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 Enactment Date: 3-14-18  
 By: \_\_\_\_\_



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

**New - Measure G1  
 Grant Application  
 2018-19  
 Due Date: February 13, 2018**

School	Edna Brewer Middle School	Principal	Aubrey Layne
School Address	3748 13 <sup>th</sup> Avenue Oakland, CA 94610	Principal Email	<a href="mailto:Aubrey.layne@ousd.org">Aubrey.layne@ousd.org</a>
School Phone	510-531-6600	Recommended Grant Amount*	\$108,148
Actual 2017-18 Enrollment (6-8) (20 day count)	806	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	516

*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	After School Chorus Partnership	\$6,500
2	1.0 FTE Art Teacher	\$92,363
3	Supplies for Art Class	\$1,500
4	Supplies for Woodshop	\$1,500
5	Parent Liaison (will increase to \$10,000 if funds become available from Art position allocation)	\$8,500
6	3 Mentors to Facilitate Structured Activities/Support Lunch (will increase if funds become available from Art position allocation)	\$14,175
Budget Total (must add up to Current Grant Amount)		\$124,538

**Summary of Proposed Expenditures for 2018-19 (listed in order of priority)**

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i>	Budget Amount
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(add more rows if necessary)		
1	After School Chorus Partnership	\$6,500
2	1.0 FTE Art Teacher	\$97,500
3	3 Mentors to Facilitate Structured Activities/Support Lunch (will increase if funds become available from Art position allocation)	\$12,000
4	<b>ROLLOVER PARENT LIAISON MONEY FROM MEASURE G1 2017-2018 TO COVER FUNDING SHORTAGE FOR ACTIVITIES LISTED ABOVE</b>	<b>-\$7,852</b>
5		
<b>Budget Total (must add up to Anticipated Grant Amount)</b>		<b>\$108,148</b>

### **School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
352	403	516	7.5%	4.3%	9.3%	

### **Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
27.8%	1.24%	30.8%	21.1%	1.7%	.25%	14.5%	6.0%

### **Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.**

Name	Role
Aubrey Layne	Principal
Alice Philips	School Counselor
Mukta Sambrani and Helida Silva	Assistant Principals
Reanna Coutts, Morgan Kirschbaum, Erica Hutter, Jeri Johnstone, Scott Corwin	Instructional Leadership Team
Enrique Martinez, Valencia Finley and Sue Getreuer	School Site Council members

**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.

**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><u>Music</u> (Rubric Score)</b> S- Staff P- Parents/Guardians/Community	<b>2017-18</b> <b>(last yr)</b>	<b>2018-19</b> <b>(this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b> S- Staff P- Parents/Guardians/Community	<b>2017-18</b> <b>(last yr)</b>	<b>2018-19</b> <b>(this yr)</b>
<b>Access and Equitable Opportunity</b>	S-Basic P-Entry	S-Basic P-Basic	<b>Access and Equitable Opportunity</b>	S-Entry P-Entry	S-Basic P-Entry
<b>Instructional Program</b>	S-Quality P-Quality	S-Quality P-Quality	<b>Instructional Program</b>	S-Entry P-Entry	S-Basic P- Entry
<b>Staffing</b>	S-Quality P- Quality	S-Quality P-Quality	<b>Staffing</b>	S-Basic/Entry P-Entry	S-Quality P- Quality
<b>Facilities</b>	S-Basic P-Basic	S-Basic P-Basic	<b>Facilities</b>	S-Entry P-Entry	S-Basic P-Quality
<b>Equipment and Materials</b>	S-Basic P-Basic	S-Basic P-Basic	<b>Equipment and Materials</b>	S-Entry P-Entry	S-Entry/Basic P-Entry
<b>Teacher Professional Learning</b>	S-Basic P-Basic	S-Quality P-Quality	<b>Teacher Professional Learning</b>	S-Entry P-Entry	S-Basic/Quality P-Quality
<b><u>World Language</u> (Rubric)</b> S- Staff P- Parents/Guardians/Community	<b>2017-18</b> <b>(last yr)</b>	<b>2018-19</b> <b>(this yr)</b>			
<b>Content and Course Offerings</b>	S-Developing P-Developing	S-Developing P-Developing			

<b>Communication</b>	S-Developing P-Emerging	S-Developing P-Emerging	
<b>Real world learning and Global competence</b>	S-Developing P-Emerging	S-Developing P-Emerging	

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	806	807	<b>Suspension</b>	26	9 (so far)
<b>ES Outreach Strategy Actions</b>			<b>Chronic Absence</b>	6.6%	7.6%
<b>Programs to support ES students transition to MS</b>			<b>CHKS data (district only)</b>	Culture/Climate Survey Student-64% Culture/Climate Survey Parent-90% Culture/Climate Survey Staff-79% Social Emotional Learning Survey-61%	

**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
PTSA Meeting	2/6/18
Student Council	2/7/18

School Site Council & Community Meeting	2/8/18
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Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team (All staff invited)	2/7/18
Department Meeting (All staff invited)	2/12/18
Family Head Meeting (All staff invited)	2/13/18

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

In the following sections, please review the self-assessment and discuss your team’s 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

#### **1. Music Program**

Programmatic Narrative Based on Rubric
Edna Brewer’s current music program has been 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 led by quality educators, there are still areas of concern. As indicated in the results of the music program self-assessment, there is 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 from being able to enroll in a music class. Furthermore, both staff and parents assessed, rated the music program to be "basic" in 3 important categories (Facilities, Equipment and Materials and Teacher Professional Development).

In the 2017-18 school year we invited Oakland Youth Chorus to partner with our music program to offer an after school choral music class using Measure G1 funding. We budgeted \$6,500 of measure G1 funds to bring choral training to our students. In the 2018-19 school year we will continue our partnership with the Oakland Youth Chorus.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$6,500	After School Chorus Partnership	<p>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.</p> <p>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.</p> <p>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.</p> <p>OYC singers develop self-confidence, respect for the music of several cultures, strong friendships and community engagement, and a lifelong love of music.</p> <p>We feel very strongly that OYC remains after school so that more students have access to it.</p> <p>Memo of Understanding Oakland Youth Chorus and Edna Brewer Middle</p>

		<p>School:</p> <p>The mutual understanding of partnership expectations between Oakland Youth Chorus (OYC) and Edna Brewer Middle School (school) extends from August 2017 through June 2018.</p> <p><b>1.School agrees to:</b></p> <p>a. Continue to work with OYC t strengthen the after school choral music program reflecting the shared values and vision of OYC and the school.</p> <p>b. Continue to commit \$6500 towards the cost of the program for the year, payable in quarterly installments according to attached schedule.</p> <p>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.</p> <p>d. Continue to collaborate and communicate with OYC in implementing, reviewing, and assessing program activities and effectiveness.</p> <p>e. Continue to 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.</p> <p>f. Continue to be available as schedules permit for OYC site visits to the school program for collaboration or support.</p> <p>g. Continue to 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.</p>

## 2. Art Program

### Programmatic Narrative Based on Rubric

Edna Brewer lacked 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 did 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.

Formerly, in the 2016-17 school year our art program was comprised of three elective classes, taught by one science or history classroom teacher at each grade level. Additionally, we received funding by a three-year California Arts Council VAPA grant, which ends in 2018. Through the VAPA grant, we had 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 did not have a credentialed art teacher so no planning time was available

for curriculum development, which was a serious burden for our teachers who had taken on art as an additional class.

With the Measure G1 funding in the 2017-18 year, we have hired a credentialed art teacher. Art instruction is the same duration as core classes with a full time highly qualified instructor who is trained and experienced in teaching many aspects of art education (drawing/painting, ceramics, multimedia arts). In addition, the art teacher is well positioned to continue to build our existing community partnerships with the San Francisco Art Institute and is currently in contact with the Education Director setting up a placement for a student teacher for the fall 2018.

This year, a small fraction of materials needs were in the Measure G1 funding. The rest was provided by our PTSA who continue to be enthusiastic about the success of the Art Program and support us whenever possible, though it is never guaranteed funds due to their other financial commitments.

With the G1 funding in the 2017-18 school year, we have created a dedicated art room transformed from a former academic classroom. Like our Music Room, this creative space validates the importance of the Visual Arts in student learning and their lives. There is display space on the outside wall so that all students can benefit from the creativity that emerges from the room.

Previously, due to structural scheduling limitations, art instruction was not available to all students, particularly those with special needs or to students in remedial classes. This presented a serious equity issue. These students often stand to benefit the most. Currently, with the credentialed teacher, we are able to include special need students in the elective so that they can benefit equally. Additionally, the art room houses our after school Art Program developed with the goal of reaching students who are unable to experience art education due to their enrollment in a remedial class during the school day. We plan to continue to grow art education to reach all students as a priority into 2018-19 as our program grows.

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. Having a full-time credentialed art teacher this year has allowed for a sequential three-year visual arts program to become available to students in grades 6, 7, and 8 at Edna Brewer Middle School. Students now have the option to take art for one semester per year. Some students may take just art just once, some twice, and others may take it during each of their years at EBMS.

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.



Student feedback (in the form of informal discussion and end-of-semester surveys) indicates that students have an overwhelmingly positive response to the classes. In addition to learning art-related skills, approximately 1/3 of students surveyed indicated that their time-management skills have increased, with many other students listing self-confidence, public speaking, social skills, and study skills as their top takeaways from the class.

In 2018-19, we plan to continue to support our credentialed art educator. As in this year, her classes remain the same length as all core classes and reach all grades. Our goal for 2018-19 is to continue to develop the art space to become a strong creative center of our school. With a hard floor, ample natural light, a working sink, work tables, and storage space for student work, materials, and supplies, the art teacher continues to create a space that supports and encourages creativity. The art teacher is and will continue to be 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.

This year, our full time art teacher coordinated student art displays during the music concerts as a collaborative artistic experience with our Music Program. Student artwork has been shown consistently on bulletins outside the art room and near the main entrance. A movable display has also been used to show artwork in the library and gym during special events. Also, our 6th grade Science elective joined the art class to discuss and critique work from both of their classes. Next year, as the program grows, our art teacher will intensify integration and collaboration with other branches of the school community. Additionally, this spring, the art teacher is coordinating a field trip to the SFMOMA. These activities will increase in the 2018-19 school year as discussions among the Music program, woodshop, stagecraft, Drama, and the Oakland Youth chorus have begun with the goal of creating a production including all of the arts.

As part of next year's goals, the art teacher intends to engage with interested parents to support the growth of the program. She will extend our program to support family activities and parent engagement by instituting Family Art Night. She has and will continue to meet with Art teachers throughout the district, collaborating and sharing ideas.

All of these steps have and will continue to create a comprehensive, high quality art program that every student at Edna Brewer benefits from. In the 2018-19 school year, we will continue to grow our art program with our full time art teacher, our after school offerings, family engagement, and collaboration with other arts and education. We outline our budget below.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$97,500	1.0 FTE Art Teacher	Continue to 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.

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**3. World Language Program**

**Programmatic Narrative Based on Rubric**

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

**WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2018-2019 SCHOOL YEAR.**

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

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

**Programmatic Narrative Based on Data Analysis**

**WE ARE NOT INVESTING IN 5TH TO 6TH GRADE ENROLLMENT RETENTION IN THE UPCOMING 2018-2019 SCHOOL YEAR.**

	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

**5. 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. Edna Brewer staff wholeheartedly believes in fostering a safe and positive school environment for all 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, all

Edna Brewer initiatives, events, and expectations are 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. Some of our initiatives and events include 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 and Awards every month, 6th grade no put-down ceremony, Panther Pride tickets (positive incentives), Pride Store, 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, Genders and Sexualities Alliance, Student Council, and Peer RJ mediators group.

Edna Brewer Middle School employs three Restorative Justice Coordinators (one district appointed coordinator and two consultants) 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.

Although 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 in the form of organized lunchtime activities and afterschool homework club.

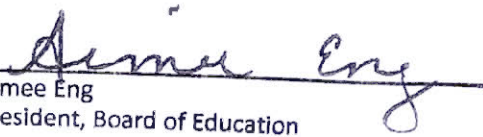
In the 2017-18 school year we proposed utilizing Measure G1 funds to add organized lunchtime activities to keep students involved and focused on positive opportunities. We also proposed supporting the afterschool homework club with G1 funds. In the 2018-19 school year, we propose maintaining both of these initiatives to offer students structured activities and homework support to enhance positive culture and engagement.

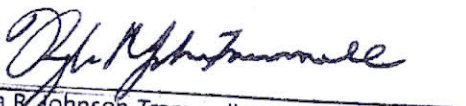
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$12,000	3 Mentors to Facilitate Structured Activities/Support Lunch	<p><b>Lunchtime Activities:</b> Employ EBAYC mentors to help supervise and lead lunchtime activities (i.e. arts and crafts, sports &amp; tournaments, karaoke, Olympics &amp; relay, etc). Give options to teachers who want to lead those activities to do so, and get paid for their work.</p> <p><b>After school homework club:</b> We have a number of students who wait outside the school, after school, for parents, or for rides that are not consistent every day.</p> <p>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.</p>

		4 adults at 1.5hrs per day 175 days per year = 262.5 hours \$15.25 per hours Total per person = \$4000
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Expense	Description	Priority
\$97,500	1.0 FTE Art Teacher	Priority #1
\$6,500	Contract with Oakland Youth Chorus	Priority #2
\$12,000	3 Mentors to Facilitate Structured Activities/Support Lunch w/ EBAYC	Priority #3
Total \$116,000	Total for 3 Priorities	
-\$7,852	Measure G1 funds allocated to Parent Liaison in 2017-2018 (Rollover)	
Total \$108,148		

Please submit your 2018-19 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).

  
 Aimee Eng  
 President, Board of Education

  
 Kyla B. Johnson-Trammell  
 Secretary, Board of Education

WILL HAVE TO ROLL OVER PARENT LIAISON MONEY TO COVER SHORTAGE

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

**Programmatic Narrative Based on Data Analysis**

WILL HAVE TO ROLL OVER 2017-18 PARENT LIAISON MONEY TO COVER SHORTAGE

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 students. 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

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
WILL HAVE TO ROLL OVER 2017-18 PARENT LIAISON MONEY TO COVER SHORTAGE	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>Hours- 15 per week 540 hours per year</p>

		Pay-\$15.74 per hour Total annual pay- \$8,500
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WILL HAVE TO ROLL OVER PARENT LIAISON MONEY TO COVER SHORTAGE

## **Edna Brewer Middle School**

**Date: 2/8/18**

**Location: Ms. DeLucia's Room**

### **Measure G1 Engagement Meeting Agenda/Minutes**

- **Amount of the recommended allocation for 2018-19:**

Sambrani explains fall in Measure G1 funding. Total is 108k.

Questions around how much money is being returned.

- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**

#### **Parent Assessment**

“S” rating - is staff rating

The following is the “P” rating - parent rating:

#### **Music**

Opportunity for everyone - Basic

Instructional Quality - Quality

Staffing - Quality

Facilities - Basic

Equipment - Basic

Teacher Professional Development - Basic

#### **Spanish**

Content and course offering- Developing

Communication- Emerging

Real World Learning and Global Competence- Emerging

#### **Art**

Opportunity for everyone - Entry

Instructional Quality - Entry

Staffing - Quality

Facilities - Quality

Equipment - Entry

Teacher Professional Development - Quality

- **Proposal Presentation**

Ms. Sambrani explains purpose of meeting.

Explains fall in Measure G1 funding. Total is 108k.

Questions around how much money is being returned.

Parent liaison - hope was to have this, but we will have to roll over money for this to next year.

Priority is:

- 1 FTE Art teacher
- Chorus Partnership
- EBAYC Mentors

- **Community Feedback**

Review document and make edits.

Question around LCFF form and what it means.

Art supplies will be paid for by the PTSA.

Question about Art salary and what it includes - benefits, and retirement.



2/7/18 Measure G1 updates:

Some things students indicated interest in

Sign in on Whiteboard: 6, 7, & 8th graders present

Remainder of meeting dedicated to preparing for Friday NOEA Event

- Dress code revisions-on going, be in discussion
- More lunch time activities-as brainstormed and indicated on NOEA day
- Host Spirit Week(s), dance
- Bring DJ back-music on yard
- Fundraisers-smoothies, GoFundME
- Care packages for homeless or those in need
- Community service &/or clean up day

Student Council (all grades)

2/7/18

2:00-3:00 pm Room16

**Topic: NOEA Day planning & Prep;Measure G1 Funds Input**

Singing Bowl-to Center

Review Guidelines-Brewer 7; all thumbs Up in agreement

Check in: What you appreciate about EBMS/what makes EBMS special?

Divide into 3 work groups-

*\*While working in groups,Student leaders that compiled musicplay list will share with larger group for final input*

- **Measure G1 funding input-ALL**
- NOEA-signage/handprints/courtyard maps
- NOEA material Inventory for games and activities

5-7 minutes, each student shares with a talking piece in circle, then switch topics-try to cover all 3 no less than 2-ALL participate in Measure G1 funding/application input

*1/10/18 Ideas for Community service:*

- 1. Homeless drive-supplies, toiletries*
- 2. Clothes, bedding, homeless shelter*
- 3. Game night-youth Shelter*
- 4. Raise awareness about Refugees & Immigration Issues*
- 5. Care packages*
- 6. Posters, to raise money*
- 7. W. oakland (?)*

**EDNA BREWER MIDDLE SCHOOL**

Emergency ILT Meeting

*MEASURE G1*

February 7th, 2018

Library

**Goals:**

- Review Measure G1
- Give Feedback and comments for Measure G1 plan for 2018-2019

**Agenda**

<b>Items</b>	<b>Facilitator</b>	<b>Notes</b>
1. Check in and Norms	Admin Team	
2. Review Measure G1 2017-2018	Admin Team	Woodshop - won a grant, so can cover supply.  Ask Aubrey - about Art supply; where will that come from?  It won't cut people, except for parent liaison.
3. Go over Measure G1 2018-2019 and give feedback and input	Admin Team	<b>Priority of Items:</b> <ul style="list-style-type: none"><li>● 1 FTE Art teacher - keep.</li><li>● Chorus Partnership - vote to keep.</li><li>● EBAYC Mentors - keep them.<ul style="list-style-type: none"><li>○ Corwin's input is to cut this if we need money for art supplies and music.</li></ul></li></ul>
4. Complete Needs Assessment	Admin Team	It's completed.
5. Appreciations	Admin Team	

Please be involved in the conversation by attending 1 or more of the following meetings:

February 7, 2018: ILT at 1:55pm (library)

February 8, 2018: SSC/School Community Meeting at 5:30pm (library)

February 12, 2018: Department Meeting at 3:15pm (check with Department Head)

February 13, 2018: Family Head Meeting at 7:30am (library)

**EDNA BREWER MIDDLE SCHOOL**  
 School Site Council & Community Meeting  
*MEASURE G1*  
 February 8th, 2018  
 5:30-6:00 pm  
 Library

**Goals:**

- Review Measure G1 from 2017 - 2018
- Give Feedback and comments for Measure G1 plan for 2018-2019

**Agenda**

<b>Items</b>	<b>Facilitator</b>	<b>Notes</b>
1. Welcome, Introductions, Norms	Admin Team	Ms. Sambrani starts meeting, and explaining purpose of meeting.  Explains fall in Measure G1 funding.  Questions around how much money is being returned.  Parent liaison - hope was to have this, but we will have to roll over money for this to next year.
2. Reviewing Measure G1 2017-2018	Admin Team	
3. Go over Measure G1 2018-2019 and give community feedback and input	Admin Team	Review document and make edits.  Question around LCFF form and what it means.  Art supplies will be paid for by the PTSA.  Question about Art salary and what it includes - benefits, and retirement.
4. Review Needs Assessment & give	Admin Team	<b><u>Parent Assessment</u></b>

<p>ratings</p>		<p>“S” rating</p> <p><b>Music</b>  Opportunity for everyone - Basic  Instructional Quality - Quality  Staffing - Quality  Facilities - Basic  Equipment - Basic  Teacher Professional Development - Basic</p> <p>We went ahead and rated the following:</p> <p><b>Spanish</b>  Content and course offering- Developing  Communication- Emerging  Real World Learning and Global  Competence- Emerging</p> <p><b>Art</b>  Opportunity for everyone - Entry  Instructional Quality - Entry  Staffing - Quality  Facilities - Quality  Equipment - Entry  Teacher Professional Development -  Quality</p>
<p>5. Appreciations</p>	<p>Admin Team</p>	

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Sign In Sheet

Edna Brewer - ILT Measure G1 Meeting

January 7th 2018

Name	Email	Telephone	Parent	Staff	Community Member	Student
Scott Corwin	scott.corwin@ousd.org	805-404-3617		X		
Ruth Jones				X		
Jeri Solustone	jeri.johustone@ousd.org	5104550929		X		
Stephanie Holmes	Stephanie.Holmes@ousd.org	717-979 8374		X		
Reanna Coutts	reanna.coutts@ousd.org	909-239-0473		X		
Victor S. Small, Jr.	victor.smalljr@ousd.org	(209)670-3692		X		
Hélida Silva	helida.silva@ousd.org	510-610-1119		X		
Mukta Sambrani	mukta.sambrani@ousd.org	510-684-9006		X		