Measure G1

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

REVISED
By Edgar Rakestraw at 7:00 am, 6/10/17

Grant Application 2017-18
Draft Due March 1, 2017

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

*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
385	**415**	**63.9%**	**(140/800) 17.5%**	**(34/800) 4.25%**	**(59/800) 7.4%**	**?**

Student Body Ethnic Composition

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

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Aubrey Layne	**Principal**
Mukta Sambrani	**Assistant Principal**
Alice Philips	**Counselor**
Jessica Gray/ Sarah Shores	**Parents**
Stephanie Holmes	**Teacher**

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.

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

Priority Area: Mathematics	Specific Priority:	Multi-Year Goal:		
	Mathematics	Increase by 5 percentage points (annually) the percent of students reading at or above grade level as measured by SBAC.		
	SPF Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	SBAC Math	All Students	39.00%	44.00%	49.00%
What leading indicators can you watch over the course of the year to monitor progress towards this goal (e.g., SMI)?		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.		

Priority Area: Conditions of Learning (Measure G1)	Specific Priority:	Multi-Year Goal:		
	Suspensions	Reduce suspensions of African American male students by 3 percentage points.		
	SPF/KPI Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	Suspensions	African American Males	8.60%	5.60%	3.60%
What leading indicators can you watch over the course of the year to monitor progress towards this goal?		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.		

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

What leading indicators can you watch over the course of the year to monitor progress towards this goal?	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.

Priority Area: Arts/Music/World Languages (Measure G1)	Specific Priority:	Multi-Year Goal:			
	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.			
	Indicator (need not be in SPF):	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
	Semester GPA data: Percent of students earning <2.0 GPA	All Students	n/a	n/a	10.00%
What leading indicators can you watch over the course of the year to monitor progress towards this goal?	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.

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

Real world learning and Global competence	*S-Developing* *P-Emerging*	

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		*Safe and Positive School Culture (SPF/SPSA)*	
2016-17 Enrollment Data (projection vs. 20 day)	812	*SPF - Suspension*	1.8%
ES Outreach Strategy Actions	PTSA and School host School Tours and Classroom visits	*SPF - Chronic Absence*	3.1%
Programs to support ES students transition to MS	Brewer Summer Bridge Program	*CHKS data*	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.

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

Staff Engagement Meeting(s)	
Staff Group	**Date**
Family Head Meeting Family Head Meeting	February 14, 2017 March 9, 2017
ILT Meeting ILT Meeting	February 15, 2017 March 1, 2017
ALL Staff Meeting Student Council	February 22, 2017 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.

Budget Justification and Narrative

   1. **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 (1.0 FTE) 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.   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:

a.   Work with OYC to develop an after school choral music program reflecting the shared values and vision of OYC and the school.
b.   Commit $6500 towards the cost of the program for the year, payable in quarterly installments according to attached schedule.
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.
d.   Collaborate and actively communicate with OYC in implementing, reviewing, and assessing program activities and effectiveness.
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.
f.   Be available as schedules permit for OYC site visits to the school program for collaboration or support.
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. |
| | | |

2.   *Art Program*

Programmatic Narrative Based on Rubric
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. 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. 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.

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 beatification, 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	Purchase supplies for Art class.
$1,500	Supplies for Woodshop	**Purchase Supplies:** 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 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. 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.

2.   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 6th grade. Forging such a relationship will increase enrollment retention.

Budget	2017-18 Activity	Anticipated Outcome
$8,500 <mark>(will increase to $10,000 if funds become available from Art position allocation)</mark>	Parent Liaison	**Job Description: Family Liaison** 1. Collect and review CHKS and Parent Engagement data/ feedback with Admin team, SSC, PTSA and Counselor Philips 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 3. Support family communication and relationships by making calls and home visits with home visit teams 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) **Qualities and Qualifications** 1. Excellent writing, speaking, presentation and inter-personal skills 2. An Edna Brewer employee or parent is preferred 3. Bilingual is a plus 4. Team player **Hours-** 15 per week 540 hours per year **Pay-**$15.74 per hour Total annual pay- $8,500

3.   Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
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 6th to 8th 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 , 6th 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. 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
$20,000 (will increase if funds become available from Art position allocation)	4 Mentors to Facilitate Structured Activities/Support Lunch	**Homework club or Organized activities** • Before school from 7:25 am to 8:20. • 2 breakfast club leaders work with 60 high needs students assisting in homework and SEL work • We can see ISS s or Para s leading the work for additional pay in the mornings. • Supervise basketball? **Lunchtime Activities** • 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. **After school homework club** • We have a number of students who wait outside the school, after school, for parents, or for rides that are not consistent every day. • 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. **4 adults at 1.5hrs per day** 180 days per year = 270 hours $18.50 per hours Total per person = $4995