



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Edna Brewer Middle School

## 2016-17 Measure G1 Commission Presentation



Presented by Aubrey Layne

Presented to Measure G1 Commission

June 5, 2017

[www.ousd.org](http://www.ousd.org)



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# Edna Brewer Middle School

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.



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# School Data

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## School Demographic

ELL:	9.30%
SWD:	16.40%
LI:	62.50%
AA:	27.80%
F:	1.70%
L:	21.10%
W:	14.50%

## SRI data

Year	2014-15	2015-16	2016-17
# Students	808	790	785
<b>Multiple Years Below:</b>	26.0%	22.3%	26.9%
<b>1 Year Below Grade Level:</b>	8.2%	7.2%	7.3%
<b>At Grade Level:</b>	4.2%	7.0%	7.5%
<b>Above Grade Level:</b>	53.0%	52.3%	55.8%

## SBAC

	2014-15		2015-16	
	ELA	Math	ELA	Math
Not Met	22.4%	35.0%	20.7%	27.2%
Nearly Met	25.5%	27.4%	26.3%	33.5%
Met	38.5%	19.6%	37.2%	23.9%
Exceeded	13.6%	17.9%	15.8%	15.4%



## Suspension and Attendance

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
# of Suspensions	189	157	58	6	23	23
Chronic Abs	6.0%	5.9%	3.2%	4.9%	3.1%	6.6%



# Overarching Vision for G1 Funds



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How are G1 funds being used to give better access to arts, world languages, and music at your school site?

\*Building comprehensive Art program by hiring 1.0 FTE will attract a diverse set of families and create a strong sense of community.

\*Hiring a Parent Liaison will meet an important goal of increasing the student and family engagement of our Latino and African-American families.

\* Hiring Mentors will help to implement structured lunchtime activities to keep students engaged and minimize disruptive/negative behaviors.



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## Overarching Vision for G1 Funds



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How will these dollars accelerate the outcomes for your students and help them reach the targets laid out in the school's vision?

A full time art teacher will coordinate student art displays, artist visits, field trips, and community art shows with mandatory student attendance, similar to our highly successful music concerts. They will develop outdoor service oriented art projects and school beatification, directly contributing to creating a positive and safe school environment.

Further, we believe increasing students and families engagement and providing structured activities will result in students feeling connected and happier about attending school. This will also increase retention of students assigned to Edna Brewer. Implementing the aforementioned ideas will result in students developing skills that will allow them to meet our school's vision.



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# Grounded: School Wide Root-Cause Analysis



## Root Cause:

- Brewer has been intentional about growing its music department, which resulted in less resource being allocated to art.
- Similarly, resources and classroom space have been allocated to world languages due to student and family interest. Art, again, was less of a priority.
- Other school priorities resulted in a lack of funds to be directed toward an art program.

## Possible Challenges:

- The school's schedule allows for only 1 elective class period throughout the day. Most students are scheduled in intervention classes or music or Spanish. This may result in lower art enrollment.
- Students may not be able to attend after school opportunities due to competing obligations or/and distance from home.



## Implementation Year 1:

- New art teacher builds a comprehensive art program that increases student interest and improves GPA in other academic classes (measured by class survey, GPA)
- Parent Liaison works to increase percent of Latino and African-American families attending school activities and SSC/PTSA meetings (measured by sign in sheets)
- Increase families volunteering
- Mentors work to provide students with diverse structured lunchtime activities to decrease bullying, fights and suspensions, and increase attendance and connection to school (measured by CHKS survey, Suspensions, Attendance data)



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# 2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
\$92,363*	1.0 FTE Art Teacher	~ Implement a new comprehensive art program to provide equitable access to quality opportunity for students choosing this elective class *Should funds become available due to conservative estimation of salary costs for an art teacher position, we request that remaining dollars continue to fund Supplies and Lunchtime Mentors
\$1,500	Supplies for Art Class	~ Purchase supplies for Art class.
\$1,600	Supplies for Woodshop	~ We are hoping to continue to revamp the long gone woodshop program at Brewer. What once was a fully functional woodshop is now on campus restoration/computer storage/math classroom. We would like students to experience the joy of woodworking and the satisfaction of seeing a project through from design to finishing.
\$8,500	Parent Liaison	~ Collect and review CHKS and Parent Engagement data/ feedback with Admin team, SSC, PTSA and Counselor Philips ~ Support family communication and relationships by making calls and home visits with home visit teams
\$20,000	4 Mentors to Facilitate Structured Activities/Support Lunch	~ Employ EBAYC mentors to help supervise and lead lunchtime activities (i.e. arts and crafts, sports & tournaments, karaoke, Olympics & relay, etc). ~ Give options to teachers who want to lead those activities to do so, and get paid for their work.



# EVERY STUDENT THRIVES!



End slide with changeable photo.  
Please adjust opaque box as **best fits the photo**. This example above shows 35% white. Delete this orange box and text box!



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Contact us for additional information [optional contact area]  
Phone: 510.555.5555 | Email: [info@ousd.org](mailto:info@ousd.org)



School:	<b>Edna Brewer Middle School</b>	Principal	<b>Aubrey Layne</b>
School Address	<b>3748 13th Avenue Oakland CA 94610</b>	Principal Email:	<b>aubrey.layne@ousd.org</b>
School Phone	<b>510-531-6600</b>	Principal Phone:	<b>510-531-6600 ext. 501</b>
2017-18 Enrollment (6-8)	<b>807</b>	Anticipated Grant Amount*.	<b>\$124,769</b>

\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
<b>385</b>	<b>415</b>	<b>63.9%</b>	<b>(140/800) 17.5%</b>	<b>(34/800) 4.25%</b>	<b>(59/800) 7.4%</b>	<b>?</b>

### Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
<b>218</b>	<b>11</b>	<b>247</b>	<b>159</b>	<b>14</b>	<b>2</b>	<b>140</b>	<b>?</b>

### Measure G1 Lead Team (can be a pre-existing team such as ILT)

Name	Role
<b>Aubrey Layne</b>	<b>Principal</b>
<b>Mukta Sambrani</b>	<b>Assistant Principal</b>
<b>Alice Philips</b>	<b>Counselor</b>
<b>Jessica Gray/ Sarah Shores</b>	<b>Parents</b>
<b>Stephanie Holmes</b>	<b>Teacher</b>

**School 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.

<b>Priority Area: Language &amp; Literacy</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal</b>			
	Reading	Increase by 5 percentage points the percent of students reading at or above grade level as measured by SRI.			
	<b>SPF/KPI Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	SRI	All Students	59.00%	64.00%	69.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., F&amp;P)?</b>		SRI growth from beginning school year to mid year to end of school year.			

<b>Priority Area: Mathematics</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Mathematics	Increase by 5 percentage points (annually) the percent of students reading at or above grade level as measured by SBAC.			
	<b>SPF Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	SBAC Math	All Students	39.00%	44.00%	49.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., SMI)?</b>		We can look at a variety of assessments throughout the year including but not limited to teacher created unit exams, district created benchmark exams, and the SMI exam.			

<b>Priority Area: Conditions of Learning (Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Suspensions	Reduce suspensions of African American male students by 3 percentage points.			
	<b>SPF/KPI Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Suspensions	African American Males	8.60%	5.60%	3.60%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		Over the course of the year, we can monitor office referrals for AA males as well as in-school suspension for AA males. We can also look at the effectiveness of pre-referral interventions and post suspension RJ re-entry circles.			

<b>Priority Area: Family and Student Engagement (including Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Student Engagement	Increase student engagement indicator by 5 percentage points on the CHKS survey.			
	<b>Indicator (need not be in SPF):</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Culture/Climate: Student	All Students	64.00%	69.00%	74.00%

<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		The COS Team can design and administer a survey through the advisory program. Student Council, Student Representatives on the SSC and Peer RJ leaders can participate in a focus group.			
<b>Priority Area: Arts/Music/World Languages (Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Equity	We will reduce the number of students earning < 2.0 academic GPA to 10% or less of all students, as measured by semester GPA data.			
	<b>Indicator (need not be in SPF):</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Semester GPA data: Percent of students earning <2.0 GPA	All Students	#N/A	#N/A	#N/A
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		Student academic GPA each marking period.			

**Middle School Measure G1 Self- Assessment:**

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<b>Music (Rubric Score)</b> S- Staff P- Parents/Guardians/Community		<b>Art (Visual Arts, Theater, and Dance)</b> S- Staff P- Parents/Guardians/Community	
<b>Access and Equitable Opportunity</b>	S-Basic P-Entry	<b>Access and Equitable Opportunity</b>	S-Entry P-Entry
<b>Instructional Program</b>	S-Quality P-Quality	<b>Instructional Program</b>	S-Entry P-Entry
<b>Staffing</b>	S-Quality P-Quality	<b>Staffing</b>	S-Basic/Entry P-Entry
<b>Facilities</b>	S-Basic P-Basic	<b>Facilities</b>	S-Entry P-Entry
<b>Equipment and Materials</b>	S-Basic P-Basic	<b>Equipment and Materials</b>	S-Entry P-Entry
<b>Teacher Professional Learning</b>	S-Basic P-Basic	<b>Teacher Professional Learning</b>	S-Entry P-Entry
<b>World Language (Rubric)</b> S- Staff P- Parents/Guardians/Community			
<b>Content and Course Offerings</b>	S-Developing P-Developing		
<b>Communication</b>	S-Developing P-Emerging		
<b>Real world learning and Global</b>	S-Developing P-Emerging		

<i>competence</i>		
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**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment )</b>		<b>Safe and Positive School Culture (SPF/SPSA)</b>	
<b>2016-17 Enrollment Data (projection vs. 20 day)</b>	812	<b>SPF - Suspension</b>	1.8%
<b>ES Outreach Strategy Actions</b>	PTSA and School host School Tours and Classroom visits	<b>SPF - Chronic Absence</b>	3.1%
<b>Programs to support ES students transition to MS</b>	Brewer Summer Bridge Program	<b>CHKS data</b>	Culture/Climate Survey Student-64% Culture/Climate Survey Parent-90% Culture/Climate Survey Staff-79% Social Emotional Learning Survey-61%

**Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
SSC Meeting	January 17, 2017
SSC Meeting	February 21, 2017
SSC Meeting	March 7, 2017
PTSA Board Meeting	February 7, 2017
PTSA General Meeting	February 21, 2017

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Family Head Meeting	February 21, 2017
Family Head Meeting	March 9, 2017
ILT Meeting	February 22, 2017
ILT Meeting	March 1, 2017
ALL Staff Meeting	February 22, 2017
Student Council	February 22, 2017

**Budget Justification and Narrative**

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture. This Team will create the Implementation Plan to address the following:

**The Goals of the Measure**

- Increase access to courses in arts, music, and world languages in grades 6-8
  - Improve student retention during the transition from elementary to middle school
  - Create a more positive and safe middle school learning environment
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
  3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
  4. Add additional lines if you would like to add additional budget items.
  5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

**1. Music Program**

Programmatic Narrative Based on Rubric		
<p>Edna Brewer’s current music program is currently being led by 2 veteran educators. Mr. Zack Pitt-Smith has masterminded the transformation of the music program into one that rivals any other, in the City of Oakland. His steadfast advocacy and knack for forging strong partnership has resulted in the program attracting a diverse set of families from many neighborhoods. Ms. Stephanie Holmes joined Edna Brewer a few years ago and has forged a strong Orchestra program. Zack and Stephanie’s love and passion for music permeates Edna Brewer. Their concerts and music events are well attended. Music promotes a community.</p> <p>Though Brewer has had a thriving music program lead by quality educators, there are still areas of concern. As indicated in the results of the music program self-assessment, there is still a lack of access and equitable opportunities for students to participate in music at Brewer. The school’s schedule and competing electives classes often prevent ALL students being able to enroll in a music class. Further, both staff and parents assessed, rated the music program to be “basic” in 3 important categories (Facilities, Equipment and Materials and Teacher Professional Development).</p> <p>Measure G1 offers an opportunity for Brewer to improve how we serve our diverse student population. Increasing our FTE from 1.6 to 2.0 will benefit our students, especially our students with IEPs who need increased access to our music elective classes. We have outlined a budget below, if implemented, this budget would increase equitable access to music opportunities in our diverse school community.</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$54,405.16	.40 FTE Music Teacher	<p>Turn Ms. Holmes’ position into a full time position so she can teach two classes catering to Special Ed students in addition to her three existing orchestra classes.</p> <p>Right now special education students receive no music instruction. This move speaks to equity.</p>

		The benefit would be students that do not receive music instruction, would be able to participate.
\$2,000	Supplies for Music Teacher	We would also need approximately \$2,000 for a class set of ukuleles.
\$6,5000	After School Chorus Partnership	<p><b>Description Oakland Youth Chorus' website:</b></p> <p><i>The Oakland Youth Chorus unites diverse communities and transforms young people's lives through excellence in music education and community performance.</i></p> <p><i>Founded in 1974, the Oakland Youth Chorus (OYC) is the longest running youth chorus in the East Bay. Our work focuses on creating and sustaining programs of high educational and artistic merit that are accessible to and supportive of children and youth from all backgrounds.</i></p> <p><i>OYC welcomes and serves all children and youth, celebrates their cultures and unique strengths, and connects them to each other in the East Bay to use their voices for change needed to bring harmony to our world. We accomplish this through joyful and affirming music education and performance programs that focus on musical excellence at all levels while nurturing the development of the whole child. Community performances provide opportunities for singers to connect across neighborhoods, foster greater community engagement, and engage in the arts as service learning experiences.</i></p> <p><i>OYC singers develop self-confidence, respect for the music of several cultures, strong friendships and community engagement, and a lifelong love of music.</i></p> <p><b>We feel very strongly that OYC remains after school so that more students have access to it.</b></p> <p>Memo of Understanding Oakland Youth Chorus and Edna Brewer Middle School:</p> <p>The mutual understanding of partnership expectations between Oakland Youth Chorus (OYC) and Edna Brewer Middle School (school) extends from August 2016 through June 2017.</p> <p>1.School agrees to:</p> <ol style="list-style-type: none"> <li>a. Work with OYC to develop an after school choral music program reflecting the shared values and vision of OYC and the school.</li> </ol>

		<ul style="list-style-type: none"> <li>b. Commit \$6500 towards the cost of the program for the year, payable in quarterly installments according to attached schedule.</li> <li>c. Embrace music teachers as members of the School faculty by sharing School policies and procedures, observing classes, and including them in school staff communications.</li> <li>d. Collaborate and actively communicate with OYC in implementing, reviewing, and assessing program activities and effectiveness.</li> <li>e. Communicate with parents and students about the OYC program at the school and enlist their support and participation. Support the music teacher in communicating and organizing school performance opportunities to parents and students.</li> <li>f. Be available as schedules permit for OYC site visits to the school program for collaboration or support.</li> <li>g. Promptly inform OYC of any incidents in which any music/arts faculty is alleged to have violated any School policies, especially those governing the interaction between School personnel and students.</li> </ul>
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\$17,000 (later)	Supplies for Schoolwide Musical	
<b>Amount</b>	<b>Title</b>	<b>Description</b>
	<b>Instruction</b>	
500	Lead Teacher/ Director	Run rehearsals for ~30 students
500	Lead Teacher/ Director	Run rehearsals for ~30 students
500	Stage Construction Teacher	Facilitate students to create sets and props
500	Costume Construction teacher	Facilitate students to design and create costumes
1000	Rights (estimated)	Purchase rights to produce a musical
	<b>Materials</b>	
500	Materials for costume construct	fabric, thread, paint,etc
500	Materials for prop construction	Assorted art supplies: glue, paint, fabric, etc.
750	Materials for stagecraft	Lumber, wheels, nails, fasteners, paint
75	Paper/ Promotional materials	scripts, programs, tickets, posters, etc
	<b>Renovation</b>	
10,000	Playhouse lighting and curtain renovation (estimated)	-Electrical rewiring/ replacement of side spots that can handle the voltage; -Replacement of overhead system -Repair/replacement of torn curtain
	<b>Additional/to fundraise:</b>	
500	Food for students during tech week and performances	Dinner for 30 x 5 days (will need to be supplemented with donations/fundraising)
350	T-shirts for cast	

15675		Edna Brewer School-wide Musical intends to integrate all the "Arts" on campus. This initiative would include, but not limited to, music, art, dance, choir, and drama.

**2. Art Program**

<p><b>Programmatic Narrative Based on Rubric</b></p>
<p>Edna Brewer lacks a sustainable visual arts program, which would further enrich our school’s learning environment and community building efforts. In conducting a self-assessment, based on the Middle School Visual Art Rubric for Program Evaluation, our staff and community identified the need to strengthen our current art program, which does not meet the standards of even a basic visual arts program across six domains: access/equity, instructional program, teachers, facilities, equipment/materials and professional development.</p> <p>Our current program is three exploratory/elective classes, taught by one science or history classroom teacher at each grade level, in addition to funding by a three-year California Arts Council VAPA grant, which ends in 2018. Through this grant, we have hired an outside contractor (a teaching artist) to work two days a week in collaboration with our core teachers to deliver art instruction for over 200 students, who self-select their art elective and are scheduled by grade level. We do not have a credentialed art teacher at this time. No planning time is available for curriculum development, which is a serious burden for our</p>

teachers who have taken on art as an additional class.

Materials are not in our current budget. We purchase them through PTSA funding, which is not guaranteed from year to year. For example, our after-school chorus was cut from the PTSA budget after one year. Class is conducted in a shared space with no storage, severely limiting the types of projects available to students and performance opportunities. There are no advanced level or after-school offerings, and art instruction is not available to all students, particularly those with special needs or to students in remedial classes, presenting a serious equity issue. These students stand to benefit the most.

Strengthening our art department is consistent with Measure G1's stated goals. Existing interest in the arts within our community has proven creating a strong arts integration program will attract and retain school-site educators. Our current music program attracts a diverse set of families and creates a strong sense of community through outreach and well attended concerts and music events. Its presence establishes a unifying culture within a diverse student body. Likewise, a full time credentialed art teacher can coordinate all art related programming across our school, reaching additional students whose strengths may lie outside of traditional academic life. Creating a more well-rounded learning environment benefits all students, and closing the current three-year gap in arts education can prepare interested students for pipeline to visual and media art programs in high school, thus retaining students who opt out of public middle school.

Developing a strong visual arts program speaks to our 3 Big Rocks; data collaboration, culturally responsive teaching, inclusive of restorative justice, and academic differentiation. There is no more equitable classroom than one that asks students to create their own version of the task. Studies show that visual art develops habits of mind that lead to sustained focus, increase observation skills, and assist in better articulation of students' decision making process, all priorities with common core standards. Further, art education is linked to improved emotional, literacy, and visual analysis skills, in making better critical judgements, and in helping students learn from their mistakes. In short, art aids in deeper learning and creates a positive and safe learning environment for all students.

Specifically, we seek to utilize Measure G1 funding to hire a full time credentialed teacher, to create an annual budget for art supplies, and to provide professional development for our teachers to fully integrate art into our curriculum. Art instruction will be the same duration as core classes with a full time highly qualified credentialed teacher who is trained to offer several units of art education (drawing/painting, ceramics, multi-media arts), with an additional focus on being able to resource Photoshop and our 3D printer, which are currently underutilized. In addition, a new art teacher will be well positioned to continue to build our existing community partnerships with the San Francisco Art Institute. Current restrictions allow for only sporadic student teaching at Edna Brewer, but a full time credentialed teacher will allow us to support a student teacher every semester in our art electives. They will be given a dedicated art room with a hard floor, ample natural light, a working sink, work tables, and storage space for student work, materials, and supplies and tasked with shaping the room and ordering supplies, which will include but are not limited to paint, brushes, paper, canvases, mirrors, drawing supplies, markers, pastels, and clay.

A full time art teacher will coordinate student art displays, artist visits, field trips, and community art shows with mandatory student attendance, similar to our highly successful music concerts. They will develop outdoor service oriented art projects and school beautification, directly contributing to creating a positive and safe school environment. Professional development is essential. We seek to hire a teacher who has gone through the Integrated Learning Specialist Program in order to work directly with our core teachers in arts integration, and expressed interest of many Edna Brewer teachers. We have also included in our budget the capacity to send core teachers to the Integrated Learning Specialist Program through the Alameda County Office of Education. This will allow our art department to work in tandem with all other

departments and to be an integral part of school wide planning, providing our students with more diverse learning experiences.

Hiring a full time teacher also frees up our grant funded teaching artist to spearhead an after-school arts program, providing a much needed access point for students in remedial classes, thus addressing equity. Effort will be made to connect our teaching artist to remedial classes during the day in order to engage students after-school. Our teaching artist will coordinate parent and community volunteers, and create offerings in media arts, fine arts, as well as set and costume design for our theatre productions. All of these steps will create a comprehensive, high quality art program that every student in at Edna Brewer will benefit from. We outline our budget below.

Budget	2017-18 Activities	Anticipated Outcome								
\$89,315.23	1.0 FTE Art Teacher	Increase access to art, improve student retention, and create a positive and safe learning environment. Become 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. See above.								
\$1,500	Supplies for Art Class	Direct assistance in increasing access to art.								
\$3,000 (later)	Professional development: Send three teachers per year to the Integrated Learning Specialist Program through the Alameda County Office of Education, where they learn ways to integrate art into core subject lesson plans.	School wide planning will incorporate visual art professional growth and all students will gain access to art instruction, a designated quality measure of access, equity, and professional development. All students will have access to multiple ways of learning, thus improving student achievement.								
\$1,600	Supplies for Woodshop	<p><b>Purchase Supplies:</b></p> <table border="1" data-bbox="685 1356 1365 1755"> <tr><td>Sandpaper - various grits packs of 50 sheets</td></tr> <tr><td>Stain</td></tr> <tr><td>Polyurethane Varnish</td></tr> <tr><td>Paint - 1/2 gallon various colors</td></tr> <tr><td>Paint brushes - various sizes</td></tr> <tr><td>Replacement saw blades</td></tr> <tr><td>Hardware</td></tr> <tr><td>Lumber</td></tr> </table> <p>We are hoping to continue to revamp the long gone woodshop program at Brewer. What once was a fully functional woodshop is now on campus restoration/computer storage/math classroom. We would like students to experience the joy of woodworking and the satisfaction of seeing a project through from design to finishing. We will make some “simple” projects like carved wooden kitchen items, signs, wooden boxes, skateboards, hand</p>	Sandpaper - various grits packs of 50 sheets	Stain	Polyurethane Varnish	Paint - 1/2 gallon various colors	Paint brushes - various sizes	Replacement saw blades	Hardware	Lumber
Sandpaper - various grits packs of 50 sheets										
Stain										
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Hardware										
Lumber										

		<p>mirrors, yo-yos, and just about anything that the students can think up! Since this year's pilot program has been successful and students have shown interest, we would like to continue to build up the wood shop program.</p> <p>A woodshop class can help students become more self-reliant, help to reinforce the principles of math and science, teach students the value of persistence, help students to find satisfaction in taking a project from start to finish, help students find their strengths, and launch a hands on career. We have seen some students that are generally disengaged in school become passionate about working in the shop. We think this is an opportunity that all of our students deserve.</p>			
\$1,000	Support Campus Clubs	<p><b>Purchase Supplies:</b></p> <table border="1"> <tr> <td>GSA - Bus for one field trip</td> </tr> <tr> <td>GSA - Arts and crafts supplies</td> </tr> <tr> <td>Anime - weekly snacks</td> </tr> </table>	GSA - Bus for one field trip	GSA - Arts and crafts supplies	Anime - weekly snacks
GSA - Bus for one field trip					
GSA - Arts and crafts supplies					
Anime - weekly snacks					

### 3. World Language Program

Programmatic Narrative Based on Rubric		
<p>Edna Brewer currently has 1.0 FTE Spanish teacher supporting students in grades 6<sup>th</sup>-8<sup>th</sup>. Though students are enjoying their classes, the results (“developing” and/or “emerging”) of the self-assessment indicate a need to grow our World Language Program. Unfortunately, the programmatic structure of Brewer’s Master Schedule does not currently allow for the incorporation of an additional language class. Also, the scarcity of classroom space poses a significant challenge. Further, Brewer staff and community have identified other priority areas where the G1 allotment would best benefit our school community. See the other categories in this proposal.</p>		
Budget	2017-18 Activities	Anticipated Outcome

### 2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
<p>Edna Brewer, some would say, is a microcosm of Oakland. The diversity, based on the demographic breakdown reported earlier in the proposal, mimics that of the city’s population. With such diversity comes, unfortunately, a disparity in parent engagement at school. The PTSA board consists primarily of parents of our Caucasian and Asian student. These parents are also of the middle to higher socioeconomic backgrounds. A major priority for our school is to increase involvement of parents of African-American and Latino backgrounds. The hiring of a parent liaison acts to support the aforementioned concerns pertaining to the engagement disparity of parents of different ethnic background. In addition, Brewer, in</p>

collaboration with the parent liaison, would be able to create and promote opportunities for elementary communities to become aware and participate in the variety of events that attract families considering and evaluating schools to matriculate in the 6<sup>th</sup> grade. Forging such a relationship will increase enrollment retention.

Budget	2017-18 Activity	Anticipated Outcome
\$8,500	Parent Liaison	<p><b>Job Description: Family Liaison</b></p> <ol style="list-style-type: none"> <li>1. Collect and review CHKS and Parent Engagement data/ feedback with Admin team, SSC, PTSA and Counselor Philips</li> <li>2. Plan celebrations and events (document events with pictures and videos and send communications about events) to engage diverse students and parents- celebrations, movie and dinner nights, award night.</li> <li>3. Support family communication and relationships by making calls and home visits with home visit teams</li> <li>4. Collaborate on existing evening celebrations and events to enhance parent participation- Back to School Night, Open House, Culture Night, Burgers and Bingo, Enrollment events, Science fair, History Night, concerts, art exhibits and tours, support parent education events led by Counselor Philips and Ms. Maiuri (collect data at events to shape the direction of the work)</li> </ol> <p><b>Qualities and Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Excellent writing, speaking, presentation and inter-personal skills</li> <li>2. An Edna Brewer employee or parent is preferred</li> <li>3. Bilingual is a plus</li> <li>4. Team player</li> </ol> <p><b>Hours-</b> 15 per week 540 hours per year</p> <p><b>Pay-</b>\$15 per hour Total annual pay- \$8,100</p>

### 3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>A safe and positive school environment is paramount to the academic and social success of students attending Edna Brewer Middle School. School culture plays a critical role in determining the type of experience students have as they progress through their 6<sup>th</sup> to 8<sup>th</sup> grade years. With that being said, the Brewer staff whole-heartedly believes in fostering a safe and positive school environment for all of our students. We promote P.R.I.D.E. (Positivity, Respect, Independence, Determination, Empathy), teaching and modeling it on a daily basis. We expect our students and adults to embody Panther PRIDE on and off campus. In addition, Brewer initiatives, events, and expectations are created and implemented with the purpose of fostering a robust learning space where students are satisfied and feel connected to peers and adults they come in contact with. These ideals, include but are not limited to, culture building in the first 3</p>

weeks of the school year, PACT and Advisory community building classes, an ACT (Academics, Community, Total Health) assembly each marking period, Student of the Month Breakfast/Award , 6<sup>th</sup> grade Put-down ceremony, Panther Pride tickets (positive incentive), Pride Store, Be a Friend Campaign, No One Eats Alone community building day, and schoolwide presentations (Nightmare on Puberty Street, Beyond Differences presentation) to name a few. Students also have opportunities to participate in campus groups, such as social skills club, lunchtime activities in the library, Black Student Union, Latino Boys group, Black Boys Bond group, Gay-Straight Alliance, Student Council, and Peer RJ mediators.

Brewer employs three Restorative Justice Coordinators who work closely with all students to equip them with the skills to successfully resolve problems peacefully. In addition, each family of four content area teachers meets weekly to discuss how to best support students. The school’s COS Team works closely with the family and the grade level administrator to provide counseling to students in need. To better streamline and coordinate our work with students, we propose hiring a TSA Dean/Student Advisor to oversee/manage the various school-wide student activities and facilitate increasing student voice. The TSA position will be tasked with improving Brewer’s suspension and referral data, which currently reflects disproportionality based on ethnicity. Further, though Brewer has incorporated many initiatives to foster a safe and positive school environment, we have identified a significant need for supporting student during unstructured times. We propose utilizing Measure G1 funds to add organized lunchtime activities to keep students involved and focused on positive opportunities. These two proposals are critical in transitioning Brewer from a good school to a great one.

Budget	2017-18 Activity	Anticipated Outcome
\$91,510	TSA- Student Advisor	<p><b>The Student Advisor support of student well-being and implementation of the school site climate and culture plan, including but not limited to:</b></p> <ul style="list-style-type: none"> <li>● * support and promote positive student connection to Brewer</li> <li>● * increase student voice in decision making processes</li> <li>● * increase student and family engagement</li> <li>● * support systems for improving student attendance and decreasing truancy...attendance awards, etc</li> <li>● * facilitate student leadership groups</li> <li>● * oversight of lunchtime activities</li> <li>● * coordination of affinity group activities</li> <li>● * integration of SEL focused lessons and activities to improve adult-student relationships</li> <li>● * lesson planning</li> <li>● * additional responsibilities as needed <b>Reduce tardies, referrals, suspensions</b></li> <li>● <b>Increase incentives inside and outside classrooms</b></li> <li>● <b>Lead RJ activities and conflict mediation,</b></li> <li>● <b>Work with student council</b></li> <li>● <b>Attend family meetings to discuss supporting students</b></li> <li>● <b>Provide site-based Student Advisor</b></li> <li>● <b>Attend school’s ILT, and collaborate with the ILT facilitator to support schoolwide initiatives</b></li> <li>● <b>Support student during lunchtime activities</b></li> <li>● <b>Perform mutually agreed upon duties</b></li> </ul>
<del>\$9,387.61</del> (will increase)	<del>Structured Activities/Support Lunch</del>	<p><b>Homework club or Organized activities</b></p> <ul style="list-style-type: none"> <li>● Before school from 7:25 am to 8:20.</li> </ul>

later)		<ul style="list-style-type: none"> <li>• 2 breakfast club leaders work with 60 high needs students assisting in homework and SEL work</li> <li>• We can see ISS s or Para s leading the work for additional pay in the mornings. (Sambrani)</li> <li>• Supervise basketball?</li> </ul> <p><b>Lunchtime Activities</b></p> <ul style="list-style-type: none"> <li>• Employ EBAYC mentors to help supervise and lead lunchtime activities (i.e. arts and crafts, sports &amp; tournaments, karaoke, Olympics &amp; relay, etc).</li> <li>• Give options to teachers who want to lead those activities to do so, and get paid for their work.</li> </ul> <p><b>After school homework club</b></p> <ul style="list-style-type: none"> <li>• We have a number of students who wait outside the school, after school, for parents, or for rides that are not consistent every day.</li> <li>• We have options such as after school program, sports, music programs after school, though those programs are not on a drop in basis - if a student happens to be waiting for a parent until 5 or 6 (one day, not consistently) it'd be great to have a room to send them for homework support, and a room where someone can call home as well, to make sure we're in the loop and know why they're waiting for so long.</li> </ul>

School:	<b>Edna Brewer Middle School</b>	Principal	<b>Aubrey Layne</b>
School Address	<b>3748 13th Avenue Oakland CA 94610</b>	Principal Email:	<b>aubrey.layne@ousd.org</b>
School Phone	<b>510-531-6600</b>	Principal Phone:	<b>510-531-6600 ext. 501</b>
2017-18 Enrollment (6-8)	<b>807</b>	Anticipated Grant Amount*:	<b>\$124,769</b>

*\*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

### **School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
<b>385</b>	<b>415</b>	<b>63.9%</b>	<b>(140/800) 17.5%</b>	<b>(34/800) 4.25%</b>	<b>(59/800) 7.4%</b>	<b>?</b>

### **Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
<b>218</b>	<b>11</b>	<b>247</b>	<b>159</b>	<b>14</b>	<b>2</b>	<b>140</b>	<b>?</b>

### **Measure G1 Lead Team (can be a pre-existing team such as ILT)**

Name	Role
<b>Aubrey Layne</b>	<b>Principal</b>
<b>Mukta Sambrani</b>	<b>Assistant Principal</b>
<b>Alice Philips</b>	<b>Counselor</b>
<b>Jessica Gray/ Sarah Shores</b>	<b>Parents</b>
<b>Stephanie Holmes</b>	<b>Teacher</b>

### **School 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.

<b>Priority Area: Language &amp; Literacy</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal</b>			
	Reading	Increase by 5 percentage points the percent of students reading at or above grade level as measured by SRI.			
	<b>SPF/KPI Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	SRI	All Students	59.00%	64.00%	69.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., F&amp;P)?</b>		SRI growth from beginning school year to mid year to end of school year.			

<b>Priority Area: Mathematics</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Mathematics	Increase by 5 percentage points (annually) the percent of students reading at or above grade level as measured by SBAC.			
	<b>SPF Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	SBAC Math	All Students	39.00%	44.00%	49.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., SMI)?</b>		We can look at a variety of assessments throughout the year including but not limited to teacher created unit exams, district created benchmark exams, and the SMI exam.			

<b>Priority Area: Conditions of Learning (Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Suspensions	Reduce suspensions of African American male students by 3 percentage points.			
	<b>SPF/KPI Indicator:</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Suspensions	African American Males	8.60%	5.60%	3.60%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		Over the course of the year, we can monitor office referrals for AA males as well as in-school suspension for AA males. We can also look at the effectiveness of pre-referral interventions and post suspension RJ re-entry circles.			

<b>Priority Area: Family and Student Engagement (including Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Student Engagement	Increase student engagement indicator by 5 percentage points on the CHKS survey.			
	<b>Indicator (need not be in SPF):</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Culture/Climate: Student	All Students	64.00%	69.00%	74.00%
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		The COS Team can design and administer a survey through the advisory program. Student Council, Student Representatives on the SSC and Peer RJ leaders can participate in a focus group.			

<b>Priority Area: Arts/Music/World Languages (Measure G1)</b>	<b>Specific Priority:</b>	<b>Multi-Year Goal:</b>			
	Equity	We will reduce the number of students earning < 2.0 academic GPA to 10% or less of all students, as measured by semester GPA data.			
	<b>Indicator (need not be in SPF):</b>	<b>Student Group:</b>	<b>15-16 Baseline:</b>	<b>16-17 Target:</b>	<b>17-18 Target:</b>
	Semester GPA data: Percent of students earning <2.0 GPA	All Students	#N/A	#N/A	#N/A
<b>What leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		Student academic GPA each marking period.			

**Middle School Measure G1 Self- Assessment:**

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<b>Music (Rubric Score)</b> S- Staff P- Parents/Guardians/Community		<b>Art (Visual Arts, Theater, and Dance)</b> S- Staff P- Parents/Guardians/Community	
<b>Access and Equitable Opportunity</b>	S-Basic P-Entry	<b>Access and Equitable Opportunity</b>	S-Entry P-Entry
<b>Instructional Program</b>	S-Quality P-Quality	<b>Instructional Program</b>	S-Entry P-Entry
<b>Staffing</b>	S-Quality P-Quality	<b>Staffing</b>	S-Basic/Entry P-Entry
<b>Facilities</b>	S-Basic P-Basic	<b>Facilities</b>	S-Entry P-Entry
<b>Equipment and Materials</b>	S-Basic P-Basic	<b>Equipment and Materials</b>	S-Entry P-Entry
<b>Teacher Professional Learning</b>	S-Basic P-Basic	<b>Teacher Professional Learning</b>	S-Entry P-Entry
<b>World Language (Rubric)</b> S- Staff P- Parents/Guardians/Community			
<b>Content and Course Offerings</b>	S-Developing P-Developing		
<b>Communication</b>	S-Developing P-Emerging		
<b>Real world learning and Global competence</b>	S-Developing P-Emerging		

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment )</b>		<b>Safe and Positive School Culture (SPF/SPSA)</b>	
<b>2016-17 Enrollment Data (projection vs. 20 day)</b>	812	<b>SPF - Suspension</b>	1.8%
<b>ES Outreach Strategy Actions</b>	PTSA and School host School Tours and Classroom visits	<b>SPF - Chronic Absence</b>	3.1%
<b>Programs to support ES students transition to MS</b>	Brewer Summer Bridge Program	<b>CHKS data</b>	Culture/Climate Survey Student-64% Culture/Climate Survey Parent-90% Culture/Climate Survey Staff-79% Social Emotional Learning Survey-61%

**Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
SSC Meeting	January 17, 2017
SSC Meeting	February 21, 2017
SSC Meeting	March 7, 2017
PTSA Board Meeting	February 7, 2017
PTSA General Meeting	February 21, 2017

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Family Head Meeting	February 21, 2017
Family Head Meeting	March 9, 2017
ILT Meeting	February 22, 2017
ILT Meeting	March 1, 2017
ALL Staff Meeting	February 22, 2017
Student Council	February 22, 2017

## ***Budget Justification and Narrative***

In the following sections, please review the self assessment and reflect on your team's plan to:

- Identify the team (i.e. ILT function, community; SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture. This Team will create the Implementation Plan to address the following:

### **The Goals of the Measure**

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school

- Create a more positive and safe middle school learning environment
7. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
  8. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
  9. Add additional lines if you would like to add additional budget items.
  10. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

#### 4. Music Program

##### Programmatic Narrative Based on Rubric

Edna Brewer’s current music program is currently being led by 2 veteran educators. Mr. Zack Pitt-Smith has masterminded the transformation of the music program into one that rivals any other, in the City of Oakland. His steadfast advocacy and knack for forging strong partnership has resulted in the program attracting a diverse set of families from many neighborhoods. Ms. Stephanie Holmes (0.6 FTE) joined Edna Brewer a few years ago and has forged a strong Orchestra program. Zack and Stephanie’s love and passion for music permeates Edna Brewer. Their concerts and music events are well attended. Music promotes a community.

Though Brewer has had a thriving music program lead by quality educators, there are still areas of concern. As indicated in the results of the music program self-assessment, there is still a lack of access and equitable opportunities for students to participate in music at Brewer. The school’s schedule and competing electives classes often prevent ALL students being able to enroll in a music class. Further, both staff and parents assessed, rated the music program to be “basic” in 3 important categories (Facilities, Equipment and Materials and Teacher Professional Development).

Measure G1 offers an opportunity for Brewer to improve how we serve our diverse student population. Increasing our FTE from 1.6 to 2.0 will benefit our students, especially our students with IEPs who need increased access to our music elective classes. We have outlined a budget below, if implemented, this budget would increase equitable access to music opportunities in our diverse school community.

Budget	2017-18 Activities	Anticipated Outcome
\$6,5000	After School Chorus Partnership	Description Oakland Youth Chorus’ website:

*The Oakland Youth Chorus unites diverse communities and transforms young people's lives through excellence in music education and community performance.*

*Founded in 1974, the Oakland Youth Chorus (OYC) is the longest running youth chorus in the East Bay. Our work focuses on creating and sustaining programs of high educational and artistic merit that are accessible to and supportive of children and youth from all backgrounds.*

*OYC welcomes and serves all children and youth, celebrates their cultures and unique strengths, and connects them to each other in the East Bay to use their voices for change needed to bring harmony to our world. We accomplish this through joyful and affirming music education and performance programs that focus on musical excellence at all levels while nurturing the development of the whole child. Community performances provide opportunities for singers to connect across neighborhoods, foster greater community engagement, and engage in the arts as service learning experiences.*

*OYC singers develop self-confidence, respect for the music of several cultures, strong friendships and community engagement, and a lifelong love of music.*

**We feel very strongly that OYC remains after school so that more students have access to it.**

Memo of Understanding Oakland Youth Chorus and Edna Brewer Middle School:

The mutual understanding of partnership expectations between Oakland Youth Chorus (OYC) and Edna Brewer Middle School (school) extends from August 2016 through June 2017.

1.School agrees to:

- h. Work with OYC to develop an after school choral music program reflecting the shared values and vision of OYC and the school.
- i. Commit \$6500 towards the cost of the program for the year, payable in quarterly installments according to attached schedule.
- j. Embrace music teachers as members of the School faculty by sharing School policies and procedures, observing classes, and including them in school staff communications.
- k. Collaborate and actively communicate with OYC in implementing, reviewing, and assessing program activities and effectiveness.

		<ul style="list-style-type: none"> <li>l. Communicate with parents and students about the OYC program at the school and enlist their support and participation. Support the music teacher in communicating and organizing school performance opportunities to parents and students.</li> <li>m. Be available as schedules permit for OYC site visits to the school program for collaboration or support.</li> <li>n. Promptly inform OYC of any incidents in which any music/arts faculty is alleged to have violated any School policies, especially those governing the interaction between School personnel and students.</li> </ul>

**5. Art Program**

<p><b>Programmatic Narrative Based on Rubric</b></p>
<p>Edna Brewer lacks a sustainable visual arts program, which would further enrich our school’s learning environment and community building efforts. In conducting a self-assessment, based on the Middle School Visual Art Rubric for Program Evaluation, our staff and community identified the need to strengthen our current art program, which does not meet the standards of even a basic visual arts program across six domains: access/equity, instructional program, teachers, facilities, equipment/materials and professional development.</p> <p>Our current program is three exploratory/elective classes, taught by one science or history classroom teacher at each grade level, in addition to funding by a three-year California Arts Council VAPA grant, which ends in 2018. Through this grant, we have hired an outside contractor (a teaching artist) to work two days a week in collaboration with our core teachers to deliver art instruction for over 200 students, who self-select their art elective and are scheduled by grade level. We do not have a credentialed art teacher at this time. No planning time is available for curriculum development, which is a serious burden for our teachers who have taken on art as an additional class.</p> <p>Materials are not in our current budget. We purchase them through PTSA funding, which is not guaranteed from year to year. For example, our after-school chorus was cut from the PTSA budget after one year. Class in conducted in a shared space with no storage, severely limiting the types of projects available to students and performance opportunities. There are no advanced level or after-school offerings, and art instruction is not available to all students, particularly those with special needs or to students in remedial classes, presenting a serious equity issue. These students stand to benefit the most.</p> <p>Strengthening our art department is consistent with Measure G1’s stated goals. Existing interest in the arts within our community has proven creating a strong arts integration program will attract and retain school-site educators. Our current music program attracts a diverse set of families and creates a strong sense of community through outreach and well attended concerts and music events. Its presence establishes a unifying culture within a diverse student body. Likewise, a full time credentialed art teacher can coordinate all art related programming across our school, reaching additional students whose strengths may lie outside of traditional academic life. Creating a more well-rounded learning environment benefits all students, and closing the current three-year gap in arts education can prepare interested students for pipeline to visual and media art programs in high school, thus retaining students who opt out of public middle school.</p>

Developing a strong visual arts program speaks to our 3 Big Rocks; data collaboration, culturally responsive teaching, inclusive of restorative justice, and academic differentiation. There is no more equitable classroom than one that asks students to create their own version of the task. Studies show that visual art develops habits of mind that lead to sustained focus, increase observation skills, and assist in better articulation of students' decision making process, all priorities with common core standards. Further, art education is linked to improved emotional, literacy, and visual analysis skills, in making better critical judgements, and in helping students learn from their mistakes. In short, art aids in deeper learning and creates a positive and safe learning environment for all students.

Specifically, we seek to utilize Measure G1 funding to hire a full time credentialed teacher, to create an annual budget for art supplies, and to provide professional development for our teachers to fully integrate art into our curriculum. Art instruction will be the same duration as core classes with a full time highly qualified credentialed teacher who is trained to offer several units of art education (drawing/painting, ceramics, multi-media arts), with an additional focus on being able to resource Photoshop and our 3D printer, which are currently underutilized. In addition, a new art teacher will be well positioned to continue to build our existing community partnerships with the San Francisco Art Institute. Current restrictions allow for only sporadic student teaching at Edna Brewer, but a full time credentialed teacher will allow us to support a student teacher every semester in our art electives. They will be given a dedicated art room with a hard floor, ample natural light, a working sink, work tables, and storage space for student work, materials, and supplies and tasked with shaping the room and ordering supplies, which will include but are not limited to paint, brushes, paper, canvases, mirrors, drawing supplies, markers, pastels, and clay.

A full time art teacher will coordinate student art displays, artist visits, field trips, and community art shows with mandatory student attendance, similar to our highly successful music concerts. They will develop outdoor service oriented art projects and school beautification, directly contributing to creating a positive and safe school environment. Professional development is essential. We seek to hire a teacher who has gone through the Integrated Learning Specialist Program in order to work directly with our core teachers in arts integration, and expressed interest of many Edna Brewer teachers. We have also included in our budget the capacity to send core teachers to the Integrated Learning Specialist Program through the Alameda County Office of Education. This will allow our art department to work in tandem with all other departments and to be an integral part of school wide planning, providing our students with more diverse learning experiences.

Hiring a full time teacher also frees up our grant funded teaching artist to spearhead an after-school arts program, providing a much needed access point for students in remedial classes, thus addressing equity. Effort will be made to connect our teaching artist to remedial classes during the day in order to engage students after-school. Our teaching artist will coordinate parent and community volunteers, and create offerings in media arts, fine arts, as well as set and costume design for our theatre productions. All of these steps will create a comprehensive, high quality art program that every student in at Edna Brewer will benefit from. We outline our budget below.

Budget	2017-18 Activities	Anticipated Outcome
\$92,363	1.0 FTE Art Teacher	Increase access to art, improve student retention, and create a positive and safe learning environment. Become 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. See above.

\$1,500	Supplies for Art Class	Direct assistance in increasing access to art.								
\$1,600	Supplies for Woodshop	<p><b>Purchase Supplies:</b></p> <table border="1"> <tr><td>Sandpaper - various grits packs of 50 sheets</td></tr> <tr><td>Stain</td></tr> <tr><td>Polyurethane Varnish</td></tr> <tr><td>Paint - 1/2 gallon various colors</td></tr> <tr><td>Paint brushes - various sizes</td></tr> <tr><td>Replacement saw blades</td></tr> <tr><td>Hardware</td></tr> <tr><td>Lumber</td></tr> </table> <p>We are hoping to continue to revamp the long gone woodshop program at Brewer. What once was a fully functional woodshop is now on campus restoration/computer storage/math classroom. We would like students to experience the joy of woodworking and the satisfaction of seeing a project through from design to finishing. We will make some “simple” projects like carved wooden kitchen items, signs, wooden boxes, skateboards, hand mirrors, yo-yos, and just about anything that the students can think up! Since this year's pilot program has been successful and students have shown interest, we would like to continue to build up the wood shop program.</p> <p>A woodshop class can help students become more self-reliant, help to reinforce the principles of math and science, teach students the value of persistence, help students to find satisfaction in taking a project from start to finish, help students find their strengths, and launch a hands on career. We have seen some students that are generally disengaged in school become passionate about working in the shop. We think this is an opportunity that all of our students deserve.</p>	Sandpaper - various grits packs of 50 sheets	Stain	Polyurethane Varnish	Paint - 1/2 gallon various colors	Paint brushes - various sizes	Replacement saw blades	Hardware	Lumber
Sandpaper - various grits packs of 50 sheets										
Stain										
Polyurethane Varnish										
Paint - 1/2 gallon various colors										
Paint brushes - various sizes										
Replacement saw blades										
Hardware										
Lumber										

**4. 5th to 6th Grade Enrollment Retention**

**Programmatic Narrative Based on Data Analysis**

Edna Brewer, some would say, is a microcosm of Oakland. The diversity, based on the demographic breakdown reported earlier in the proposal, mimics that of the city’s population. With such diversity comes, unfortunately, a disparity in parent engagement at school. The PTSA board consists primarily of parents of our Caucasian and Asian student. These parents are also of the middle to higher socioeconomic backgrounds. A major priority for our school is to increase involvement of parents of African-American and Latino backgrounds. The hiring of a parent liaison acts to support the aforementioned concerns pertaining to the engagement disparity of parents of different ethnic background. In addition, Brewer, in collaboration with the parent liaison, would be able to create and promote opportunities for elementary communities to become aware and participate in the variety of events that attract families considering and evaluating schools to matriculate in the 6<sup>th</sup> grade. Forging such a relationship will increase enrollment retention.

Budget	2017-18 Activity	Anticipated Outcome
\$8,500	Parent Liaison	<p><b>Job Description: Family Liaison</b></p> <ol style="list-style-type: none"> <li>1. Collect and review CHKS and Parent Engagement data/ feedback with Admin team, SSC, PTSA and Counselor Philips</li> <li>2. Plan celebrations and events (document events with pictures and videos and send communications about events) to engage diverse students and parents- celebrations, movie and dinner nights, award night.</li> <li>3. Support family communication and relationships by making calls and home visits with home visit teams</li> <li>4. Collaborate on existing evening celebrations and events to enhance parent participation- Back to School Night, Open House, Culture Night, Burgers and Bingo, Enrollment events, Science fair, History Night, concerts, art exhibits and tours, support parent education events led by Counselor Philips and Ms. Maiuri (collect data at events to shape the direction of the work)</li> </ol> <p><b>Qualities and Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Excellent writing, speaking, presentation and inter-personal skills</li> <li>2. An Edna Brewer employee or parent is preferred</li> <li>3. Bilingual is a plus</li> <li>4. Team player</li> </ol> <p><b>Hours-</b> 15 per week 540 hours per year</p> <p><b>Pay-</b>\$15 per hour Total annual pay- \$8,100</p>

### 5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>A safe and positive school environment is paramount to the academic and social success of students attending Edna Brewer Middle School. School culture plays a critical role in determining the type of experience students have as they progress through their 6<sup>th</sup> to 8<sup>th</sup> grade years. With that being said, the Brewer staff whole-heartedly believes in fostering a safe and positive school environment for all of our students. We promote P.R.I.D.E. (Positivity, Respect, Independence, Determination, Empathy), teaching and modeling it on a daily basis. We expect our students and adults to embody Panther PRIDE on and off campus. In addition, Brewer initiatives, events, and expectations are created and implemented with the purpose of fostering a robust learning space where students are satisfied and feel connected to peers and adults they come in contact with. These ideals, include but are not limited to, culture building in the first 3 weeks of the school year, PACT and Advisory community building classes, an ACT (Academics, Community, Total Health) assembly each marking period, Student of the Month Breakfast/Award , 6<sup>th</sup> grade Put-down ceremony, Panther Pride tickets (positive incentive), Pride Store, Be a Friend Campaign, No One Eats Alone</p>

community building day, and schoolwide presentations (Nightmare on Puberty Street, Beyond Differences presentation) to name a few. Students also have opportunities to participate in campus groups, such as social skills club, lunchtime activities in the library, Black Student Union, Latino Boys group, Black Boys Bond group, Gay-Straight Alliance, Student Council, and Peer RJ mediators.

Brewer employs three Restorative Justice Coordinators who work closely with all students to equip them with the skills to successfully resolve problems peacefully. In addition, each family of four content area teachers meets weekly to discuss how to best support students. The school’s COS Team works closely with the family and the grade level administrator to provide counseling to students in need. To better streamline and coordinate our work with students, we propose hiring a TSA Student Advisor to oversee/manage the various school-wide student activities and facilitate increasing student voice. The TSA position will be tasked with improving Brewer’s suspension and referral data, which currently reflects disproportionality based on ethnicity. Further, though Brewer has incorporated many initiatives to foster a safe and positive school environment, we have identified a significant need for supporting student during unstructured times. We propose utilizing Measure G1 funds to add organized lunchtime activities to keep students involved and focused on positive opportunities. These two proposals are critical in transitioning Brewer from a good school to a great one.

Budget	2017-18 Activity	Anticipated Outcome
\$9,387.61 (will increase later)	Structured Activities/Support Lunch	<p><b>Homework club or Organized activities</b></p> <ul style="list-style-type: none"> <li>• Before school from 7:25 am to 8:20.</li> <li>• 2 breakfast club leaders work with 60 high needs students assisting in homework and SEL work</li> <li>• We can see ISS s or Para s leading the work for additional pay in the mornings. (Sambrani)</li> <li>• Supervise basketball?</li> </ul> <p><b>Lunchtime Activities</b></p> <ul style="list-style-type: none"> <li>• Employ EBAYC mentors to help supervise and lead lunchtime activities (i.e. arts and crafts, sports &amp; tournaments, karaoke, Olympics &amp; relay, etc).</li> <li>• Give options to teachers who want to lead those activities to do so, and get paid for their work.</li> </ul> <p><b>After school homework club</b></p> <ul style="list-style-type: none"> <li>• We have a number of students who wait outside the school, after school, for parents, or for rides that are not consistent every day.</li> <li>• We have options such as after school program, sports, music programs after school, though those programs are not on a drop in basis - if a student happens to be waiting for a parent until 5 or 6 (one day, not consistently) it'd be great to have a room to send them for homework support, and a room where someone can call home as well, to make sure we're in the loop and know why they're waiting for so long.</li> </ul>



Edna Brewer PTSA presents -  
**SPECIAL PTSA MEETING WITH ART ACTIVITY FOR THE WHOLE FAMILY!**  
General Meeting  
Tuesday, February 21, 2017  
6:30-8:00 pm, Edna Brewer Library

- 6:30 PTSA Welcome - Christy Getz, PTSA President & Laura Jerrard, VP
- 6:35 PTSA Board Activities Summary, Laura Jerrard for Julia Fong Ma, PTSA Secretary
- 6:40 Introduction to Measure G1, Funding for arts and more, Principal Layne  
Followed by questions, answers and comments. Share your thoughts.
- 6:50 Visual Arts at Edna Brewer - What's happening and what's planned! Jessica Gray
- 7:00 **LET'S MAKE ART TOGETHER: ALL AGES!**  
A participatory Art Activity for parents and kids with choices of projects-  
cardboard sculpture and/or marker/drawing/collage.  
Developed by Sarah Shores with Alice Philips and Jessica Gray
- 8:00 Adjourn

Childcare will be provided by an EBAYC staff member during the first half hour of the meeting.

**Edna Brewer PTSA Board meeting  
February 7, 2017**

**MINUTES**

Christy Getz called the meeting to order at 6:30 pm.

**9) Arts Update**

Art Parent Liaisons, Sarah Shores and Jessica Gray, along with Ms. Phillips, provided the following updates:

Art Program Strategic Plan: Upon Mr. Layne's request, they have drafted a Visual Arts strategic plan for Brewer. They have assessed what's currently in place with the visual arts programming that Ms. Phillips has been piecing together over the years. Our current arts grant expires at the end of next year, so creating a strategic plan is timely. See attached handout for details on the Arts Strategic Plan, which details the following information:

Current state of arts at Brewer:

- Currently Brewer has 2 visual arts electives for each grade; one each semester. They are taught by a teaching artist paid by the grant. The arts classes take place in science and history classrooms during elective time. ISLP program teaches teachers to integrate art into their classroom teaching. (the grant requires teachers do this)
- There's a student teacher who comes in one day a week to teach an art class.
- Another day the science/history teachers to teach the art lessons themselves
- There's also informal art making opportunities happening- like poster contest, lunchtime art making, and origami with Kathie Stokes, etc.
- There's a lot of visual arts happening at Brewer, but no central place and coordination for all that's happening.

The Visual Arts strategic plan has 6 goals:

1. Secure a room to become a dedicated art studio: Mr. Layne has promised Room 16 by next year or perhaps end of this year.
2. To obtain funding for a full time credentialed art teacher - ideally this comes from Measure G1 funds or school budget allocation, or maybe soliciting grants and doing parent fundraisers
3. Increase awareness of art in our school community: making sure there's art at all school events; built art display walls, etc.
4. Help Brewer teachers integrate art into their classrooms (art integration): some teachers already doing this training. There is some budget to support teachers with getting training.
5. Create an after school art program this spring or by next fall for sure; there's currently no visual arts program after school
6. Collaborate with greater Oakland arts community, including a potential collaboration with Oakland High students coming here to do art with Brewer students (or partnering with other high schools that have art

pathways, to build pipeline between Brewer students and these arts-focused high school pathways)

The group discussed the multiple benefits of strengthening the visual arts program at Brewer. For example, visual arts projects can really help special ed students and English language learners grow and learn.

To illustrate how visual arts fosters students' creative thinking, and thoughtful reflection, Lynn McCrea, Community Art Volunteer and Child/Family Advocate, shared written insightful, inspiring reflections by Brewer students on their art experiences, on creativity, and on how these art experiences impact their lives (see written handout). Ms. McCrea has been working with Ms. Ben-Israel for past 1.5 years to do art with students. The student writing demonstrated how arts can have a powerful, profound impact on students.

The focus of the 2/21 PTSA General Meeting will be a Family Art Project. Mr. Layne will also discuss Measure G1, the voter approved measure which will help fund middle school arts. Measure G1 requires community engagement, so the PTSA meeting (along with the PTSA Board meetings) will be a good opportunity to collect community feedback behind the Visual Arts strategic plan. This is the month OUSD middle schools need to develop their plan for use of Measure G1 funding. The plans must be tied to SPSA; thus, it will be important to emphasize the connections between the arts and support to students, especially those with higher needs (ie Special Ed, ELL students, disenfranchised students, remedial students, etc.)

Parents are encouraged to email Mr. Layne with suggestions of how to use the Measure G1 funds.

Ms. Sambrani will also seek feedback from parents who attend the Feb. 28 mtg to engage parents around the Executive Orders and immigration education.

#### 10) Other Announcements and Updates

EBAYC after school enrollment: with current funds we can support 170 students. There is concern that loss of federal funds may reduce slots to 112 students only, which is the target number of students to be served with the state ASES after school grant funds alone.

Mr. Layne's goal is for the after school program to accommodate as many 6th graders as possible.

Mr. Layne is asking the parent community to partner with EBAYC to discuss how to grow the after school program.

Some group members discussed that there are families who can afford to pay more for the after school services; and would like continued discussion about charging more to families who can afford it.

#### 11) Approval of PTSA Board Meeting Minutes from January 3, 2017

**Jo Mortensen motioned to approve the minutes and Laura Jerrard seconded the motion. Unanimous approval. Motion approved.**

# EDNA BREWER MIDDLE SCHOOL

**Measure G1 Meeting  
May 30, 2017  
7:30-8:00am**

**Goals**

- Review Measure G1 Budget
- Discussion new G1 proposal

**Agenda**

Item	Notes
1. Measure G1 Expectations	
2. Review current Measure G1 budget	
3. Updated Measure G1 budget	
4. Discuss Measure G1 Presentation	

**BACKGROUND:** November, 2016 Oakland voters passed Measure G1. Measure G1 supports the following goals:

1. *Attract and retain school-site educators.*
2. *Increase access to courses in arts, music, and world languages in grades 6-8.*
3. *Improve student retention during the transition from elementary to middle school.*
4. *Create a more positive and safe middle-school learning environment.*

**Timeline**

- **June 5 & 6:** Commission hears school presentations, reviews proposals and votes.
- **June 28:** School Board reviews recommendations and votes to approve

Initial Allotment: **\$265,718**

New Allotment: **\$124,769**

.40 FTE Music Teacher	54,405.16	
Music Supplies	2,000	
Oakland Youth Chorus	6,500	
School-wide Musical	17,000	
1.0 FTE Art Teacher	92,363	
Art Supplies	1,500	
Professional Development	3,000	
Woodshop Supplies	1,500	
Support Campus Clubs	1,000	
Parent Liaison	8,500	
1.0 FTE Student Advisor	95, 563	
Lunchtime act		

# EDNA BREWER MIDDLE SCHOOL

**Measure G1 Meeting  
May 30, 2017  
3:30-4:00pm**

**Goals**

- Review Measure G1 Budget
- Discussion new G1 proposal

**Agenda**

Item	Notes
1. Measure G1 Expectations	
2. Review current Measure G1 budget	
3. Updated Measure G1 budget	
4. Discuss Measure G1 Presentation	

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Parent Liaison	8,500	
1.0 FTE Student Advisor	95, 563	
Lunchtime act		

**Edna Brewer Middle School**

**GI Meeting: Tuesday, May 30, 2017, 7:30 am**

**Measure G1 Expectations**

Quick turnaround is anticipated on a decision. Several staff members will attend the afternoon meeting at 3:30.

**Trajectory of the process:**

- On May 8 we heard that we are getting no funds
- Commission heard advocates
- Board decided on a 50% last Wednesday
- LCFF controls our eligibility- of percent of foster youth, low income students and EL students

**Timeline:**

- June 5 and 6- Commission will hear school presentations, reviews proposals and votes
- June 28- School Board reviews recommendations and votes to approve

**Review current Measure G1 budget**

Initial allotment: \$265, 718

New allotment: \$124, 769

***Student Advisor role discussion- supplanting?***

- Needs – Overseeing attendance and connection to COST
- Lunch time activities
- Increasing student voice
- Increase student and family engagement
- Affinity groups coordination
- SEL integration
- Lesson planning support
- Advisory program support
- Ms. Maiuri wants to take the position

**Visual Arts is priority. We are going with the Art teacher position per Mr. Layne's email.**

***Choir discussion***

- Music offerings need to be equitably accessible (Pitt Smith)
- Afterschool activities need to be coordinated (Maiuri)
- Parents are paying sliding scale for EBAYC (Maiuri)
- We need to streamline programming- students need to stick to 1 activity afterschool (Maiuri)

- Chorus and drama can be partially funded by parents who can pay (those who can pay, pay) so students value the offerings and partly funded by PTSA (Maiuri)

G1 funds roll over- if they are not used one year, they are used the following year

Advocating for variety- Art and woodshop (Pitt- Smith)

Scrapping theater design support and facilities need for now. We have an amazing parent volunteer for this work at this time (Pitt- Smith)

**Advocacy and votes**

Art teacher	92,363
OYC	6,500
Woodshop	1,500
Lunchtime activities	9,400

*TSA/ Student Advisor Position Discussion- Needs revisited*

- Needs – Overseeing attendance and connection to COST
- Lunch time activities
- Increasing student voice
- Increase student and family engagement
- Affinity groups coordination
- SEL integration
- Lesson planning support
- Advisory program support
- People with a skill set are leaving (8<sup>th</sup> grade leadership?)

## EDNA BREWER MIDDLE SCHOOL

School Site Council Meeting

March 7th, 2017

5:00-5:30 pm

*Library*

**Attendees:** Debra Nelson, Mukta Sambrani, Alice Philips, Stephanie Holmes, Aubrey Layne, Stephanie Trapps, Helida Silva, Charlene Johnson, Michelle Campbell-Mateo,

Guests: Neru Sekon, Mary Goodwell, Dorothy Norwood, Yonas, Mother, Guardian, Devin Mateo-Walker (student council),

Meeting open: 5:01

Meeting adjourned: 5:49

### Goals:

- Discuss Measure G1

### Agenda

Time	Items	Facilitator
5:00-5:05	1. Welcome, Introductions, Norms	Ms. Trapps
5:05-5:28	2. Measure G1 Discussion  See insert-handout from Layne <ul style="list-style-type: none"><li>• .4 needed to make Ms Holmes (.6) an FTE</li><li>• See attached Measure G1 budget</li><li>• Possible committee proposal present in April</li><li>• 1.0 FTE Music-Musical may need to be cut some</li><li>• 1.0 FTE TSA Student Advisor</li><li>• 1.0 FTE Art</li><li>• Lunchtime activities-Ms Silva reviewing outlined activities/proposal, need for more structure and consistent at lunch.</li><li>• Sports, other activities;</li></ul>	Mr. Layne

- **LUNCH Support Staff(Debra)**-for yard presence-Possible coaches from the community to come a few days a week, flat rate each month-to assist with training to help students get to varsity-level organized sports, who may not be able to make competitive teams
- Morning activity needs to be flushed out further; Layne is looking first into lunchtime activity.
- (Yonas mom) Find another community to do inclusion activities-to consider special needs students a way to participate.
- **Parent Liaison** - need someone who is a through line. If we can find one person who can connect all the parent engagement activities, enrollment events, concerts, exhibitions, evening events - we don't have one person who captures all the pictures, the data, the announcements, for these events. How to understand what parents want, interpret data, CHKS survey analysis, possibly use this money to fortify what a parent is already doing, like Terri Phelan,
- Reference to Ms Gardner-what was this about??
- More discussion about events that bring the families in, multiple students, get maximum involvement, discussion about families who may not have means and resources, see us as a haven in the community-we have greater value-not only support of the students, but serve whole family.
- **Chorus** - How to get remedial kids into electives - 2 days a wheel after school, provides opportunity to involve students who do not get electives during regular school day,
- **Wood Shop** - Scott Corwin is working with students who are struggling, in the woodshop program, and they're

	<p>striving gets to students who are hands on learners, it is a way to connect-drama, sets, arts, music, all can come together</p> <ul style="list-style-type: none"> <li>● Comment about high ticket for lighting-making strides to showcasing our students and our community</li> <li>● <b>Clubs</b> - what is considered a “club”? Gay Straight Alliance, Black Student Union, are not tied to FTE staff, we can negotiate before it goes to committee?</li> <li>● Is RJ a club?</li> <li>● We must lock in FTEs by tomorrow, the other items can fall into place later.</li> <li>● Item 4310-supplies</li> </ul>	
5:28-5:30	<p>3. Adjournment  Appreciations  Layne-want to hold us accountable</p>	Ms. Trapps

# 2016-17 Family Head Meeting

## Meeting Agenda & Minutes

Date: 2/14/17

Next Steps: (see notes below for details):

- Ask Families - what do you think we need to create a robust school that offers opportunities for our students?

Facilitator	Layne
Process Checker 1	
Process Checker 2	
Timekeeper	Everett
Note Taker - track minutes for meeting	Silva
Copy Editor	
Snacks	
Scribe (chart paper or whiteboard)	
Follow Up	
On Deck 1	
On Deck 2	
On Deck 3	

### 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 and roles
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. Professionalism-expectations of teachers.
2. Yard activities design
- 3.


**7:30-8:10, Library**

Attendees:

Review notes from last meeting

**Download:**

- **#ONELOVE Winter Dance on Friday, February 17th** - adult support needed. Criteria to get in: no suspensions, no unrestored referrals, no outstanding detentions.

- **No One Eats Alone on Tuesday, February 28th at Lunch** - to make sure students feel connected to school, and promotes students not feeling invisible.
- **6th grade activities at lunch** - Corin is trying to do some sports. Silva is trying to do activities for students. Do we have enough people and resources to help manage.
- **Independent Study** - process has not worked this year. The whole process was not adhered to. Will be compensated for doing this, in this situation. The turnaround is quick, as the audit is happening on Friday.
- **Class size overage forms** - for your period, if it's over 32, then you write down the number of students over 32.
- **Attendance** - if the student is not there, mark them absent. If students are truly absent, then they will appear in the query, but if one teacher does not mark them absent it's an issue. For field trips, bring a hard copy of students to Ms. Thomas - do not mark students absent, but if you're leading the field trip, communicate with other regarding student attendance.
- **CHKS Survey** - hand out and follow directions from Mr. August. It impacts our SPF score.

**Discuss:**

**Measure G1 - Teacher Retention and Middle School Improvement Act**

- How much is it? \$265,000 per year, for the next 12 years (?)
- What's the formula? Might be our LCFF formula.
- Proposal
- Discussion about our schedule and our family structure - adding more classes can be difficult, and would disrupt the current structure.
- Request to put in a computer science teacher, though this money cannot be spent on this.
- Ask Families - what do you think we need to create a robust school that offers opportunities for our students?

Review guidelines

**Suggestions:**

-

**Concerns:**

**2016-17 SLT**

**Meeting Agenda & Minutes**

2/15/2017

3:50 - 5:40 p.m. in the Library

**Attendees:** Johnstone, Layne, Holmes, Pitt-Smith, Silva, Corwin, Armendariz, Coutts, Kirschbaum, Maiuri, DeLucia, Sambrani

Time	Topic	Intended Outcome	Next Steps? By who?
3:55 - 4:00	Review previous note		
4:00 - 4:05	<p><b>Department Share Out &amp; COI (2 min per department)</b></p> <ul style="list-style-type: none"> <li>• <b>Math:</b> <ul style="list-style-type: none"> <li>◦ Done with first COI - not yet started another</li> </ul> </li> <li>• <b>English</b> <ul style="list-style-type: none"> <li>◦ Doing some work around reading - wanting to share out the first few minutes of 2/22 meeting. Message to be on time.</li> <li>◦ ELA met with ELLMA office today to discuss interventions for ELLs and LTELs as well as students who have dual classification- EL and SPED (That meeting was scheduled prior to this ILT meeting being scheduled. Next steps are to explore shadowing ELLs and further exploring alternate assessment and alternate reclassification for students who have IEPs <u>ELL meeting</u></li> <li>◦</li> </ul> </li> <li>• <b>Special Education</b> <ul style="list-style-type: none"> <li>◦ Will be here next PD for Gallery Walk.</li> </ul> </li> <li>• <b>Science</b></li> </ul>	<ul style="list-style-type: none"> <li>• Check-ins for dept. Sharing</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Aubrey will message firm start time - that is food in hand and ready to go</p>

	<ul style="list-style-type: none"> <li>○ Done with round one - planning for COI round 2</li> <li>○ Posters ready for 2/22</li> <li>● <b>History</b> <ul style="list-style-type: none"> <li>○ Excited about CRT.</li> <li>○ Hopefully it'll be the school focus after doing CER.</li> <li>○ Department would like History and ELA to share CRT work with Staff</li> </ul> </li> <li>● <b>Electives</b> <ul style="list-style-type: none"> <li>○ Concert last week.</li> <li>○ Trying to get a food truck for the event that will share funds</li> <li>○ Trying to have it in the courtyard.</li> <li>○ Event: March 4th.</li> <li>○ Yoshi's - 15\$/20\$</li> <li>○ Fundraising Event at Courtyard: \$5 for students? \$10 for adults?</li> </ul> </li> </ul>		
4:05 - 4:25	<b>Review Measure G1</b> Guideline Assessments	<ul style="list-style-type: none"> <li>● Review of Guideline - Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
4:25 - 4:30	<b>Measure G1 Proposal</b>	<ul style="list-style-type: none"> <li>● Review of Proposal - Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
4:30 - 5:10	<b>Measure G1 Suggestions</b>	<ul style="list-style-type: none"> <li>● <b>Kirshbaum</b> - morning, recess and lunch organizer. Could this be rolled into second RJ Coordinator?</li> <li>● <b>Kirshbaum</b> - school musical</li> <li>● <b>Armendariz</b> - making sure to give access to programs to Special Education students.</li> <li>● <b>Armendariz</b> - behaviorist for critical need support.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Next step</b> - supplies, etc - come up with a mini proposal.</li> <li>● <b>Lights estimate</b> - \$15 grand.</li> <li>● <b>Room 16:</b> art room - we're looking for an Art teacher.</li> <li>● <b>Next Step</b> - EBAYC support and how to</li> </ul>

		<ul style="list-style-type: none"> <li>● <i>Clarification</i> - G1 is about "positive culture and the arts."...and retention from elementary to middle school</li> <li>● <b>Maiuri</b> - putting in a plug for the playhouse, and the stage. Gym space (is there currently a divider?). Equipment for the playhouse, lights, etc.</li> <li>● <b>Maiuri</b> - English Language acquisition between parent and child. Collaborate with the church across the street regarding this.</li> <li>● <b>Corwin</b> - supplies for the shop.</li> <li>● <b>Couts</b> - being intentional about how to support Sped students. How can RJ help to support Sped students, create structures, build culture, etc. How to create a targeted intervention through an RJ coordinator?</li> <li>● <b>Computer Science Class</b> - is this a possibility? This would be more offerings in the same amount of time.</li> </ul>	<p>leverage them? What would it be - outdoor or indoor?</p> <ul style="list-style-type: none"> <li>● <b>Next Step</b> - google doc recording teachers who are doing lunchtime clubs, so we're aligned.</li> <li>● <b>Next Step</b> -We need concrete proposals for lunch clubs and activities, positive culture coordinator, parent liaison contract as well as proposals for each idea or expense listed here</li> <li>● <b>By when?</b> By Tuesday for SSC and PTSA meeting</li> </ul>
5:10 - 5:35	<b>Equity/Brewer Schedule</b>	<ul style="list-style-type: none"> <li>● <b>Computer Science Class</b> - is this a possibility? This would be more offerings in the same amount of time.</li> <li>● Structure of a 9th period day;</li> <li>● Can a new teacher/electives teacher have a later start in their day, so they're here after school?</li> <li>● Idea - making strat an advisory period?</li> </ul> <p><u>Other ideas:</u></p>	

		<ul style="list-style-type: none"> <li>• Parent engagement coordinator/ parent liaison stipended position</li> <li>• Lunch time activities and clubs supported by EBAYC- indoor or outdoor and what will it cost?</li> <li>• Engaging student council and SSC in GI conversations</li> </ul>	
5:35 - 5:40	<b><u>Appreciations</u></b>		

<b>Agenda items for future ILT meetings</b>
<p>Department Data  SBAC ELA  SBAC Math</p> <p>SPSA  CHKS survey</p> <p>Grading  SPSA looking at it...are we doing what we said we would do?</p>

	
Facilitator	Mr. Kirschbaum
Process Checker I	Corwin

Process Checker 2	Ms. Sambrani
Timekeeper	Mr. Knowles
Note Taker - track minutes for meeting	Jeri Johnstone
Copy Editor	Ms. Silva

Snacks	Ms. Coutts
Scribe (chart paper or whiteboard)	
Follow Up	
On Deck 1	
On Deck 3	

### **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

## **Student Council Finalists 2017**

Thank you all for participating in this week's elections. Congratulations! This is a list of finalists for Student Council. Please plan to attend the first OFFICIAL Student Council Meeting Wed February 8, 2017 -2:00-3:00 PM in room 16. At that time we will set council member expectations, work on the calendar of events, and officer positions. Please check Schoology for regular updates. Questions, concerns, please contact Ms Michelle.

## **Ideas from Student Council re: Measure G1 funds**

6th grade: summarized by Leona

- Give more money to art and music
- Give money to teach other languages
- Have a Culinary class as an elective
- Life skills & survival classes-to become more self sufficient and independent
- Get new sports uniforms (that you can buy and keep) Brewer swag :)
- Give money to the PE department, invest in more/better equipment
- Add more opportunities for field trips that connect to school lessons
- Organized sports
- More world languages
- On certain days at lunch, different activities available
- A teacher that is able to do multiple activities for example-hip hop dance class, art and others
- Increase the meals/or options and choices
- Get more activities like hula hoop, jump ropes, bouncy balls, etc
- Can we have a school-wide art mural or our paws?
- Field trips paid for with school IDs (secure reliable transportation)
- Better sports uniforms
- Having the opportunity to play on the upper and lower field at BOTH lunches
- More tables outside (like long extending tables near 40 wing, 20 wing, and 30 wing)
- More challenges like penny wars, or a **recycling contests**
- Better dances-more mixes of music, more alternative activities (photo booth, filters, face painting)
- Better PRIDE store-more food/snack choices, cheaper pencils and essentials things for class
- An End of the year fair!
- An art teacher that can host all periods
- A student-gender neutral single stall restroom for the 6th grade
- A FTE nurse

7th grade-summarized by Iliana

- Improve lunch time menu
- Support an anti-bullying system
- More books to relate to teenagers lives
- More activities at break and lunch (like organized sports)
- Hire people to run these activities
- I support hiring a FTE Art teacher
- Improve the music program by purchasing new instruments
- Sports or music during advisory
- Bring people that do art, drawing into the classroom during SSR
- Full time nurse (we know it is not a part of this measure, but we want you to know)
- Yoga, yoga, yoga!
- Money for after school activities like Drama & student council
- Better sports jerseys and equipment
- Even more electives
- Money for field trips and electives (different languages, sports electives other than PE, more trips (monthly, if possible)

#### 8th grade-summarized by Devin

- Internships for students to help prepare lunch
- Make lower-field open, and to have adults facilitate certain games and sports.
- Have more clubs; math, engineering for the future
- Transportation: more options
- Get more music funding
- Host more fundraising for upgraded sports equipment
- Yoga class, off campus activities; park recreation or environmental studies
- Mirrors in all bathrooms
- Different varieties of food
- More medical supplies
- REAL mirrors in all bathrooms
- Toilet seat covers
- 2 ply toilet paper
- More theater and choir opportunities (during school)
- Wider variety at school snack store at lunch
- Make food better
- Dance class other after school activities
- Options to have organized sports
- More options for lunch activities
- Designated art teacher

- More elective options
- Art projects
- Open gym during lunch
- Better lunch
- Games in the gym sometimes at lunch
- Cooking class
- Games at lunch
- Art supplies
- Cooking at lunch
- Edible art projects

Edna Brewer Professional Development

2/22/17

Outcomes:

- Complete Measure G1 Self- Assessment has a whole staff
- I can reflect on the CER cycle of inquiry by viewing a sample of work from the whole school.
- I am ready to launch the reading campaign to my students.

Time	Activity/Topic	Outcomes
2:00 - 2:25	<p>Whole Staff Measure G1 Self-Assessment</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Reminded staff of Measure G1 expectations</li> <li>• Gave out the Measure G1 Rubric: Art Assessment, Music Assessment, World Languages Assessment</li> <li>• Representatives from each area spoke about respective area- give opinions</li> <li>• Staff individually performed self assessment of each area</li> <li>• Each person used dot stickers to post perspective on the enlarged poster of the rubric</li> <li>• Staff discussed the results and came to consensus</li> <li>•</li> </ul> <p>Eat lunch</p>	<p>Hang out together and complete Measure G1 Self-Assessment</p>
2:25 - 2:35	<p><b>Reading Campaign Kick Off</b></p> <ul style="list-style-type: none"> <li>• What is the reading campaign?</li> <li>• When is the reading campaign?</li> <li>• What is my role during the reading campaign?</li> </ul> <p>Facilitator - Erica and Jamie</p>	<p>Learn about the facilitation of the upcoming reading campaign</p>
2:35 - 2:40	<p><b>Introduction to CER Gallery Walk</b></p> <ul style="list-style-type: none"> <li>• Three rooms - one for each grade level</li> <li>• Rotate between the three rooms so you have a chance to see all</li> <li>• Reflection Questions:                             <ul style="list-style-type: none"> <li>○ <b>Student Outcomes:</b> What student trends do I see across subjects? Across grade levels?</li> <li>○ <b>Lesson Design:</b> What would I Take, Tailor, or Trash?</li> </ul> </li> </ul> <p>Facilitator - Jamie and Scott</p>	<p>Understand the logistics of the gallery walk</p>
2:40 - 3:10	<p><b>Gallery Walk</b></p> <ul style="list-style-type: none"> <li>• 6th Grade put work and start in Michelle's class.</li> <li>• 7th Grade put work and start in Jana's class.</li> <li>• 8th Grade put work and start in Morgan's class.</li> </ul>	<p>View a whole school sample of CER work</p>

Thriving

Sustaining

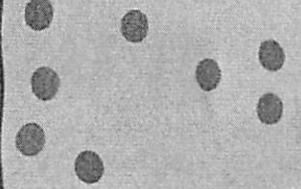
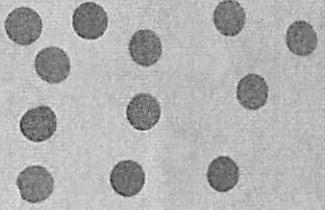
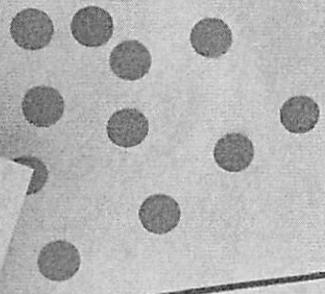
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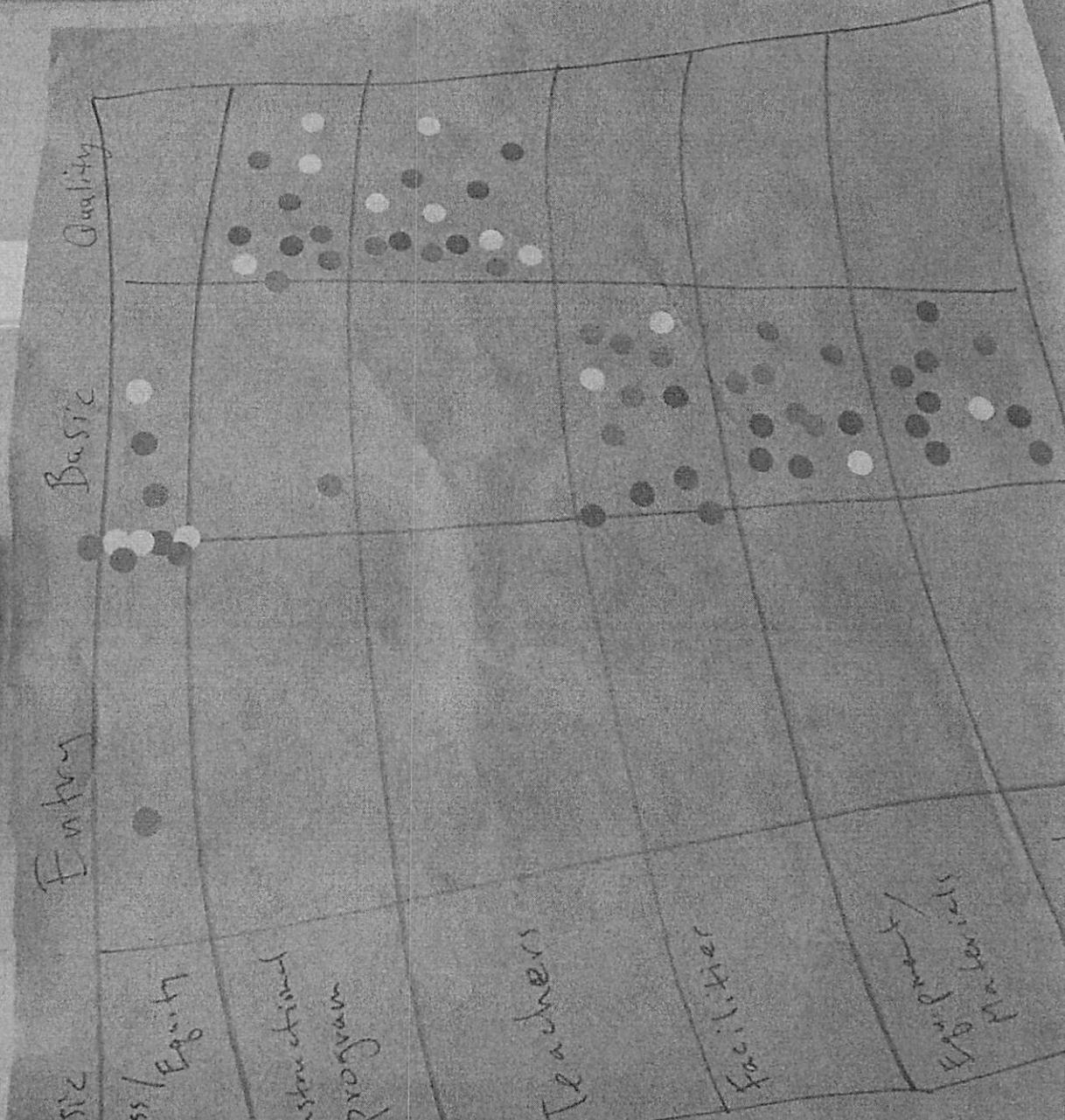
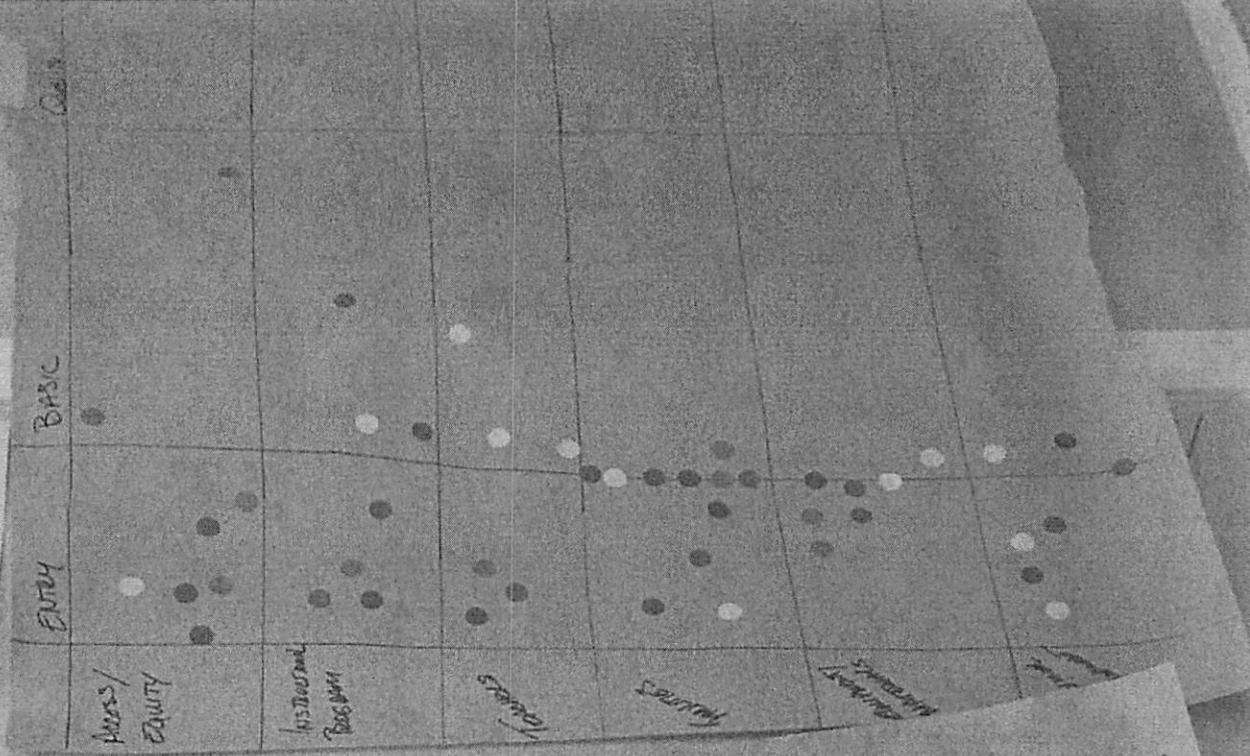
WL

Content  
&  
Course  
Offering

Communication  
↓  
Recognition

Real World  
Learning &  
Global  
Competence





Handwritten notes on a piece of paper pinned to the wall, partially obscured by the matrix plot.

Handwritten notes on a piece of paper pinned to the wall, partially obscured by the matrix plot.

sic

ss/Equity

Instructional Program

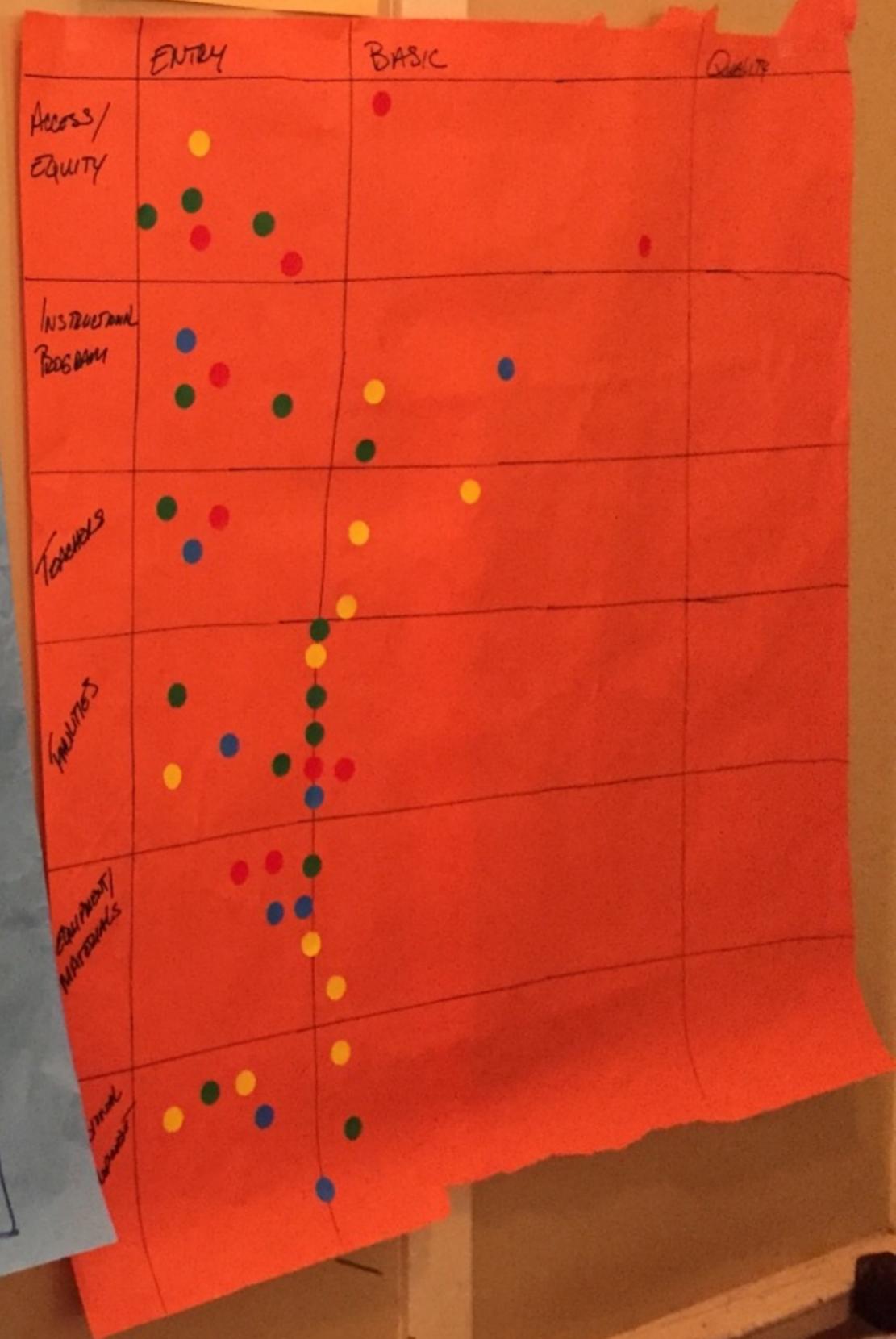
Teachers

Facilities

Materials/Equipment

Area	Criteria	Notes
Access/Equity	...	...
Instructional Program	...	...
Teachers	...	...
Facilities	...	...
Equipment/Materials	...	...

Area	Criteria	Notes
Access/Equity	...	...
Instructional Program	...	...
Teachers	...	...
Facilities	...	...
Equipment/Materials	...	...



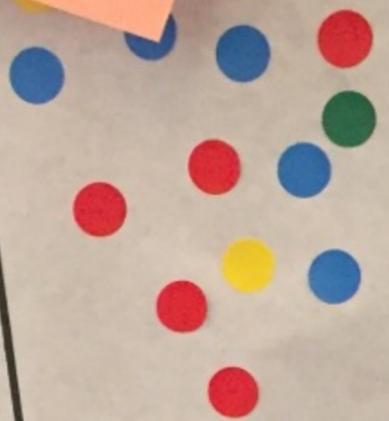
WL

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Sustaining

Thriving

Content  
↑  
Course  
Offering



Communication  
↑  
Recognition



Real World  
Learning &  
Global  
Competence



# Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	<b>Final Score (sum total /number of scored line items)</b>		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement