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

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** September 13, 2022

**Subject** Amended 2022-2023 Measure G1 Grant Application

**Ask of the Commission** Approve the Amended 2022-2023 Measure G1 Grant Application for Edna Brewer MS

**Discussion** Middle School Network is open to questions from the commission regarding the Amended 2022-2023 Measure G1 Grant Application

**Fiscal Impact** The recommended amount is **\$235,184.04** It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.



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

## 2022-23 Measure G1 Proposal

Due: May 13, 2022

### School Information & Student Data

<b>School</b>	Edna Brewer MS	<b>School Address</b>	3748 13th Avenue Oakland, CA 94610
<b>Contact</b>	Aubrey Layne	<b>Contact Email</b>	aubrey.layne@ousd.org
<b>Principal</b>	Aubrey Layne	<b>Principal Email</b>	aubrey.layne@ousd.org
<b>School Phone</b>	510-531-6600	<b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	770
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$235,184.04</b>	<b>2021-22 LCFF Enrollment</b>	378

Student Demographics (%)				Measure G1 Team	
English Learners	8%	Asian/Pacific Islander	24%	Name	Position
SPED		Latinx	19%	Aubrey Layne	Principal
LCFF	56%	Black or African-American	25%	Caroline Asis	Assistant Principal
		White	22%	August Spafford	CSM
		Indigenous or Native American	0%	Jonathan Tran	STEM Coach
		Multiracial	9%	Alice Philips	Counselor

<sup>1</sup> Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Chronic Absence				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	9.9%	4.1%	21.9%	5%
Asian/Pacific Islander	4.7%/25.0%	2.0%/0.0%	12.8%/NA	2%
Latinx	16.9%	7.7%	31.8%	5%
Black or African-American	15.4%	8.9%	39.6%	5%
White	3.2%	0.0%	8.8%	2%
Indigenous or Native American	0.0%	0.0%	75.0%	2%
Multiple Ethnicity	7.4%	1.8%	10.2%	5%
English Learners	20.4%	8.9%	25.0%	5%
Students w/ IEPs	Multiple %	Multiple %	Multiple %	
Free/ Reduced Lunch Students	15.4%	8.0%	31.4%	5%

## Metrics

(all data points are required)

Electives					
Metric	Area	2019-20	2020-21	2021-22	2022-23 Goal
Number of students taking elective courses.	Art	242	235	217	235
	Language	241	243	197	240
	Music	372	431	465	475
	Dance	233	169	222	225
	Woodworking	26	13	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	25	26	24	30
	Media	10	8	38	40

	Dance	12	10	18	20
	Drama	25	0	28	30

<b>Positive &amp; Safe Culture</b>				
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Metric	2019-20	2020-21	2021-22	2022-23 Goal
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Connectedness on CHKS Survey				
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Asian/Pacific Islander	68.5%/66.7%. .78.5%	No Data	N/A	75%
Latinx	No Data	No Data	N/A	80%
Black or African-American	74.6% 75.9%	No Data	N/A	80%
White	78.4% 78.4%	No Data	N/A	80%
Indigenous or Native American	88.8% 88.8%	No Data	N/A	90%
Multiple Ethnicity	67.1% 68.9%	No Data	N/A	75%
English Learners	No Data- multiple	No Data	N/A	
Students w/ IEPs	71.6%	No Data	N/A	75%
Free/ Reduced Lunch	No Data- multiple	No Data	N/A	

Metric	2019-20	2020-21	2021-22	2022-23 Goal
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Suspension Incidents				
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Asian/Pacific Islander	3	No Data	3	0
Latinx	4	No Data	7	5
Black or African-American	27	No Data	30	20
White	1	No Data	1	0
Indigenous or Native American		No Data	1	0
Multiple Ethnicity	1	No Data	3	0
English Learners	2	No Data	5	0
Students w/ IEPs	25	No Data	12	10
Free/ Reduced Lunch	29	No Data	38	20

Student Retention from 5th Grade to 6th Grade				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
6th Grade Enrollment	249	258	240	248, + 20 SDC

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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC	4.19.22
PTSA Board Meeting	4.19.22

Staff Engagement Meeting(s)	
Staff Group	Date
Family Head	4.19.22, 5.3.22
ILT	4.20.22
All Staff Meeting	4.27.22

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## Proposed Expenditures

**Guidelines**

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.

4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	1.0 FTE Art Teacher	\$108,953.44
2	0.4 FTE Music Teacher	\$54,920.31
3	Edna Brewer Dance Program - Destiny Art Center	\$14,000.00
4	Art Supplies	\$1,410.25
<b>Budget Total</b>		<b>\$179,284.00</b>

## Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	1.0 FTE Art Teacher	\$108,456.70 <del>\$77,958.80</del>
2	0.4 FTE Music Teacher	\$49,680.36
3	Edna Brewer Dance Program - Destiny Art Center	\$16,320.00
4	Youth Beat Videography/Animation	\$8,500.00
5	Theater Arts with CalShakes	\$7,600.00
6	Lunchtime Activities Stipend	\$5,000.00
7	Music- Big Band 9th period class	\$10,000.00
8	Art/Photography	\$3,826.98 <del>\$3,324.88</del>
9	Makers 3D Printing Class	\$2,400.00
10	Figure Drawing/Comic Illustration Class	\$2,400.00
11	EBAYC Lunchtime Activities and Class Support	\$21,000.00

		<b>\$52,000.00</b>
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$235,184.04</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
<p style="text-align: center;"><b>1.0 FTE Art Teacher</b></p> <p>Continue to increase access to art, improve student retention, and create a positive and safe learning environment. Become a point of access for all art related activities within school, thus taking us from entry to quality in regards to equity, instructional programming, teacher quality, facilities, and professional development.</p> <p><b>Teacher</b></p>	217 core elective		<del>\$108,456.70</del> \$77,958.80
<p style="text-align: center;"><b>.40 FTE Music Teacher</b></p> <p>Continue to keep Ms. Holmes' position a full time position so she can teach two classes catering to Special Ed students in addition to her three existing orchestra classes. This acts to increase equity on campus.</p> <p><b>Teacher</b></p>	372 core elective		\$49,680.36
<p style="text-align: center;"><b>Edna Brewer Dance Program - Destiny Art Center</b></p> <p>Dance is integrated into P.E. classes, allowing maximum exposure to students.</p>	233 core PE	20 students 1x weekly afterschool	\$16,320.00

<p>Students will attend an after-school year long dance class, building movement skills and exposing them to performance opportunities. Students will build restorative justice skills including conflict resolution, build confidence and increase their sense of belonging in the Brewer community.</p> <p><b>Consultant Contract</b></p>			
<p><b>Youth Beat Videography/Animation</b></p> <p>Youth Beat partners with Oakland schools to provide quality digital media training programs across the city. Youth Beat classes are taught by accomplished media professionals. This class will be taught once a week after school and will be available to all interested students. Students will learn professional animation techniques and create their own characters, animated GIFs, and more in this hands-on animation course. They will create their own animated short films, and explore the many career opportunities available in the world of film and animation.</p> <p>This will be our first year working with them. Since, each school site program is unique and Youth Beat provides custom built to fit the needs of the school, from intensive video and animation. Youth Beat after school programs provide in-depth training that prepares them for careers in a growing and rewarding career field. Youth Beats digital pathways in Film, TV Production, and Animation expose students to the fruitful and rewarding career opportunities available to them in the media industry.</p> <p><b>Consultant Contract</b></p>	<p>28 students after school</p>	<p>After school 1x weekly 28 students</p>	<p>\$8,500.00</p>
<p><b>Theater Arts with CalShakes</b></p> <p>Cal Shakes after-school program offers short &amp; sweet samplings of many aspects of theater including acting, physical comedy, improvisation, as well as Shakespeare. Teaching artists typically begin by introducing students to basic aspects of theater as arts funding has</p>	<p>30 students afters school</p>	<p>After school 1x weekly 30 students</p>	<p>\$7,600.00</p>



<p>become more and more scarce over the years so for many students, it will be the first time they are introduced to theater. CalShakes is also available to come to classrooms during the school day to provide instruction to a larger group than may attend an afterschool program.</p> <p><b>Consultant Contract</b></p>			
<p><b>Lunchtime Activities Stipend</b>  Stipend Teachers (during their duty free lunch) to help supervise and lead lunchtime activities (i.e. Arts and crafts, sports tournaments, Kickball, GSA, BSU, Dungeon &amp; Dragons, Creative Writing, Legos etc).  Gives students a option to:  Engage with each other in a positive ways  *Decrease arguments and fights  *Increase appreciation and connection to staff and school  *Learn skills and character building- teamwork, respect, hard work.</p> <p><b>Teacher Stipend</b></p>		5 times weekly	\$5,000.00
<p><b>9th Period Music Class</b>  Jazz Ensemble class  Jazz Jam class</p> <p><b>Teacher- After school class</b></p>	34 after school core class	Jazz Ensemble: 24 students- 2x weekly Jazz Jam: 13 students 1x weekly	\$10,000.00
<p><b>Art/Photography</b>  This weekly class will be taught by Edna Brewer's credentialed Art teacher, Lisa Perkins, and provides a project based multi-disciplinary curriculum, encouraging self-directed exploration towards the completion of photography/art projects. Every student engaged in our program gains fundamental visual arts skills in alignment with state standards.  An important aim of this program continues to be the promotion of visual arts programming to students who are unable to include it in their daily schedule. Due to Brewers block schedule system, students can only enroll in one elective. After-school art allows students to include visual self-expression and skill building in their</p>		25 students 1x weekly	<del>\$3,826.98</del> \$3,324.88

<p>schedule. Finally, art is only offered as a half year elective during the day and often fills quickly. Our afterschool program provides all interested students with year round visual art instruction if they choose.</p> <p><b>Teacher Stipend</b></p>			
<p><b>Makers 3D Printing Class</b> Work with students to design computer and visual arts to be created with 3D printers.</p> <p><b>Teacher Stipend</b></p>	25-30 students after school	1x weekly	\$2,400.00
<p><b>Figure Drawing/Comic Illustration Class</b> Work closely with students to create visual art associated with comic book narration.</p> <p><b>Teacher Stipend</b></p>	25-30 students after school	1x weekly	\$2,400.00

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<p><b>EBAYC Lunchtime Activities and Class Support</b> 2 Mentors to Facilitate Structured Activities/Support Lunch/Support Classrooms *Implementation of competitive basketball, kickball, etc. lunchtime leagues *Students participate in leagues *Help to provide supervision and mentoring during the school's two lunchtime periods. *Support teachers and students in the art and music classrooms before lunch *Provide 1:1 support for students in art class *Help small groups of students complete art projects *Assist music teachers in small group musical instruction *Mentors will work closely with teachers to develop plans and support for specific students</p>	<p>Suspensions, Referrals, Detentions, GPA CHKS- connectedness to school</p>	<p><del>\$21,000.00</del> \$52,000.00</p>

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**

**EDNA BREWER MIDDLE SCHOOL**

School Site Council Meeting

April 19, 2022

5:00-6:00 pm

Zoom due to COVID-19 mitigating factors: [Zoom Link](#)

Passcode: april

Zoom ID: 842 7569 6541

Items	Facilitator	Minutes
1. Welcome, Introduction, Norms	Ms. Gonzalez	All have been graciously welcomed and roll called by the Madam Chair.
2. Review and Approve <a href="#">March 16 Meeting Notes</a>	Mr. Layne	Mr August motions to approve minutes from the March 2022 SSC Meeting; Madam Chair seconds. Motion is passed unanimously.
3. Review and approve <a href="#">2022-2023 Edna Brewer SPSA</a>	Mr. Layne	<p>Layne: There is a deadline to approve the SPSA, it should feel familiar to folks who have been doing this work. Let's take 3 minutes to review the SPSA</p> <p>Cassanova: Is there any major change? Anything you would like us to review?</p> <p>Layne: Not the reflection piece, it is important to reflect, but look at the things we are looking to do next school year. Put lens on part 3. Will come back at 5:24 to review.</p> <p>Gonzalez: It looks like we are trying to put resources towards literacy and the whole child. I support anything that is tangible and touchable. If we can spend money towards programs that impact students, I support that. If we can team up with summer bridge, I support that. I support tangible programs so when we test at Brewer it reflects we teach the whole student at Brewer. That we teach the literacy, math and other subjects but we also address the core issues.</p> <p>Diana: Where would tangible programs go into the SPSA? The LCAP goal 3 feels its more based on academic performance. I thought this was supposed to be more for family and community engagement. I didn't look at huge details but it seems like when it talks about family engagement it should mean the family of the student, not the school families (eg Pilots/Pathfinders).</p> <p>Gonzalez: I feel there is a lot of overlap, this is the</p>

most successful I've felt by approving book club and programs that we can get stats. As far as the SPSA is concerned I would like the language to be more deliberate in our approach to who we are servicing, targeting and what we want our results to be. Look at our high risk group and measure the outcomes of the programs we run. I want to see parent engagement and leadership and see literacy. I don;t want 30,000 words about the same thing and not do anything about it.

Casanova: All the things you talked about, Shelley, like in class or after school tutoring, there could be space for adding strategies in these LCAP goals. Some of the stuff you were talking about seeing results got me thinking about a needs assessment.

Turk: I agree with both parents about literacy, we have to do something to bring these students up to reading level. It comes down to staffing, we need talented people to bring kids back up to grade level. The thing that always gets me, is Oakland is worried about attrition and kids leaving. We don't do anything for the kids above grade level.

Gonzalez: In the interest of making decision, what are our options Mr Layne? Can we approve it later?

Layne: Yes, we can approve it next month

Turk: I feel like we should approve it because it's been filled in.

August: If we don't approve now would the parent members of our SSC like to provide feedback/edits/adds to the SPSA

Cassanova: I feel like there is a mismatch on some items between teacher actions and other items

Couts: I see the mismatch

August: Diana, do you want to come to the next ILT to provide feedback?

Gonzalez:

Casanova: It;s not a line by line item change: Its what

		<p>I'm interpreting goal 3 and 4 to be. LCAP goal 3</p> <p>Layne: Think the word Family may have been interpreted inappropriately.</p> <p>August: Make motion to approve the 2022-23 SPSA at the May SSC meeting provided Ms Coutts agrees to facilitate the discussion at the ILT meeting on 4/20/22 about SSC member Casanova's concerns.</p> <p>Gonzalez: We are tabling until May.</p>
<p>4. Measure G1 review</p>	<p>Mr. Layne</p>	<p>Layne: this will not be extensive but opportunity for suggestion. There is a partnership with SSC, but SSC doesn't approve G1 funds. Changed from the past, used to be a rubric. Same spirit. There are 3 categories we can fund: 1. Arts (includes language); 2. Safe and positive school culture; 3. Retention of students from 5th to 6th grade. There is a discrepancy in the proposal, based on LCFF we had \$240k, this document says we have \$235k to spend. This is an opportunity for SSC members to make suggestions for the upcoming school year. You can go into this document. I just put it into the chat.</p> <p>Layne: Primary expenditure is Art and .4 music teacher. It's all about proposal, SSC does not need to approve the expenditure, just make suggestions. I need to bring a comprehensive proposal to the G1 commission. May need to move some items to the next meeting. We also have a visitor.</p> <p>Gonzalez: in the interest of time do we need to discuss this now?</p> <p>Turk: I think I need to abstain from this item.</p> <p>Layne: No, I encourage you to drop it into the chat or notes.</p> <p>Casanova: I'd like to suggest a drama teacher. I remember going to middle school plays.</p>
<p>5. Student/Family Special Education Involvement</p>	<p>Ms. Coutts</p>	<p>Layne: I would like to invite Ms Coutts to speak, she's been an educator for awhile and is SPED department</p>

		<p>chair.</p> <p>Couts: A student asked me how to get involved and I answered I didn't know. THinking about that for students and thinking about that for SPED, everything has to be intentional for students with learning difference. I know there is a lot of family outreach at the beginning of the year, but the team could come up with something like a flier for SPED families of who to reach out to for families who are in SPED. They are juggling a lot and need specific out reach to get involved. Before we did potlucks and had to reach out directly to families, can't rely on students or basic means of communication, have to take extra steps.</p> <p>Gonzalez: Would you like to couple it with parent engagement?</p> <p>Couts: I think we need to be specific. Need to let families know how it affects families and their students. They can provide a lot of insight to specific aspects of the school community.</p> <p>Casanova; when you say the regular ways of outreach what do you see them as?</p> <p>Couts: ParentSquare or Schoology, or B2SN. Thinking about the tier 1 levels or communication. Now thinking about the next levels of communication like reaching out directly.</p> <p>Casanova: Thank you, have parents reach out to me. And this ties directly to LCAP goal 3.</p> <p>August: Could we include student council reps? Could we make sure a Gamechanger students?</p> <p>Layne: I think we could also use our parent consultant.</p> <p>Couts: that would be awesome</p> <p>August: Thank you Ms ifor reaching out to Gamechanger families to involve them in SSC.</p> <p>Casanova: we are working to include an incoming Gamechanger family into SSC</p>
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<p>6. SSC Self-Assessment  a. Google Form  b. Matrix document</p>	<p>Ms. Duvivier</p>	<p>Gonzalez: We will table this to next month.</p>
<p>7. Public Input</p>	<p>Open Forum</p>	<p>Layne: We are at comments, one thing I want to highlight. There are different pots of money like COVID and other funds. Want to highlight the California COmmunity School Partnership Grant. District has applied on behalf of schools, schools qualify baked on UPP, this is a grant over multiple years. Going to drop it in the chat. Let's hope you can get access. Could be up to \$500k, our school would be maybe \$300k for our school. They said we should bring it to SSC, but then they said we don;t need to. There is a component of oversight for this grant. We are part of the set of school the district has applied for the grant. Our chair person has assured we will abide by the terms of this grant. Other announcement is a controversial topic has occurred with school closures. Families who were attending schools slated to close were given choice of school to move to. As of today, at least 30 families from La Escaulita or Parker are slated to come. Our parent consultant in concert with Title I about reaching out to families. We reached out to families during confirmation, now we are reaching out again for school tours and spring fling, That's where we are for public comment. Anyone else?</p> <p>August: Parents take the California Healthy Kids Survey.</p>
<p>8. Establish Date of Next Meeting and Adjourn</p>	<p>Ms. Gonzalez/ Mr. Layne</p>	<p>Layne: Jot down ideas for G1. May 17th at 5pm is next and final meeting.</p> <p>Gonzalez: We are adjourned. Good night and see ya next time.</p>



# April 20th, 2022


3:55-5:45pm

Members Present: Leeman, Hayes, Tran, Asis, Duvivier, Coutts, Corin, Crump, K, Apol, Swenson

Ready:

Missing:

<b>Edna Brewer Vision Statement</b>	<b>Meeting Norms</b>	<b>Rotating Roles (list)</b>
<p>Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables them to thrive in high school, college and career.</p>	<ul style="list-style-type: none"> <li>• Keep our objectives in mind</li> <li>• Keep kids at the center</li> <li>• Assume positive intent</li> <li>• Be open to possibilities</li> <li>• Start and end on time</li> </ul>	<p><b>Facilitator(s):</b> Tran  <b>Timekeeper:</b> Coutts, Holmes, Corin  <b>Note Taker:</b> Leeman, Swenson, K  <b>Process Checker:</b> Apol, Hayes, Ferrari  <b>Snacks:</b> Admin Team</p>
<b>Purpose and Vision</b>	<b>Year-Long Learning Targets (PD Calendar)</b>	<b>Meeting Objectives</b>
<p>Ensure the academic success of all students by supporting teachers' professional growth by:</p> <ol style="list-style-type: none"> <li>1. Providing quality coherent learning opportunities.</li> <li>2. Analyzing school wide data and setting goals and developing action plans based on this data.</li> <li>3. Communication about school vision through departments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will introduce, practice, and refine strategies to support students with academic literacy.</li> <li>2. Teachers will collaboratively reflect and create a culturally relevant learning environment for our students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create action plan that pushes us towards gathering data around instructional practices to effect equitable change for students</li> <li>2. Reflect on our collective need and collective growth to inform our site vision</li> </ol>

Time	Topic / Process	Notes
5-4:10	<b>Opening:</b> Review/Adjust Norms, Agenda review, Roles, Community Builder	-
10-4:20	<b>Department Check In</b>	
10-4:25	<b>Finalizing SPSA</b>  <b>Coutts</b>	
15-4:45	<b>Measure G1</b>	 Edna Brewer MS 2022-23 Measure G1 Proposal

		<p>Funding can be used for</p> <ul style="list-style-type: none"> <li>- Elective Art, Music, Language: (Art and music would be \$129k +\$17k= \$176k) <ul style="list-style-type: none"> <li>- 1 FTE Art Teacher</li> <li>- 0.4 FTE Music Teacher</li> <li>- Destiny Art</li> <li>- Choir?</li> <li>- Drama teacher?</li> <li>- Maker space- in the woodshop (Julia in interested in doing an after school something)</li> </ul> </li> <li>- Positive &amp; Safe Culture: <ul style="list-style-type: none"> <li>- Lunch time activities/clubs</li> <li>- EBAYC mentors during lunch</li> <li>- EBAYC push-in?</li> <li>- <a href="#">Skateboard Club?</a></li> <li>- More support for RJ? Expanding that? Designated funding for peer RJ events</li> <li>- SEL support?</li> <li>- Affinity spaces: BSU, GSA, AAPI</li> </ul> </li> <li>- 6th Grade Retention:</li> </ul>
15- 5:00	<b>Funding Sources and Priorities</b>	
00- 5:15	<b>SBAC PD</b>	
5- 5:35	<b>Looking Ahead</b>	
5-5:45	<b>Closing + Appreciations</b> Follow ups including: one thing you'll bring to your Dept. Meeting, Process Check, Appreciations	

**4/27 All Staff Meeting & Notes**

Wednesday, April 27, 2022, 1:50-3:20 pm

Zoom Link:

<https://ousd.zoom.us/j/86973665195?pwd=OVNsY2daWIB3UVdHS3BYT2QwMC9lQT09>

Meeting ID: 869 7366 5195

Passcode: 702851

Edna Brewer Vision Statement	Meeting Norms --	Rotating
<p>An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables them to thrive in high school, college and career.</p>	<ul style="list-style-type: none"> <li>● Keep our objectives in mind</li> <li>● Keep kids at the center</li> <li>● Assume positive intent / identify possible biases</li> <li>● Be open to possibilities</li> <li>● Start and end on time</li> <li>● Equity of voice</li> <li>● Have fun</li> <li>● Be solution-oriented</li> </ul>	<p><b>Facilitator(s): Layne</b>  <b>Attendance/Timekeeper:</b>  <b>Note Taker:</b>  <b>Process Checker:</b>  <b>Snack:</b></p>
All Staff meeting Purpose		Meeting Objectives
<p>To ensure the academic success of all students by supporting teachers by creating a space to get on the same page and communicate school wide policies and initiatives.</p>	<p>Take breaks                      Stand up                      Stretch</p>	<p>Update Staff</p>

Time	Activity	Links and Resources Notes
3 mins	Welcome/Norms	

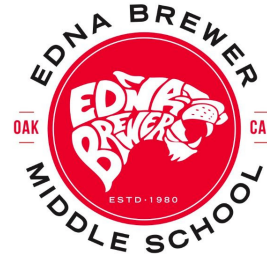
3 mins	<p>Check in Question:          What are some things or students that have inspired you this school year?</p>	Share here:
40 mins	<p><b>August:</b>          SABC State Testing Training &amp; Update</p>	
30 mins	Measure G1	<p><a href="#">Edna Brewer MS 2022-23 Measure G1 Proposal</a>  <b>Share Ideas Here:</b>          Proposed improvement/repair on Playhouse sound equipment (repair of existing equipment and new speakers)          Dedicated ELD teacher          Still have funds in the budget to improve our school</p> <p>What are different pots of money available to allocate to different initiatives and areas          Keeping our campus safe: culture/climate          Measure G1 is a partial tax that was approved a few years back: goes to arts, performing, music, world language, retention from elem school          Proposals are due 5/13. We present it and they approve it. They want to see how impactful our programs are          Expand sports- families want to come to Brewer so their students have an opportunity to participate in sports (Couts)          Face lift on “Symphony Hall” stage - lighting!          Drama/Theater program          We need more after school support staff and classrooms. Lots of 8th graders hang out outside, after school hours.          Nothing to do but yell, curse, and pick up bad habits. Academics would be great, but I’d settle for adult supervision.          Maybe more book clubs after school or more destiny arts coaches/teachers.</p> <p>Dance- Destiny          Drama- CalShakes (maybe even twice a week if we want a performance)          Animation- Youthbeat (they also offer a video/filming class if we wanted to add that)          Art- Lisa</p>

		<p>I think we should stick with having the after school options rather than the extra elective teacher because:</p> <ol style="list-style-type: none"> <li>1. We can offer more variety with the same amount of money.</li> <li>2. After school classes are more like being on a sports team in terms of kids finding like minded friends and a sense of belonging.</li> <li>3. After school classes give the students an opportunity to learn new things in more relaxed, less formal atmosphere.</li> <li>4. The after school enrichment classes draw families to enroll here.</li> </ol> <p>Another thought is to propose that the PTSA provides greater support to these after school classes. For example, the supply money in the G1 for art, could be added to what the PTSA gives us freeing up those funds for G1 staff. My understanding is that PTSA can't hire the programs, is that correct?</p>
	Standard Based Grading	
	Block Waiver Next year's schedule	
	Wednesday Schedule -2 lunches -shortened	
	2nd Wednesday -ideas of how to make it better or value added to educators	
	Enrichment (Period 5)  SSR (Period 6)	
	Canvas(pilot) vs. Schoology	
	SPSA	
	Busy May 2022 -SBAC -Staff/Teacher Appreciation Week -Spirit Week -Talent Show -Field Trips -8th Grade Promotion Activities	

	-Book Clubs celebration	
	Surveys- CHKS survey OUSD Retention Survey Dress Code Survey -Dress Code Committee Update	
	Yearbook- submission	
	Overage form	
	Payments -PFA -Book Club	PFA- some will be paid out in April, some will be next month.
	Summer School (4-5 teachers)  ILT retreat on May 27th ILT work over the summer	- All ILT middle schools on May 27th
	Attendance	- Attendance is always important. Please do it accurately and within the first 15 minutes
	Marconi Retreat	July 31-August 2
	Appreciations	

# 2021-22 Family Head Meeting: Agenda & Minutes

Date: 4/19/22



Next Steps: (see notes below for details):

- 

<b>Facilitator</b>	Layne
<b>Process Checker 1</b>	Gilyard-Shyne
<b>Timekeeper</b>	Asis
<b>Note Taker</b> - track minutes for meeting	DuVivier and August
<b>Copy Editor</b>	Gmeiner
<b>Snacks</b>	Asis
<b>Scribe (chart paper or whiteboard)</b>	
<b>Follow Up</b>	
<b>On Deck 1</b>	
<b>On Deck 2</b>	
<b>On Deck 3</b>	

#### NORMS

1. Set concrete next steps and follow through with them
2. Monitor your airtime, everyone contributes
3. Speak your truth
4. Be present - no side work and text only in emergencies
5. Start and end on time

#### STANDING AGENDA

1. Check in - 1
2. Follow up on next steps-
3. Burning Issues
4. Prioritized items (w next steps, person responsible, due dates)
5. Set next meeting, roles and agenda items
6. Appreciations and process check

#### UPCOMING ISSUES/QUESTIONS

- 1.
- 2.

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**7:25-8:10, Library**

**On- Time:**

**Tardy:**

**Absent:**



**7:25- 7:27**

**How was your Spring Break?**

**ASKS/ACTIONS**

**NEXT STEPS**

7:27-7:32

**Download:**

**Issues at grade level (1 minute per grade)**

**6th grade**

- 

**7th grade**

- 

**8th grade**

- 

**SpEd**

- 

**Electives**

**Announcements:**

- Spirit Week - May 16- May 20- working on themes and lunch time activities
- Talent Show- its fun - May 18 - Zero Period-no career day- still trying to figure out a schedule for Wednesday for talent show. August had some ideas about sports games
  - Ask: Go to families and ask 1) Are you okay with a whole-group talent show potentially maskless? Let Ms. B know so that she can plan accordingly.
- CHKS - Parent Surveys are out except for 8th grade. Need to plan the student survey, I may ask for extension into May.
  - Extension - on student survey. Next Thursday and Friday, student survey. Too long to do it in one session, have one teacher (half block). Extended until the end of the school year for more ramp up time. Make sure that kids and families fill it out.
-

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	Next steps: Send communication about testing week in two weeks.
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7:40-8:10

Discussion:

- Measure G1- [Edna Brewer MS 2022-23 Measure G1 Proposal](#) (access granted)
  - Late this year but going to do proposal
  - Would like to get it in in advance of deadline
  - Please look at it, a lot different than in the past
  - New metrics and components from the past
  - We can probably still use the funds for same purposes as in the past.
  - As you come up with ideas, please jot it down
  - Must be:
    - Arts and Language
    - Positive and safe culture
    - Retention of 6th graders - could be PR, can't be locker room
- Behavior reset
  - Need to keep resetting every week until end of May
  - This year is different in terms of challenges students are returning with
    - Especially in terms of interpersonal relationships
    - Social media piece
    - What does instigation look like?
    - Instigation, bystanding, upstanding
- Block Waiver
- Change in Schedule
-

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-

### Feedback from teachers?

- PLC Collaboration Link

-

- **Teacher Deliverables: (DO THE THINGS!) - Why? Because there's discrepancies across grades.**

- \*Keenan Trainings (one time)
- \*Substitute letter/Folder (one time)
- \*3 Emergency Plans (one time)
- \*PLC Rubric (one time)
- \*Complete accurate attendance daily within first 15 mins of class (ongoing)
- \*Update Learning Targets (ongoing)
- \*Common Assessments/Cycle of inquiry (ongoing)
- \*Data Analysis (ongoing)
- \*SSR Class roster to provide support to students with below grade level SRI score(once a semester)

### LIST OF ACTIVITIES

- PFA
- Sports
  - Basketball
  - Softball
- Taylor's Girls Group
- Destiny Arts
- Restorative Justice
- Comic Club
- GSA
- Black Student Union

**Decide:**

**Best Practices (Families share and learn from each other)**

**Concerns:**

Intervention Document

SSR

Students needing Financial support

COVID Testing

SOM

ACT Assembly

Grading

PLC Work

i-Ready

Assessments

Dios Los Muertes

Custodian Google Form

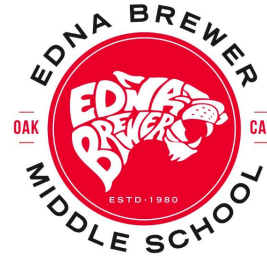
Rainy Day Schedule

Emergency Drill



# 2021-22 Family Head Meeting: Agenda & Minutes

Date: 5/3/22



Next Steps: (see notes below for details):

- 

<b>Facilitator</b>	Layne
<b>Process Checker 1</b>	
<b>Timekeeper</b>	
<b>Note Taker</b> - track minutes for meeting	
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#### UPCOMING ISSUES/QUESTIONS

- 1.
- 2.

---

**7:25-8:10, Library**

**On- Time:** Tran, Asis, Layne, Kim, Johnson, GS, Nolan, August, Sarah B., Sadeghi,

**Tardy:** DuVivier

**Absent:** Low, Gmeiner, Holmes

**7:25- 7:27**

**Which teacher had the most impact on your life? Why?**

**ASKS/ACTIONS  
NEXT STEPS**

Baby Penelope

7:27-7:32

**Download:**

**Issues at grade level (1 minute per grade)**

**6th grade**

- End of the year stuff-5/24
  -
- How do we hand off 6th grade to 7th grade teachers (concerns: absences, SST's)
  -

**7th grade**

- Setting up DC interest meeting (Zoom, Thursday 5/19 @ 6:30) – reach out to current 8th graders to hype it

**8th grade**

- End of year stuff
  -

**SpEd**

- 

**Electives**

**Announcements:**


- Spirit Week -
  - Wed schedule:  
<https://docs.google.com/document/d/1dRtez-raWU740vswXl2pdjEDze7lVqA1vBMVgIkhTWA/edit?usp=sharing>
  - Spirit week themes for students:  
[https://docs.google.com/document/d/1mqLJ08QQFygeETRK8rtZZHob\\_-8FzYbc5SgTZVJM8h8/edit?usp=sharing](https://docs.google.com/document/d/1mqLJ08QQFygeETRK8rtZZHob_-8FzYbc5SgTZVJM8h8/edit?usp=sharing)
  - Tuesday themes?
  - Prizes? No! Lol

Next steps: Send communication about testing week in two weeks.

- Talent show- May 18, 2022 - do any adults want to perform? Please see me. Please announce to students to fill out google doc and come see me
- Lunch time activities
- Parade 5/6 - Same route as last time. Come out after lunch during 5th period. Have LOTS of banners and beads. Have students make posters when they are done testing and during 5th period.
- CHKS - Will collect parent surveys on Thursday. Will send make announcement and send out communication today. Keep asking for them! Shout out to Science team for administering student survey.
- SBAC Testing -
- Summer STEM 101 -
  - 60 current students (rising 7th/8th)

**7:40-8:10**

**Discussion:**

- Measure G1- [Edna Brewer MS 2022-23 Measure G1 Proposal](#) (access granted)
  - Go into document see how bad attendance is compared to distance learning
  - Continue to fund art teacher, music teacher
  - Where would we house drama or dance?
  - How do we support lunchtime activities?
  -
- Wednesday Schedule
  -  Modified Wednesday
  - August's perspective: unless you're out there, it's hard to know/understand the level of tension that there is when all 3 grade levels are out there. We have had some of our biggest incidents during Wednesday lunch. There aren't any other folks to have come outside (teachers have duty free lunch, don't want to ask anyone to come outside). Workarounds for clubs/OEA meetings.
- Enrichment/SSR
  - Whatever we do during Enrichment must be educators working with students to refine their academic skills or increase their skill set in some arena.

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### Feedback from teachers?

- PLC Collaboration Link

-

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