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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Edna Brewer Middle School  
**CDS Code:** 1612596057061  
**Principal:** Caroline Asis  
**Date of this revision:**

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:** Caroline Asis

**Position:** Principal

**Address:** 3748 13th Avenue  
Oakland, CA 94610

**Telephone:** 510-531-6600

**Email:** caroline.asis@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/18/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

**2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

School Site: **Edna Brewer Middle School** Site Number: **210**

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

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

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

Date(s) plan was approved: April 18, 2023

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

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

**Signatures:**

Caroline Asis

Principal

SSC Chairperson

Clifford Hong

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

*Caroline Asis*

Signature

*Ms. Shelley Gonzalez*

Signature

*Clifford Hong*

Signature

*Lisa Spielman*

Signature

5/7/2023

Date

5/9/2023

Date

5/10/23

Date

5/17/23

Date



**OAKLAND UNIFIED SCHOOL DISTRICT**

Community Schools, Thriving Students

**2023-2024 School Plan for Student Achievement (SPSA)**

School: **Edna Brewer Middle School**  
 CDS Code: **1612596057061**  
 Principal: **Caroline Asis**  
 Date of this revision:

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:

<b>Contact:</b> Caroline Asis	<b>Position:</b> Principal
<b>Address:</b> 3748 13th Avenue	<b>Telephone:</b> 510-531-6600
<b>Oakland, CA 94610</b>	<b>Email:</b> caroline.asis@ousd.org

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

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/7/23, 2/21/23	Family Head Meeting	Budget training and review budget priorities including planned strategies & activities for 2022-2023. Documented feedback for ILT review.
2/1/23, 1/15/23	Instructional Leadership Team	Budget training and review budget priorities including planned strategies & activities for 2022-2023. Documented feedback for ILT review.
1/25/23, 2/22/23	All Staff Meeting	Budget training and review budget priorities including planned strategies & activities for 2022-2023. Documented feedback for ILT review.
3/1/23, 3/15/23	Instructional Leadership Tem	Will conduct ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/10/23, 2/14/23, 3/14/23	SSC & SELLS combined	Will share rationale and overview of site plan.
3/7/23, 3/21/23	Family Head Meeting	Will conduct 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 in part through one-time COVID relief funds to enable OUSD 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$160,160.00
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	\$934,816.86

### 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)	\$156,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$58,650	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,160	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$306,935	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$234,077	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$160,160</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$774,657</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$934,817</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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.

**School Demographics**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.3%	47.7%	8.4%	0.8%	1.0%	0.3%	48.1%	15.8%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
19.2%	23.4%	23.3%	17.0%	1.2%	0.1%	0.5%	13.4%

**1B: STUDENT GOALS & TARGETS**

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

**School Goal for College, Career & Community Readiness:** To ensure all students have access to standards-based, grade-level curriculum

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	3.8	n/a	23.4	<i>not available until Fall 2023</i>	18.8
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	24.7%	22.6%	<i>not available until Fall 2023</i>	25.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-16.2	n/a	-17.4	<i>not available until Fall 2023</i>	-1.2
CAST (Science) at or above Standard	All Students	37.3%	n/a	41.3%	<i>not available until Fall 2023</i>	40.0%

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

**School Goal for Targeted Supports for Focal Student Groups:** To provide high quality interventions in reading and math.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-129.3	n/a	-94.7	<i>not available until Fall 2023</i>	-114.3



SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-53.6	n/a	-42.2	<i>not available until Fall 2023</i>	-38.6
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	20.2%	20.5%	<i>not available until Fall 2023</i>	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-164.3	n/a	-145.6	<i>not available until Fall 2023</i>	-149.3
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-93	n/a	-99.6	<i>not available until Fall 2023</i>	-78.0
<b>Reclassification Measures &amp; Annual Targets</b> <span style="float: right;"><i>*Complete <a href="#">Part 1 of ELD Reflection</a></i></span>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	21.1%	2.2%	19.4%	<i>not available until Fall 2023</i>	22.0%
LTEL Reclassification	Long-Term English Learners	22.4%	2.7%	20.0%	<i>not available until Fall 2023</i>	23.0%

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

**School Goal for Student & Family Engagement:** Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	68.7%	77.0%	67.1%	<i>not available until Fall 2023</i>	80.0%
Out-of-School Suspensions	All Students	2.8%	n/a	4.4%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	African American Students	7.5%	n/a	4.4%	<i>not available until Fall 2023</i>	7.0%

Out-of-School Suspensions	Special Education Students	8.7%	n/a	4.4%	<i>not available until Fall 2023</i>	7.0%
Chronic Absenteeism	All Students	9.9%	4.0%	26.3%	<i>not available until Fall 2023</i>	7.0%
Chronic Absenteeism	African American Students	15.4%	8.4%	43.7%	<i>not available until Fall 2023</i>	10.0%

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

**School Goal for High-Quality Staff: Maintain staff who are high quality, stable, and reflective of Oakland’s rich diversity.**

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	84.1%	75.2%	77.8%	<i>not available until Fall 2023</i>	85.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career &amp; Community 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 Group Supports</i></p>	<ol style="list-style-type: none"> <li>1. Emphasis on academic discussion to support EL students for class engagement and access to content. Conducted learning walks to gather baseline data.</li> <li>2. Behavior intervention for students with disabilities to deescalate and avoid referrals.</li> <li>3. Black Boys and Black Girls Groups during the 22-23 school year to work with students struggling academically/with engagement.</li> <li>4. COST Tier 2 SEL groups: during the 22-23 school year, students who were struggling socio-emotionally had the opportunity to join social-emotional skills groups to build community and receive support.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. TSA position dedicated to support students with disabilities and learning differences setting vision and action steps.</li> <li>3. Used data (grades) to determine a gap in student support.</li> <li>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.</li> </ol>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</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><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	All students are not regularly exposed to actual college 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>LCAP Goal 2: Focal Student Group Supports</i>	Focal subgroups are still underperforming across all disciplines.	Systemic issues are often at the core of challenges-pedagogical stances, lack of early education intervention, lack of resources among communities, societal financial and achievement gap creates a cycle of poverty. These issues require targeted, long-term, and meaningful intervention to begin to address, across all disciplines. Students require accelerated learning. We intend to provide such learning through intervention classes.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	PTSA and after school event attendance does not mirror demographics. Increasing engagement among families of all demographics is a priority.	Families may feel alienated by structure of schools, and may lack knowledge of how to navigate school politics. In addition, language barrier can lead to families feeling disconnected the school community. Our School Psychologist plays a critical role in supporting students through the Student Success Team (SST) process, as well as, our Title I Parent Consultant (Ms.Shelly) who helps in connecting them to vital resources. Our Title I Parent Consultant is needed to reconnect our parents back to our community to engage in what will support our staff, teachers, and families. She will help families who were displaced by the pandemic or need the extra support for the resources which they are unable to find on thier own.
<i>LCAP Goal 4: Staff Supports</i>	Teachers cannot observe one another with similar students.	Teachers teach at the same time; share a common prep

#### **1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Edna Brewer Middle School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 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 the 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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>School Counselor</p>	<p>College/Career Readiness</p>	<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.          *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.          *Schedules students into proper classes after consultation with parent and student, keeping in mind the student's abilities and needs.          *Disseminates information about and assists students with post-school opportunities.          *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><b>Working</b>          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> <p><b>Not Working</b>          1)There seems to be more cases requiriing mental health support than prior to COVID.          2)Navigating systems when there is a shortage of outside agency support.          3)Navigating systems when there is no longer internal district resources.</p>	<p>This expenditure for a school counselor is essential to our school's needs, as evidenced in our increased rate of therapeutic services provided to students. Our school counselor has provided scheduling accommodations for students and offered 1:1 direct support for emotional needs. There was an increase of 20% student attendance at our high school options fair due to outreach, advertising, and parent calls. The growth of this expenditure is needed due to the number of students we currently have enrolled. With 800+ students, functioning on 1 and a half school counselors is not sustainable. We need to support our school with a second full time counselor.</p>
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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</p>	<p><b>Working</b></p> <p>1) Facilitates and leads a multidisciplinary Coordination Of Services Team (COST) to provide students with academic and socioemotional support at school. For the 2022-2023 schoolyear, our CSM increased therapeutic resources allowing for 10 more students (from our previous school year ) to get 1:1 therapy services. We now have over 30 students receiving therapeutic services due to our COST program led by our CSM.</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 stakeholders can make data driven school wide decisions. Each year, our CSM is able to get: (1) 85% completion of SBAC ,ELPAC, and iReady tests completed, (2) 80% completion of CHKS survey</p> <p>3) Contribute 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. With the help of our CSM, this year we expanded our student attendance for our Washington DC trip by 70% (last year we had 90 students attend- this year we had 160). Our CSM partnered with outside resources to get a DJ every last Friday which has increased student engagement and decreased detentions during lunchtime by 60%.</p> <p><b>Not Working</b></p> <p>1) With so many students requiring social-emotional support, as a result of Covid, it has been difficult to conduct interventions around chronic absenteeism</p> <p>2) Developing new partnerships.</p>	<p>Continue. This expenditure for our CSM is fundamental to our school's culture and climate. The role of the CSM continuously expands year after year. As a core team member of our school, our CSM increased the number of therapeutic supports for students by 50% through partnering with outside agencies. This year our CSM was able to develop, manage, and oversee the implementation of an effective referral process, including facilitating the Coordination of Services Team (COST). Our CSM leads many of our community events and functions. Some of these include:</p> <p>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</p>
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<p>Parent Education Consultants</p>	<p>Student Connectedness to School</p>	<p>By working with the staff and community members at Edna Brewer to increase parent/family engagement which has been very limited due to the COVID 19 pandemic. By utilizing different means of advertisement to families as they are comfortable to come and continue to participate in decision making that will help support specifically families of students of color. Plans and facilitates meetings, create agendas, identify key stakeholders to participate in meetings. Organzie events and utilize different means of advertisement for families</p>	<p>Working 1) This year our parent consultant was able to help us increase parent volunteers overall by 10% by helping parents through the volunteer process 2) Our parent consultant helped facilitate our SSC and SELLS committee providing outreach to 15% more of our families by direct contact and phone calls 3) Our parent consultant assisted the principal in event planning and advertisement for our Welcome Families by helping outreach. This helped increase our attendance for our Burgers &amp; Bingos Event by 15%</p> <p>Not Working 1) Not enough staff and teachers utilizing our parent consultant for more help and support</p>	<p>Continue: The services of our parent consultant are needed to reconnect our parents back to our community to engage in what will support our staff, teachers and families. This will help families who were displaced by the pandemic or need extra support for the resources they are unable to find on thier own.</p>
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**2023-24 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 Students	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		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 PD's. 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"	No Title Funds used: ELLs still underperforming on SRI, SBAC, and in their core classes	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.	No Title Funds used:	Tier 2
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 <b>Stem Center</b> and <b>Writing Center</b> to provide support to students; attendance taking and communication with parents; fewer students below 2.0 in core classes after 1 semester	No Title Funds used: 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.	No Title Funds used:	Tier 1
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Standards based, data-driven instruction in all subject areas with rigor that is both differentiated and scaffolded.
<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>Students to be served by these actions:</b>	<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 callog 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.**

<b>School Priority:</b>	Conditions for Student Learning
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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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
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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.**

<b>School Priority:</b>	Conditions for Adult Professional Learning
<b>School Theory of Change:</b>	Conditions for Adult Professional Learning
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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 provide 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
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Lessen the achievement gap by increasing student proficiency in both Reading and Math as assessed by modes of standardized testing.
<b>School Theory of Change:</b>	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.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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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, 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
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## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</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 Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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)

<b>School Priority:</b>	Equity				
<b>School 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				
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>All Edna Brewer Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>WHICH SCHOOL GOAL DOES THIS ADDRESS?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

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
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School contract over \$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th Grade	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	210-1
After School contract first \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Create systems to support underperforming students, and students who may have trouble completing work/homework at home	210-2
Educator Effectiveness PD	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Provided structured PLC time for partner teachers to create and review curriculum. Reading, writing, and academic discussion will highlighted in the unit plan.	210-3
STIP Teacher	\$95,391	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7630	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Provide explicit teaching toward benchmark assessments and provide ample student practice time and exposure to the questioning, techniques and usability features.	210-4
STIP Teacher	\$107,820	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9305	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Provide explicit teaching toward benchmark assessments and provide ample student practice time and exposure to the questioning, techniques and usability features.	210-5
Receptionist	\$38,109	LCFF Discretionary	2405	Clerical Salaries	New	Receptionist	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engaging families of ELL's and families who are historically underrepresented at school events	210-6
Discretionary Supplies	\$20,541	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$42,565	LCFF Supplemental	1105	Certificated Teachers' Salaries	3238	Teacher, Structured English Immersion	0.49	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	210-8
Counselor	\$19,701	LCFF Supplemental	1205	Certificated Pupil Support Salaries	4308	Counselor	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Establishment of various structures and systems to address student mental health and academic needs	210-9
Assistant Principal, Middle School	\$12,822	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2936	Assistant Principal, Middle School	0.09	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	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.	210-10
Assistant Principal, Middle School	\$171,055	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6935	Assistant Principal, Middle School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task, and guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	210-11
Supplemental Supplies	\$60,792	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	210-12



PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$77,485	Measure G, Library Support	2205	Classified Support Salaries	9405	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Expose students to culturally relevant texts and teaching methodologies.	210-13
Teacher, Structured English Immersion	\$55,986	Measure G1	1105	Certificated Teachers' Salaries	2669	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-14
Teacher, Structured English Immersion	\$120,971	Measure G1	1105	Certificated Teachers' Salaries	4697	Teacher, Structured English Immersion	1.00	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.	210-15
Measure G1 Stipend	\$15,000	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Afterschool art, choir, full time music teacher. These extended learning opportunities will increase amount and quality of instruction	210-16
Measure G1 Consultants	\$42,120	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Manage Promotion for All (PFA) by providing students with small-group tutoring after school.	210-17
Teacher, Structured English Immersion	\$53,138	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	3434	Teacher, Structured English Immersion	0.51	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Plan for and implement rigorous and engaging curriculum aligned to CCSS, NGSS, ELLMA's site ELL Review and OETF.	210-18

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Assistant Principal, Middle School	\$129,646	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2936	Assistant Principal, Middle School	0.91	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th 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.	210-19
Title I Parent Consultant	\$4,160	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Engaging families of ELL's and families who are historically underrepresented at school events.	210-20
Counselor	\$32,835	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4308	Counselor	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Establishment of various structures and systems to address student mental health and academic needs	210-21
12-Month Community School Manager	\$118,493	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7867	12-Month Community School Manager	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	210-22
To be allocated in Fall 2023.	\$4,672	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Establish positive behavior systems that are implemented by teachers	210-23



**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 Canvas- online learning hub/platform (ex: sending teachers messages through Canvas, checking Canvas 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 Canvas and ParentSquare
- Disseminating information about various programs available and how to be involved in the school at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Provide opportunities for parents to volunteer (after clearance with Oakland Ed Fund) These opportunities may look like supporting a classroom in person. 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 2022-2023 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, Canvas, and ParentSquare
- 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 Canvas and ParentSquare translated into multiple languages
- Offering a Canvas 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 (Jen Mahan) 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.

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

- Sending clear communication of opportunities through Canvas, Parent Square and Back to School Night
- Offering flyers that provide information about resources for students and their families. Flyers delivered through Canvas and ParentSquare  
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 Canvas updates regarding what is happening in academic classes
- Creating a plan with counselors to support students academically
- Developing parent/caregiver workshops with counselors (ex. Canvas 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 Canvas 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 Canvas
- 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 Canvas parent workshop
- Organizing cultural parent group in response to requests by parents/caregivers for greater involvement

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

**Adoption**

This policy was adopted by the Edna Brewer Middle School on August 31, 2022 and will be in effect for the period August 8, 2022 through May 28, 2023.

**The school will distribute this policy to all parents on or before August 31, 2022, of the current school year.**

**Name of Principal**

**Caroline Asis**

**Signature of Principal**

*Caroline Asis*

**Date 8/31/2022**

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



**OAKLAND UNIFIED  
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## **School-Parent/Caregiver Compact**

**Edna Brewer Middle School**

**2022-2023**

*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 2022-2023 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 Canvas, 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 Canvas, 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 Canvas and provide training on how to use Canvas
- 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 Canvas and Back to School Night
- Offering flyers that provide information about resources for students and their families. Flyers delivered through Canvas and ParentSquare
- Directing families to Oakland Ed Fund to become authorized to volunteer on campus. Organizing school beautification opportunities

**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 Canvas and ParentSquare
- Disseminating information at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Connecting families with Canvas and provide training on how to use Canvas

**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 Canvas 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 Canvas and ParentSquare translated into multiple languages (Language Link, Talking Points, etc.)
- Offering a Canvas 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. 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. 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. This may include joining extracurricular activities, homework club with after school mentors, etc.
- Talk to my child regularly about the value of education
- Communicate with the school when I have a concern.
- Monitor screen time.
- Monitor my student's usage of social media and video games and ensure that it does not negatively impact the academic and social emotional well-being of my student and peers
- Participate in Restorative Justice practices as needed
- Ensure that my child does not have access to weapons and illegal substances
- Make sure that my child reads for at least 30 minutes every day
- Make sure that my child attends distance learning every day, on time, and with homework completed
- Support the school's discipline policy and dress code
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent/caregiver-teacher conferences and Back-to-School Night
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students (e.g., School Site Council, PTSA).
- Respect the school, staff, students, and families.

### **Student Responsibilities**

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

This Compact was adopted by the Edna Brewer Middle School on August 31, 2022 and will be in effect for the period of August 8, 2022 to May 28, 2023.

The school will distribute the Compact to all parents/caregivers, and family members of students participating in the Title I, Part A program on or before September 1, 2022.

**Principal's Name: Caroline Asis**

**Date: 8/31/2022**

**Signature of Principal: *Caroline Asis***



Strategic Resource Planning (SRP)

**Edna Brewer Middle School**  
**School Site Council Membership Roster**  
**2022-2023**

**SSC - Officers**

Chairperson:	Ms. Shelley Gonzalez
Vice Chairperson:	Alan Pursell
Secretary:	Rosa Diaz

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Caroline Asis	<b>X</b>					
Sean Ianello		<b>X</b>				<b>1</b>
Ann Nguyen		<b>X</b>				<b>1</b>
Betty Sanchez		<b>X</b>				<b>1</b>
Rosa Diaz			<b>X</b>			<b>1</b>
Erich Turk				<b>X</b>		<b>2</b>
Shelley Gonzalez				<b>X</b>		<b>2</b>
Alan Pursell				<b>X</b>		<b>1</b>
Sally Steele				<b>X</b>		<b>1</b>
Madwoa [REDACTED]					<b>X</b>	<b>1</b>
*Highlighted in yellow, Aeries verified*-S.M.						

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday of each month
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

