bi monthly coaching meetings and an ongoing coaching log that is shared by teacher/ coach/ admin.	Coaching log, OETF aligned feedback and evals	
<b>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</b>				
<b>School Priority ("Big Rock"):</b>		Standards Based Instruction for all subject areas		



<b>School Theory of Change:</b>	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.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Backwards plan all CCSS and Engage New York EL curriculum	Leadership team align on domain 1 of OETF. Support individual teachers or partner teachers with planning through coaching sessions and PLC focus. Facilitate space for partner planning with clear deliverables depending on needs of partner. This could be weekly learning targets, daily lesson plans, or semester based unit plans.	PLC agendas, weekly learning targets, daily lesson plans, or semester based unit plans aligned to CCSS and NGSS.	
3-2	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, PLC agendas	
3-3	Intervention teachers will have ongoing PD to plan, collect data, and create resources for intervention class	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	PLC agendas, walkthroughs, teacher informal observations	

**District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Family Engagement
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<b>School Theory of Change:</b>		If we explicitly teach and implement strong RJ practices and community values and develop systems for clearer data based conversations with student, their families, and grade level families, then students will have stronger connection to school, and incidences of behaviors that lead to suspension will go down.		
<b>Related Goal(s):</b>		Increase parent/guardian engagement in school activities.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers and the Community School Manager work with ELL students and families to help ELL students reclassify before high school. Teachers connect with students in advisory, and connect with families whose students are struggling academically	Engaging families of ELL's and families who are historically underrepresented at school events	SELLS establishment; SSC team	Focal subgroups are still underperforming across all disciplines.
4-2	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 (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. Work with parent liaison to hold events that are engaging to the families of Brewer.	Parent/Community Engagement Team	PTSA and after school event attendance does not mirror demographics.
4-3	Teachers, COST, SST, and admin teams will create and implement systems to improve student attendance through positive communication with families.	Partnering with families, especially those of traditionally underperforming groups, to ensure that their students attend school on time every single day.	COST Team, SST Team, Family Systems of Core Subject Teachers	Inequitable attendance, especially among traditionally underperforming groups, that significantly impacts academic growth
<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>				

<b>School Priority ("Big Rock"):</b>	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.			
<b>School Theory of Change:</b>	In order for ELs to develop language skills, they must have class time to practice language skills and fluency through read, write, and talk.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Attend and engage in monthly PDs that cover the theory and practice of teaching literacy.	Work closely with ELLMA to deliver practical PDs for literacy strategies	Planned out calendar and outline for PDs.	Focal subgroups are still underperforming accross all disciplines.
5-2	Create unit plans that intentionally and explicitly incorporates read, write, and talk time.	Review unit plans with partner teachers and provide collaboration time	Google drive folder for all unit plans for every department. Scheduled time for debrief.	Focal subgroups are still underperforming accross all disciplines.
5-3	Implement protocols and model how students should engage in academic discussion, cite evidence in writing, and annotating complex text.	Conduct walkthroughs with ILT to gather baseline and summative data. Use data to inform next steps at PD/evaluation.	Planned out walk through rubric that focuses on talk, write, read to collect qualitative and quantitative data.	Teachers cannot observe one another with similar students
5-4	Collect and analyze student work involving academic discussion, evidence based writing, and reading complex text. Use student work to inform next unit planning.	Provide explicit time, expectation, and rubric for analyzing student work. Showcase results in whole staff.	Review student work as a department and ILT to align school wide action steps.	Focal subgroups are still underperforming accross all disciplines.

## ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority ("Big Rock"):</b>	Standards Based Instruction for all subject areas.
<b>School Theory of Change:</b>	If teachers 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

<b>Related Goal(s):</b>		Teachers will continue to try to engage all students in arts, music & world language.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
6-1	Analyze classroom work, observat	observe and provide feedback to teachers	learning walk data, IAB data, PLC agendas	
6-2	Attend and engage in monthly PDs that cover the theory and practice of teaching arts literacy.	Work closely with other arts professionals to deliver practical PDs for arts music and world language.	Planned out calendar and outline for PDs.	
6-3	Create unit plans that intentionally and explicitly incorporate the new California standards	Review unit plans with partner teachers and provide collaboration time	Google drive folder for all unit plans for every department. Scheduled time for debrief.	

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 210**
**School: Edna Brewer Middle School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Pay for After School Program- extended opportunity to do HW, engaged in educational and sports activities.	\$152,599	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	210-1
Purchase supplies to ensure effective operation of school activities.	\$5,550	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-2
Purchase technology subscription (Schoolology) to ensure effective communication with students and families.	\$6,000	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Partnering with families, especially those of traditionally underperforming groups, to ensure that their students attend school on time every single day.	210-3
Purchase service agreement to repair copy machines and duplo to ensure teachers are able to deliver quality lessons to students.	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-4
Pay Consultant to support technological needs for students and staff.	\$38,400	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Implement protocols and model how students should engage in academic discussion, cite evidence in writing, and annotating complex text.	210-5
Pay for Salary of teacher,	\$45,299	LCFF Supplemental	1105	Certificated Teachers' Salaries	2616	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-6
Pay for Salary of teacher.	\$78,250	LCFF Supplemental	1105	Certificated Teachers' Salaries	2639	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-7

Pay for Salary of teacher.	\$19,628	LCFF Supplemental	1105	Certificated Teachers' Salaries	3434	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-8
Extended contracts for additional leadership work, tutoring opportunities.	\$37,361	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Collect and analyze student work involving academic discussion, evidence based writing, and reading complex text. Use student work to inform next unit planning.	210-9
Pay for Salary of teacher.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	7630	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Intervention teachers will have ongoing PD to plan, collect data, and create resources for intervention class	210-10
Pay for Salary of Community Service Manager to support COST, Attendance, etc.	\$39,876	General Purpose Discretionary	2305	Classified Supervisors' and Administrators' Salaries	7867	Program Mgr Community School	0.30	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers, COST, SST, and admin teams will create and implement systems to improve student attendance through positive communication with families.	210-11
Purchase supplies to ensure effective operation of school activities.	\$25,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-12
Invest in opportunities to support and implement Positive Behavior goals	\$97,214	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Create and monitor structures to support positive student behavior and respond appropriately to student misbehavior.	210-13
Hire Consultant to support Positive Behavior Support goals.	\$40,700	Low-Performing Students Block Grant	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use Classroom behavior management system, which includes: Buddy Rooms, Referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment.	210-14
Pay for Salary of teacher.	\$49,590	Measure G1	1105	Certificated Teachers' Salaries	2669	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-15

Pay for Salary of teacher.	\$111,028	Measure G1	1105	Certificated Teachers' Salaries	4697	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-16
Pay for Stipend of teachers in after school classes.	\$11,389	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	210-17
Pay for contracts with Agencies/Consultant to support elective classes/opportunities during school day and after school.	\$34,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Partnering with families, especially those of traditionally underperforming groups, to ensure that their students attend school on time every single day.	210-18
Pay for Salary of Assistant Principal to support daily operation of site.	\$42,652	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2636	Assistant Principal, Middle School	0.30	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers, COST, SST, and admin teams will create and implement systems to improve student attendance through positive communication with families.	210-19
Pay for Salary of Assistant Principal to support daily operation of site.	\$111,711	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6935	Assistant Principal, Middle School	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers, COST, SST, and admin teams will create and implement systems to improve student attendance through positive communication with families.	210-20
Pay for Salary of Community Service Manager to support COST, Attendance, etc.	\$53,406	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	7867	Program Mgr Community School	0.47	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	210-21
Purchase textbooks, books, and materials to support literacy strategies and goals.	\$6,429	Salesforce Principal Innovation Fund	4300	Materials & Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Work closely with ELLMA to deliver practical PDs for literacy strategies	210-22
Pay for Salary of teacher.	\$16,916	Title I: Basic	1105	Certificated Teachers' Salaries	2382	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Intervention teachers will have ongoing PD to plan, collect data, and create resources for intervention class	210-23

Pay for Salary of teacher.	\$15,465	Title I: Basic	1105	Certificated Teachers' Salaries	4654	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Intervention teachers will have ongoing PD to plan, collect data, and create resources for intervention class	210-24
Pay for Salary of teacher.	\$16,183	Title I: Basic	1105	Certificated Teachers' Salaries	4099	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Intervention teachers will have ongoing PD to plan, collect data, and create resources for intervention class	210-25
Pay for Salary of teacher.	\$17,623	Title I: Basic	1105	Certificated Teachers' Salaries	3238	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Intervention teachers will have ongoing PD to plan, collect data, and create resources for intervention class	210-26
Pay for the Salary of Counselor.	\$10,766	Title I: Basic	1205	Certificated Pupil Support Salaries	4308	Counselor	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers, COST, SST, and admin teams will create and implement systems to improve student attendance through positive communication with families.	210-27
Pay for contracts with Agencies/Consultant to support classes/opportunities during school day and after school.	\$3,481	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	210-28
Pay for the Salary of School Psychologist.	\$88,614	Title I: Basic	5734	School Psychologist	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers, COST, SST, and admin teams will create and implement systems to improve student attendance through positive communication with families.	210-29
Hire Consultant to help support Parent Engagement initiatives/goals.	\$3,328	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engaging families of ELL's and families who are historically underrepresented at school events. Work with parent liasion to hold events that are engaging to the families of Brewer.	210-30





## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

### Title I, Part A School Parent and Family Engagement Policy

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent 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 standards
- Providing information on Common Core/State of California's student academic achievement standards
- 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 (ex: sending teachers messages through Schoology, checking Schoology assignments, providing contact information for counselors, etc.)

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

- Providing weekly progress reports to parents via schoology
- Disseminating information at PTSA meetings
- Holding Back to School Night and New Student Orientation

##### 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 and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents 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
- Providing regularly scheduled parent meetings throughout the year
- Providing time for discussion and brainstorming

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

- Holding at least one meeting in the 2019-20 school year
- Offering information about opportunities to participate in the development of the Edna Brewer's Title 1 Plan
- Informing parents via phone/email blast, Schoology
- Collecting email/contact info of parents interested in being involved and create a mailing list to keep parents updated.
- Convening meetings of parents to provide input and ideas.

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 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 communication at the start of the school year

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

- Sending messages and information via Schoology translated into multiple languages
- Offering a Schoology workshop
- Offering Spanish speaking parent engagement group meetings
- Using translation services as available

#### 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.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Sending clear communication through schoology and Back to School Night
- Offering flyers
- Directing families to Oakland Ed Fund to become authorized
- 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 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
- Sending out weekly family discussion questions
- Creating a plan with counselors to support students academically
- Developing parent workshops with counselors (ex. Schoology training) to support students

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

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

The school provides opportunities for regular meetings with a flexible schedule that allows parents 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 input
- Provide translation, food and childcare
- Publicise meeting through flyers and through the marquee

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 and Family Engagement Policy by:

- Engaging student council members in Title-1 conversations
- Providing regularly scheduled parent meetings throughout the year
- Providing time for discussion and brainstorming

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

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

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

- Responding in a timely manner to parental 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 and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

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

Adoption

This policy was adopted by the Edna Brewer Middle School School Site Council on September 17, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

Aubrey Layne

**Name of Principal**

**Date** 9/17/19



**Signature of Principal**

*Please attach the School-Parent Compact to this document.*

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OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

## School-Parent-Student Compact

### Edna Brewer Middle School

2019-20

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

*This School-Parent Compact is in effect for the 2019-20 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 ensure equity
- 2) **Hold parent-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-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.
- 3) **Provide parents 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
  - Communicating with families about the SBAC (value, purpose, etc.)
  - Updating Schoology and grades on a frequent basis
  - Sending home Danger of Failing letters mid-way through each Marking Period
- 4) **Provide parents 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 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.**
  - Sending clear communication through schoology and Back to School Night
  - Offering flyers



- Directing families to Oakland Ed Fund to become authorized
  - Organizing school beautification opportunities
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Providing weekly progress reports to parents via schoology
  - Disseminating information at PTSA meetings
  - Holding Back to School Night and New Student Orientation
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- Providing professional development training to teachers
  - Providing parent Schoology workshop
  - Establishing a Spanish speaking parent group in conjunction with PTSA meetings
  - Offering Parent Outreach night for overlooked families and events like I Love Learning awards
  -
- 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
  - Offering a Schoology workshop
  - Offering Spanish speaking parent engagement group meetings
  - Using translation services as available

#### **Teacher Responsibilities**

- Communicate clear expectations for performance to both students and parents.
- 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 class.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

#### **Parent Responsibilities**

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

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time.
- Talk to my child regularly about the value of education
- Communicate with the school when I have a concern
- Monitor screen time
- Ensure that my student's usage of social media and video games does not negatively impact the academic and social emotional well being of my student and peers
- Participate in RJ practices as needed
- Ensure that my child does not access to weapons and illegal substances
- Make sure that my child reads every day for at least 30 minutes a day
- Make sure that my child attends school every day, on time, and with homework completed
- Support the school's discipline policy and dress code
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent-teacher conferences and Back-to-School Night

- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition
- Participate in shared decision making with school staff and other families for the benefit of students
- Monitor social media and video games usage
- Respect the school, staff, students, and families


#### **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/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 17, 2019, and will be in effect for the period of August 12, 2019- May 30, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

**Signature of Principal**



**Date**

9/17/19







## Strategic Resource Planning

### 2019-20 School Site Council Membership Roster – Secondary

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

*Place "X" in Appropriate Column*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule  
(day/month/time)

#### **SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

