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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Edna Brewer Middle School



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

Date

2024-25 School Plan for Student Achievement (SPSA)

School: Edna Brewer Middle School
CDS Code: 1612596057061
Principal: Caroline Asis
Date of this revision: 4/23/2024

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: 4/23/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. 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 23, 2024

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 ^{Schoology} ParentSquare blasts, etc.)

Signatures:

Caroline Asis
Principal

SSC Chairperson
Clifford Hong
Network Superintendent
Lisa Spielman
Director, Strategic Resource Planning


Signature

Signature
DocuSigned by:

Signature

Signature

4-23-2024
Date
4-29-2024
Date
4/27/2024
Date
05/03/2024
Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2024	Family Head Meeting	Budget training and review budget priorities including planned strategies & activities for 2024-2025 Documented feedback for ILT review.
1/17/2024, 2/7/2024	Instructional Leadership Team	Budget training and review budget priorities including planned strategies & activities for 2024-2025. Discussed feedback from Family Head Meetings
1/31/2024, 2/28/2024	All Staff Meeting	Budget training and review budget priorities including planned strategies & activities for 2024-2025 Documented feedback for ILT review.
2/7/2024, 2/21/2024, 3/6/2024	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/9/2024, 2/27/2024	SSC & SELLS combined	Shared rationale and overview of site plan.
2/6/2024, 2/20/2024	Family Head Meeting	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$190,390.00
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	\$1,058,893.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$173,520	LCFF Discretionary (General Purpose Discretionary #0000)	\$50,830
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,820	LCFF Supplemental (LCFF Supplemental #0002)	\$289,575
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	LCFF Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$12,050	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$117,735
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$233,720
SUBTOTAL OF FEDERAL FUNDING:	\$190,390		\$868,503

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,058,893.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Edna Brewer Middle School		School ID: 210
CDS Code: 1612596057061	SSC Approval Date: 4/23/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: to be populated once CSI list is released

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.5%	16.9%	26.9%	0.0%	20.7%	16.5%	54.4%	11.4%	10.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.2%	14.1%	18.4%	0.5%	0.4%	0.1%	53.3%	0.1%	93.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	To ensure all students have access to standards-based, grade-level curriculum and instruction.
Identified School Need:	To ensure students show growth on i-Ready by EOY diagnostic in May 2025

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	24.4	not available until fall 2024	not available until fall 2025	24.4
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	53.7%	not available until fall 2024	not available until fall 2025	63.70%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-17.5	not available until fall 2024	not available until fall 2025	-12.5
California Science Test (CAST) Standard Met or Exceeded	All Students	53.6%	not available until fall 2024	not available until fall 2025	63.60%

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

School Goal:	To provide high quality interventions in reading and math
Identified School Need:	Have clear practices around planning and teaching reading to increase student literacy growth

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	Thx! Target
SBAC ELA Distance from Standard Met	Special Education Students	-78.8	not available until fall 2024	not available until fall 2025	-68.8
SBAC ELA Distance from Standard Met	African American Students	-40.6	not available until fall 2024	not available until fall 2025	-35.6
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.0%	not available until fall 2024	not available until fall 2025	23.0

SBAC Math Distance from Standard Met	Special Education Students	-107.8	not available until fall 2024	not available until fall 2025	-87.8
SBAC Math Distance from Standard Met	African American Students	-89.6	not available until fall 2024	not available until fall 2025	-79.6
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	35.3%	not available until fall 2024	not available until fall 2025	35.3%
LTEL Reclassification	Long-Term English Learners	38.3%	not available until fall 2024	not available until fall 2025	40.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	All student connectedness to school will increase by 75% over the course of the next three years				
Identified School Need:	Students are academically successful when they and their families feel supported by and engaged with all aspects of thier school.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	67.1%	not available until fall 2024	not available until fall 2025	77.10%
Out-of-School Suspensions	All Students	5.9%	not available until fall 2024	not available until fall 2025	5.00%
Out-of-School Suspensions	African American Students	18.0%	not available until fall 2024	not available until fall 2025	13.50%
Out-of-School Suspensions	Special Education Students	11.1%	not available until fall 2024	not available until fall 2025	8.33%
Chronic Absenteeism	All Students	42.5%	not available until fall 2024	not available until fall 2025	31.88%
Chronic Absenteeism	African American Students	54.3%	not available until fall 2024	not available until fall 2025	40.71%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years				
Identified School Need:	Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	79.8%	not available until fall 2024	not available until fall 2025	89.8%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>To ensure all students have access to standards-based, grade-level curriculum and instruction.</i>	<ol style="list-style-type: none"> 1. Repeated exposure to standards based curriculum and standardized tests. 2. After school program runs college and career workshops for students Some of the strengths stem from Staff PD and pressure from OUSD to do standardized tests during instructional time and we have flexible schedules which allows for more freedom and direct instruction
LCAP Goal 2:	<i>To provide high quality interventions in reading and math</i>	<ol style="list-style-type: none"> 1. Emphasis on academic discussion to support EL students for class engagement and access to content. Conducted learning walks to gather baseline data. 2. Behavior intervention for students with disabilities to deescalate and avoid referrals. 3. Black Boys and Black Girls Groups during the 24-25school year to work with students struggling academically/with engagement. 4. COST Tier 2 SEL groups: during the 24--25 school year, students who were struggling socio-emotionally had the opportunity to join social-emotional skills groups to build community and receive support. Some causes for these strenths stem from working closely with ELLMA to identify a problem and create a year long plan coherent plan to address the issue. We engaged the staff on the need to tackle this issue. Also, we have a TSA position dedicated to support students with disabilities and learning differences setting vision and action steps. In addition, we used data (grades) to determine a gap in student support. Also, we gave a 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.

<i>LCAP Goal 3:</i>	<i>All student connectedness to school will increase by 75% over the course of the next three years</i>	We use technology (Schoology) as a platform for streamlining communication between staff and students/families. We hold a variety of community building and informational events with families to strengthen the relationship between the school and the community. We invest in positions that further develop the relationship between the school and families (CSM, School Psychologist, RJ etc). A cause of this strength is we have the financial stability to implement technology and hire such individuals for a variety of reasons (enrollment at or above capacity, supportive PTSA, etc.)
<i>LCAP Goal 4:</i>	<i>Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years</i>	We plan and execute professional development based on the needs of our teachers. We prioritize collaboration in a variety of settings (departmental, grade level, cohort within grade levels, etc). A cause for this strength is the professional development agenda is crafted by the instructional leadership team who gather feedback from the entire staff.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>To ensure all students have access to standards-based, grade-level curriculum and instruction.</i>	All students are not regularly exposed to actual college and career pathways and options. Some cause could be our 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:</i>	<i>To provide high quality interventions in reading and math</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:</i>	<i>All student connectedness to school will increase by 75% over the course of the next three years</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 a family outreach liaison to connect them with vital resources. We have been especially challenged to support the chronic absenteeism for our Special Education Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023
<i>LCAP Goal 4:</i>	<i>Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years</i>	Teachers cannot observe one another with similar students since teachers teach at the same time; share a common prep. One strategy to help with this challenge is using a STIP sub to cover a teacher's class while they observe another teacher.

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	54.5%	not available until fall 2024	not available until fall 2025	20.4%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Edna Brewer Middle School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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. We were focused on the perseverance and well being of our teachers, students, staff, and families, keeping students at the center of our work, ensuring 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 also can improve the frequency family engagement opportunities.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Parent Liaison	Student Connectedness to School	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>Working</p> <p>1) This year our parent consultant was able to help us increase parent volunteers overall by 10% by helping parents through the volunteer process</p> <p>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</p> <p>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 & Bingos Event by 15%</p> <p>Not Working</p> <p>1) Not enough staff and teachers utilizing our parent consultant for more help and support</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.

School Counselor	College/Career Readiness	<p>*Works with students who are faced with decisions regarding school adjustment and achievement, the determination of long-range educational planning, the investigation of vocational pursuits, and effective personal-social adjustment.</p> <p>*Uses various preventive techniques, rather than punitive ones, to help students develop self-discipline. Assists staff and students in finding ways to change students' behavior that is inconsistent with the goals of the school or the students' own long-range goals.</p> <p>*Schedules students into proper classes after consultation with parent and student, keeping in mind the student's abilities and needs.</p> <p>*Disseminates information about and assists students with post-school opportunities.</p> <p>*Assists in providing for smooth transition between schools and levels of schools (elementary to junior high, junior high to high school, high school to college) by providing information regarding registration, program, and orientation.</p>	<p>Working</p> <p>1)68% of All Students receiving a 3.0 - 4.0.</p> <p>2)58% of All Students are at or above grade level on recent ELA iReady diagnostic test</p> <p>3)Counselor has worked with students to provide opportunities to engage in HS Options.</p> <p>4)Counselor engages in supporting the social/emotional needs of students on campus.</p> <p>Not Working</p> <p>1)There seems to be more cases requiriing mental health support than prior to COVID.</p> <p>2)Navigating systems when there is a shortage of outside agency support.</p> <p>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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<p>Community School Manager</p>	<p>Student Connectedness to School</p>	<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. *Develop, manage, and oversee the implementation of an effective referral process including facilitating the Coordination of Services Team (COST). *Conduct outreach to students and families about available resources and how to refer, and regularly assess effectiveness of outreach efforts. *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. *Support the integration of youth leadership, parent engagement, and family support throughout all Full Service Community School efforts *Lead data collection and analysis of school community stakeholders by administering local and site specific survey on school climate and culture *Plan and lead reclassification process for English Language Learners by holding parent</p>	<p>Working 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 school year, 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. 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 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%. Not Working 1) With so many students requiring social-emotional support, as a result of Covid, it has been difficult to conduct interventions around chronic absenteeism 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: 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.</p>
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<p>Teacher Stipends (PFA: Promotion For All)</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Teachers in each grade level work closely with students who are struggling with D's and F's. Students are selected to attend afterschool tutoring in the content areas of Math, Science, History, and ELA.</p>	<p>Working: 1. Teachers are consistent in providing students tutoring 2. Students are turning in missed assignments and raising grades</p> <p>Not Working: 1. Limited capacity of students accepted 2. Not all teachers can tutor afterschool 3. Holding students accountable for not attending is difficult 4. Parents don't hold students accountable for not attending</p>	<p>Continue: The tutoring services the teachers provide have proven to benefit students in getting missed assignments in and raising their overall GPA</p>
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2024-25 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 Goal: To ensure all students have access to standards-based, grade-level curriculum and instruction.

Identified Need: To ensure students show growth on i-Ready by EOY diagnostic in May 2025

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g.,	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly professional learning in	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms;	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental
1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal

1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified
1-18	Teachers identify students who are struggling either academically or soico-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	All Students	Academic	Tier 3 - Intensified
1-19	Teachers and the CSM work with ELL students and families to help ELL students reclassify before highschool. Teachers connect with students in advisory, and connect with families whose students are struggling academically	English Learner Students	Academic	Tier 2 - Supplemental

1-20	Use classroom management system, which include Buddy Rooms, referrals, OCR (On Campus Restoration), and RJ to create and maintain a safe classroom and school environment	All Students	Behavioral	Tier 1 - Universal
1-21	Manage Promotion For All (PFA) by providing students with small-group tutoring after school	All Students	Academic	Tier 2 - Supplemental

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

School Goal: To provide high quality interventions in reading and math

Identified Need: Have clear practices around planning and teaching reading to increase student literacy growth

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Provide authentic and real-time data for current students compared to grade level expectations	All Students	Academic	Tier 1 - Universal
2-2	Provide explicit teaching toward benchmark assessments and provide ample student practice time and exposure to the questioning, techniques, and usability features	All Students	Academic	Tier 1 - Universal
2-3	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-4	Analyze classroom work, observation data, and IAB data	All Students	Academic	Tier 1 - Universal

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

School Goal: All student connectedness to school will increase by 75% over the course of the next three years

Identified Need: Students are academically successful when they and their families feel supported by and engaged with all aspects of thier school.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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3-4	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-6	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-7	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-8	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-9	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-10	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-11	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-12	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-13	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-14	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-15	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental

3-16	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	Students with Disabilities	Behavioral	Tier 3 - Intensified
3-17	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-18	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy. One intervention we have used is offering students incentives, such as monthly attendance challenges (increasing attendance will earn you special treats (homework passes, PRIDE tickets to purchase snacks). IN addition, attendnace challenges earn students a pass to attend our monthly pizza party for lunch.	Special Education Students	Behavioral	Tier 1 - Universal
3-19	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-20	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-21	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-22	SARB meetings	All Students	Behavioral	Tier 3 - Intensified
3-23	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-24	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-25	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-26	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-27	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal

3-28	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-29	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-30	Every family will develop a set of practices or strategies that address student needs in thier specific families	All Students	SEL / Mental Health	Tier 1 - Universal
3-31	Every classroom will have a weekly check-in and incorporate other weekly RJ practices into their instruction	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years
Identified Need:	Maintain staff who are high quality, stable, and reflective of Oakland's rich diversity

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Family systems provide teachers to have a collective responsibility for a set of students	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Analyze classroom work, observation data, and IAB data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [Stages of ELD Implementation Self-Assessment](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-6	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-7	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-8	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-9	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-10	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-11	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal

6-12	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-13	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental
6-14	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$3,075	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Offer necessary supports su	210-1
Teacher Structured Eng Immersn	\$7,481	LCFF Discretionary	1105	Certificated Teachers' Salaries		Teacher, Structured English Immersion	0.06	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	210-2
Receptionist	\$40,274	LCFF Discretionary	2405	Clerical Salaries	9570	Receptionist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	210-3
4310 - Materials and Supplies	\$5,165	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	210-4
Restorative Justic Facilitator	\$70,899	LCFF Supplemental	2205	Classified Support Salaries		Restorative Justice Facilitator	0.51	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	210-5
Teacher Structured Eng Immersn	\$71,011	LCFF Supplemental	1105	Certificated Teachers' Salaries	2398	Teacher, Structured English Immersion	0.80	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	210-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Asst Principal, Middle School	\$142,499	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2636	Assistant Principal, Middle School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	210-7
1120- Teacher Salaries Stipends (Tutoring Math, Science, ELA, History)	\$1,767	Title I, Part A Schoolwide Program	1120	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	210-8
Restorative Justice Facilitator	\$6,950.91	Title I, Part A Schoolwide Program	2205	Classified Support Salaries		Restorative Justice Facilitator	0.06	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	210-9
Counselor	\$55,003	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	4308	Counselor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	On Track to Graduate: 9th Grade	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	210-10
Program Mgr Community School	\$109,799	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7867	12-Month Community School Manager	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	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	210-11
5825 - Parent Liaison	\$4,820	Title I, Part A Parent & Family Engagement	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	210-12

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
1120- Teacher Salaries Stipends (After School Music Program)	\$12,050	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends		n/a	0.00	Goal 1: All students graduate college, career, and community ready.		Manage Promotion For All (PFA) by providing students with small-group tutoring after school	210-13
5100 - Subagreements For Services	\$176,643	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish electives and extracurriculars to encourage community amongst students.	210-14
4311 - Meeting Refreshments	\$3,300	Educator Effectiveness Grant	4311	Meeting Refreshments		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	210-15
1120 - Teachers Salaries Stipends	\$11,700	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a	0.00	Goal 1: All students graduate college, career, and community ready.		All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	210-16
4310 - Materials and Supplies	\$533	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	210-17
Teacher Structured Eng Immersn	\$117,202	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Teacher, Structured English Immersion	0.94	Goal 1: All students graduate college, career, and community ready.		Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	210-18

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$166	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	210-19
Teacher Structured Eng Immersn	\$50,966	Measure G1	1105	Certificated Teachers' Salaries	2669	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	210-20
Restorative Justic Facilitator	\$59,778	Measure G1	2205	Classified Support Salaries		Restorative Justice Facilitator	0.43	Goal 1: All students graduate college, career, and community ready.		Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	210-21
Teacher Structured Eng Immersn	\$122,810	Measure G1	1105	Certificated Teachers' Salaries	4697	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Establish electives and extracurriculars to encourage community amongst students.	210-22
Library Technician	\$79,922	Measure G, Library Support	2205	Classified Support Salaries	9405	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.		Expose students to culturally relevant texts and teaching methodologies	210-23



Edna Brewer Middle School

School-Parent Compact

2023-24

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

This School-Parent Compact is in effect for the 2023-24 school year.

School Responsibilities

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

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

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

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

- Communicate regularly with families about their child's progress in school through conferences, parent/caregiver-teacher meetings, progress reports, and other available means.
- Provide opportunities for parents/caregivers to volunteer and participate in their child's

class, and to observe classroom activities. We encourage families to get in touch with the PTSA president, school administrators, counselors, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

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

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

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

4) Provide parents/caregivers reasonable access to staff.

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

5) Provide all parents/caregivers, and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities. We encourage families to get in touch with PTSA president, school administrators, counselors, teachers, etc to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to

learn from our collective effort and will lift up best practices that help our students thrive.

- Sending clear communication regarding events and opportunities to be involved of through Schoology and Back to School Night
- Offering flyers that provide information about resources for students and their families. Flyers delivered through Schoology and 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 Schoology and ParentSquare
- Disseminating information at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Connecting families with Schoology and provide training on how to use 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 Schoology workshops to ensure that families understand our school's primary tool and platform for communicating with students about their courses, grades, and extracurricular activities.
- Establishing a Spanish speaking parent/caregiver group in conjunction with PTSA meetings, to build stronger relationships between all families and educators.
- Offering Parent/Caregiver Outreach night for overlooked families and events like "I Love Learning" awards

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

- Sending messages and information via Schoology and ParentSquare translated into multiple languages (Language Link, Talking Points, etc.)
- Offering a Schoology workshop to parents/caregivers.

- Offering Spanish speaking parent/caregiver engagement group meetings
- Using translation services as available

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents/caregiver
- 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 29, 2023 and will be in effect for the period of August 1, 2023 to May 31, 2024.

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 30, 2023.

Caroline Asis
Name of Principal

Caroline Asis
Signature of Principal

8/29/2023
Date

Parent and Family Engagement Policy

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 and Oakland Unified School District's academic assessments, including alternate assessments
- Providing information on academic proficiency levels students are expected to achieve
- Providing information on how to monitor their child's progress using Schoology- online learning hub/platform (ex: sending teachers messages through Schoology, checking Schoology assignments, providing contact information for counselors, etc.)
- 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.

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

- Providing weekly progress reports to parents/caregivers via Schoology 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 2023-2024 school year
- Offering information about opportunities to participate in the development of the Edna Brewer's Title 1 Plan – the school site's for using federally funded financial assistance to address the learning and social emotional needs of low-income families and students.
- Informing parents/caregivers of meeting times and dates via phone/email blast, Schoology, 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 Schoology and ParentSquare translated into multiple languages
- Offering a Schoology workshop to ensure all parents/caregivers can access and understand how to use Edna Brewer's online learning platform/hub.
- Offering Spanish speaking parent/caregiver engagement group meetings
- Using translation services as available (Language Links subscription)

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

- We encourage families to get in touch with the PTSA (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 Schoology, Parent Square and Back to School Night
 - Offering flyers that provide information about resources for students and their families. Flyers delivered through Schoology 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 Schoology updates regarding what is happening in academic classes
- Creating a plan with counselors to support students academically
- Developing parent/caregiver workshops with counselors (ex. Schoology training) to support students
- Providing opportunities for parents to learn different strategies to support their students in distance learning (parent workshops on adolescent behavior, organizational skills, etc.)

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

If a Title I 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 29, 2023 and will be in effect for the period August 7, 2023 through May 31, 2024.

The school will distribute this policy to all parents on or before August 31, 2024, of the current school year.

Caroline Asis
Name of Principal

Caroline Asis
Signature of Principal

8/29/2023
Date

[School-Parent Compact](#)



Edna Brewer Middle School
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Shelly 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	x					
Sean Iannello		x				2
Betty Sanchez		x				2
Ann Nguyen		x				2
Rosa Diaz			x			2
Delilah Daniels				x		1
Shelly Gonzalez				x		1
Alan Purcell				x		2
Quincy					x	1
Sally Steele				x		2
Names highlighted in yellow are Aeries verified-SMT*						

SSC Meeting Schedule: (Day/Month/Time)	Third 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.

