



## Measure G1 Carryover Justification Long Form (Complete if carryover is more than \$5000)

**\*Please do not type on this form, make a copy and save\***  
**Due Date: October 31, 2018**

School:	Edna Brewer Middle School	Contact/Principal	Aubrey Layne
School Address:	3748 13 <sup>th</sup> Avenue Oakland Ca, 94610	Principal Email	Aubrey.layne@ousd.org
		School Phone:	510-531-6600 ext. 501

**Please fill out the information below for school-wide carryover.**

2017-18 Measure G1 Allocation	\$124,769.00
2017-18 Measure G1 Dollars Spent	\$119,067.30
Carryover Amount	\$5701.70

### Summary of Approved Expenditures and Actual Spent from 2017-18

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount	Actual Spent
1	1.0 FTE Art Teacher	\$93,637.03	\$95,462.70
2	Contract with Oakland Youth Chorus	\$6,500.00	\$6,500.00
3	Supplies for Art Class	\$1,500.00	\$1,458.97
4	Supplies for Woodshop	\$1,500.00	\$1,407.63
5	Parent Liaison	\$7456.97	\$0
6	3 Mentors to Facilitate Structured Activities/Support Lunch	\$14,175.00	\$14,175.00
	Total	\$124,769.00	\$119,067.30

5701.70

### Summary of Proposed Use of Carryover for 2018-19 (listed in order of priority)

2018-19 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	1.0 FTE Art Teacher	\$99,396.20
2	After School Chorus Partnership	\$6,500.00
3	3 Mentors to Facilitate Structured Activities/Support Lunch	\$7953.5
4	Proposed carryover	-5701.70
5		
6		
7		
	Budget Total (must add up to Anticipated Grant Amount)	\$108,148

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

As mentioned at last year's presentation, we were not able to implement an efficient process to secure the best candidate to fulfill the Parent Liaison role. We realized that there would be a shortage of Measure G1 funds for the 2018-19 school year, and opted to rollover funds to support the shortage instead of inefficiently spending the money allotted for the Parent Liaison role.

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

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
SSC Meeting	10/23/18

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
ILT Meeting	10/17/18

### ***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 plans to use the Measure G1 carry-over 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 total carry-over amount.

### 1. Music Program

Programmatic Narrative Based on Rubric		
<p>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.</p> <p>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).</p> <p>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.</p>		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	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>
\$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</p>

		<p>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 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> <ul style="list-style-type: none"> <li>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.</li> <li>b. Continue to 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. Continue to collaborate and communicate with OYC in implementing, reviewing, and assessing program activities and effectiveness.</li> <li>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.</li> <li>f. Continue to be available as schedules permit for OYC site visits to the school program for collaboration or support.</li> <li>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.</li> </ul>
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## 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.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures of Carryover Funds</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>
\$99,396.20	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.

### 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 of Carryover Funds	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

[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 5TH TO 6TH GRADE ENROLLMENT RETENTION IN THE UPCOMING 2018-2019 SCHOOL YEAR.**

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	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 of Carryover Funds	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>
\$7953.5	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> <p>4 adults at 1.5hrs per day 175 days per year = 262.5 hours \$15.25 per hours Total per person = \$4000</p>

**Please submit your 2018-19 Measure G1 Carryover Justification Form 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)).**



**EDNA BREWER MIDDLE SCHOOL**

School Site Council Meeting

October 23, 2018

5:00-6:00 pm

Library

**Goals:**

- Establish SSC Members & Officers
- Approve Bylaws

**Agenda**

Items	Facilitator
1. Welcome, Introductions, Norms	Mr. Layne
2. Peer Election of Members	Mr. Layne
3. Election of Officers <ul style="list-style-type: none"><li>• Chairperson</li><li>• Vice Chairperson</li><li>• Secretary</li><li>• Parliamentarian</li></ul>	Mr. Layne
4. Approve Minutes from September 20th, 2018	Mr. Layne
5. Approve Bylaws	Mr. Layne
6. Public Input, Announcements & Upcoming Events <ul style="list-style-type: none"><li>• Measure G1 Carryover</li></ul>	Open Forum
7. Establish Date of Next Meeting and Adjourn	Mr. Layne

# **Edna Brewer Middle School**

School Site Council

2018-2019

## **DATES**

*Every 3<sup>rd</sup> Tuesday of the Month*

*5-6 pm*

*Edna Brewer Library*

~~Thursday, September 20<sup>th</sup>~~

~~Tuesday, October 16<sup>th</sup>~~

Tuesday, December 18<sup>th</sup>

Tuesday, January 15<sup>th</sup>

Tuesday, February 19<sup>th</sup>

Tuesday, March 19<sup>th</sup>

Tuesday, April 16<sup>th</sup>

Tuesday, May 21<sup>th</sup>

# EDNA BREWER MIDDLE SCHOOL

## School Site Council Meeting

October 23, 2018

5:00-6:00 pm

Library

### Goals:

- Establish SSC Members & Officers
- Approve Bylaws

### Agenda

Items	Facilitator	Notes
1. Welcome, Introductions, Norms	Mr. Layne	Introductions made around the room <ol style="list-style-type: none"><li>1. Natalie Gallegos- Chavez- Student Representative</li><li>2. Ms. Michelle- Staff</li><li>3. Ms. Clusserath- Staff (Teacher)</li><li>4. Ms. Ng- Staff (Teacher)</li><li>5. Mr. Martinez- Parent</li><li>6. Ms. Sambrani- AP, note taker</li><li>7. Johara Aguilera- Martinez Student Representative</li><li>8. James Finley Jr.- Former student</li><li>9. Ms. Finley- Staff</li><li>10. Desiree Escobar- Sang- Student Representative</li><li>11. Ms. Maiuri- Staff (Teacher)</li><li>12. Mr. Steigerwald- Staff (Teacher)</li><li>13. Ms. Lancaster- Parent and Chairperson</li><li>14. Lara Lancaster- Student</li><li>15. Mr. Layne- Principal</li></ol>
2. Peer Election of Members	Mr. Layne	Mr. Layne describes the make- up of the SSC <b><u>Staff Representatives</u></b> <ol style="list-style-type: none"><li>1. Mr. Steigerwald</li><li>2. Ms. Cluserrath</li><li>3. Ms. Ng</li><li>4. Ms. Maiuri</li></ol> <b><u>Parent Representatives</u></b> <ol style="list-style-type: none"><li>1. Ms. Michelle</li><li>2. Mr. Martinez</li><li>3. Ms. Lancaster</li></ol> <b><u>Student Representatives</u></b> <ol style="list-style-type: none"><li>1. Johara Aguilera- Martinez Student</li></ol>

		<p>Representative</p> <p>2. Desiree Escobar- Sang- Student Representative</p> <p>3. Natalie Gallegos- Chavez- Student Representative</p>
<p>3. Election of Officers</p> <ul style="list-style-type: none"> <li>• Chairperson</li> <li>• Vice Chairperson</li> <li>• Secretary</li> <li>• Parliamentarian</li> </ul>	Mr. Layne	<p>Ms. Lancaster described her experience as the chairperson last year.</p> <p><b><u>Chairperson election</u></b></p> <ul style="list-style-type: none"> <li>• Ms. Lancaster nominated Mr. Martinez</li> <li>• Ms. Michelle seconded the nomination</li> <li>• Mr. Martinez elected unanimously</li> </ul> <p><b><u>Vice Chairperson election</u></b></p> <ul style="list-style-type: none"> <li>• Ms. Maiuri nominated Natalie</li> <li>• Ms. Michelle seconded the nomination</li> <li>• Natalie Gallegos- Chavez- elected unanimously</li> </ul> <p><b><u>Secretary election</u></b></p> <ul style="list-style-type: none"> <li>• Ms. Maiuri nominated Mr. Layne</li> <li>• Ms. Michelle seconded the nomination</li> <li>• Mr. Layne- elected unanimously</li> </ul> <p><b><u>Parliamentarian election</u></b></p> <ul style="list-style-type: none"> <li>• Ms. Maiuri nominated Ms. Cluserrath</li> <li>• Ms. Michelle seconded the nomination</li> <li>• Ms. Cluserrath- elected unanimously</li> </ul>
<p>4. Approve Minutes from September 20th, 2018</p>	Mr. Layne	<p>Edits proposed:</p> <p>#3 Mr. Martinez (Correction made)</p> <p><b>Bylaws approval (Proposed for adoption)</b></p> <ul style="list-style-type: none"> <li>• Mr. Steigerwald motioned to approve minutes with corrections</li> <li>• Ms. Maiuri seconded motion to approve minutes with corrections</li> <li>• Minutes approved unanimously</li> </ul>
<p>5. Approve Bylaws</p>	Mr. Layne	<p>Edits proposed:</p> <p>Section 2 and Section 3 adjust colons</p> <ul style="list-style-type: none"> <li>• Mr. Steigerwald motioned to adopt bylaws with corrections above</li> <li>• Ms. Lancaster seconded motion to adopt bylaws</li> <li>• Bylaws adopted unanimously</li> </ul>

<p>6. Adopt:</p> <ul style="list-style-type: none"> <li>• Title I School Parental Involvement Policy 2018-19</li> <li>• Edna Brewer Middle School Compact 2018-2019</li> </ul>	<p>Mr. Layne</p>	<p><b>Edits proposed to Title- I document:</b></p> <ol style="list-style-type: none"> <li>1. Edna Brewer Middle <u>School</u> (name of school)</li> <li>2. School year change to <u>2018- 19</u></li> <li>3. Title- I meetings- <u>hold at least 1 title 1 meeting</u></li> <li>4. Align numerals to Roman and indentation style</li> </ol> <p><b>Edits proposed to Middle School Compact:</b></p> <ul style="list-style-type: none"> <li>• Monitor screentime</li> <li>• Ensure that my student's usage of social media and video games does not negatively impact the academic and social emotional well being of my student and peers</li> <li>• Reading 30 minutes</li> <li>• Participate in RJ practices as needed</li> <li>• Ensure that my child does not access to weapons and illegal substances</li> <li>• Signed on ____ day of 2018</li> <li>• Take out uniform</li> <li>• Replace open house with Back to School night</li> </ul> <p><b>Title 1 and Compact approval</b></p> <ul style="list-style-type: none"> <li>• Ms. Cluserrath motioned to adopt title- 1 document and compact with corrections above</li> <li>• Ms. Lancaster seconded motion to adopt bylaws</li> <li>• Bylaws adopted unanimously</li> </ul>
<p>7. Public Input, Announcements &amp; Upcoming Events</p> <ul style="list-style-type: none"> <li>• Measure G1 Carryover</li> </ul>	<p>Open Forum</p>	<ul style="list-style-type: none"> <li>• Measure G1 Carryover described by Mr. Layne</li> <li>• Indicated that more money was spent on the salary of the Art teacher than was budgeted.</li> <li>• The Parent Liaison role was not implemented.</li> <li>• Money ended up rolling over to this school year. At the end of the year, we opted to pay for 1)1.0 FTE Art Teacher, 2)Oakland Youth Chorus, and 3)remaining funds to Lunchtime Support.</li> <li>• Mr. Layne asked if community members agreed with the plan to spend rollover.</li> <li>• Someone asked will additional money be spent to support Ebayc Lunch support?</li> <li>• Mr. Layne stated that he would have to find</li> </ul>

		<p>money to support the Ebayc Lunchtime support.</p> <ul style="list-style-type: none"> <li>• Spirit week announced for next week by Ms. Michelle</li> </ul>
8. Establish Date of Next Meeting and Adjourn	Mr. Layne	<p>Next meetings- Tuesday, December 18<sup>th</sup> Tuesday, January 15<sup>th</sup></p> <p><b>Motion to adjourn</b></p> <ul style="list-style-type: none"> <li>• Ms. Cluserrath motioned to adjourn</li> <li>• Mr. Martinez seconded motion to adjourn</li> <li>• Motion to adjourn adopted unanimously</li> </ul>

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School Site Council

2018-2019

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Tuesday, May 21<sup>th</sup>



Wednesday, October 17, 3:55-5:35

**ILT Members Present:** Layne, Stauffer, Corwin, Sambrani, Easter, Coutts, Tran, Holmes, Jones, Hutter  
**Missing:** Mateo, Dr. V

Edna Brewer Vision Statement	Meeting Norms	Rotating Roles (list)
An Edna Brewer graduate will be an academically successful, healthy and positive community member, whose resilience enables him/her to thrive in high school, college and career.	<ul style="list-style-type: none"> <li>Keep our objectives in mind</li> <li>Keep kids at the center</li> <li>Assume positive intent</li> <li>Be open to possibilities</li> <li>Start and end on time</li> <li>Equity of voice</li> </ul>	<b>Facilitator(s):</b> <b>Stephanie</b> <b>Timekeeper: Ruth</b> <b>Note Taker: Amy</b> <b>Process Checker:</b> <b>Erica</b> <b>Snacks: amy</b>
ILT Purpose and Vision	Year-Long Learning Targets (PD Calendar)	Meeting Objectives
To ensure the academic success of all students by supporting teachers' professional growth by: <ol style="list-style-type: none"> <li>Providing quality coherent professional learning opportunities (full staff and in departments).</li> <li>Analyzing school wide data and setting goals and developing action plans based on this data.</li> <li>Communication about school vision through departments.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will plan, assess, and adjust instruction aligned to grade level standards.</li> <li>Teachers will...something about CRT/CRP</li> <li>Teachers will...something about full staff literacy focus.</li> <li>Departments will guide teams in backwards planning from standards and using data, to assess the progress of students towards standards.</li> </ol>	<ol style="list-style-type: none"> <li>Follow up re: PLC work</li> <li>Analyze school wide SRI data and develop ILT next steps based on this data.</li> <li>Measure G1</li> <li>Advisory effectiveness</li> </ol>

Time	Topic / Process	Notes
3:55-4:05 Steph	<b>Opening:</b>	Rotating Roles, Review follow ups, Agenda review <ul style="list-style-type: none"> <li>What would be your ideal vacation?</li> </ul>
4:05-4:45 Amy	SRI analysis Framing: Literacy is a schoolwide focus; How this relates to CRT	<a href="#">SRI data analysis task card</a> in partnerships(20) <a href="#">Slide Deck</a> Some possible next steps/resources for our ILT: (15) <a href="#">5 whys</a> <a href="#">Lily Wong Filmore</a> <a href="#">Equity Traps</a> <a href="#">The opportunity Myth</a> <a href="#">Language and Literacy Self Assessment</a> ELL review/ ELL shadowing <a href="#">SAMPLE SRI QUESTIONS</a>
4:45-5:10	<b>Advisory</b>	<b>1. Answer the following questions in a trio. (10 min)</b> <ol style="list-style-type: none"> <li>What is the purpose of advisory (or what do you think it</li> </ol>

Scott		<p>is)?</p> <ul style="list-style-type: none"> <li>i. Catch up HW time (Couts)</li> <li>ii. Soft skill stuff- work on backpack organization; get NB from Stevens; get life together (Ruth)</li> <li>iii. Build relationships; ownership of set group of kids so they don't fall through the cracks (Tran)</li> <li>iv. Catch up on work, culture building, organization (Scott)</li> <li>v. Opportunity to change lives. 6th grade learning how to do; 7th social choices; 8th prep for the beast of HS; improve efficiency; advisory is what we make it(Aubrey)</li> </ul> <ul style="list-style-type: none"> <li>b. Are we currently meeting this purpose? How do you know?</li> <li>c. What are some positives and negatives about how advisory is currently run?</li> <li>d. Are there any next steps regarding advisory?</li> </ul> <p><b>2. Each trio share their conversation about the questions listed above (10 min)</b></p> <p><b>3. Discuss next steps as a whole team (5 min)</b></p>																					
5:10-5:15 Aubrey	<b>Measure G1</b>	<p>Aubrey gives an update about G1 funds rollover from last year</p> <table border="1"> <thead> <tr> <th colspan="2">2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)</th><th>Budget Amount</th></tr> </thead> <tbody> <tr> <td>1</td><td>After School Chorus Partnership</td><td>\$6,500</td></tr> <tr> <td>2</td><td>1.0 FTE Art Teacher</td><td>\$97,500&gt;&gt;&gt;\$99,396.20</td></tr> <tr> <td>3</td><td>3 Mentors to Facilitate Structured Activities/Support Lunch (will increase if funds become available from Art position allocation)</td><td>\$12,000&gt;&gt;&gt;&gt;\$7953.5</td></tr> <tr> <td>4</td><td><b>ROLLOVER PARENT LIAISON MONEY FROM MEASURE G1 2017-2018 TO COVER FUNDING SHORTAGE FOR ACTIVITIES LISTED ABOVE</b></td><td><b>-\$7,852&gt;&gt;&gt;&gt;\$5701.70</b></td></tr> <tr> <td>5</td><td></td><td></td></tr> <tr> <td></td><td>Budget Total (must add up to Anticipated Grant Amount)</td><td>\$108,148</td></tr> </tbody> </table> <p>Amount we had was 14k less</p>	2018-19 Proposed 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	\$97,500>>>\$99,396.20	3	3 Mentors to Facilitate Structured Activities/Support Lunch (will increase if funds become available from Art position allocation)	\$12,000>>>>\$7953.5	4	<b>ROLLOVER PARENT LIAISON MONEY FROM MEASURE G1 2017-2018 TO COVER FUNDING SHORTAGE FOR ACTIVITIES LISTED ABOVE</b>	<b>-\$7,852&gt;&gt;&gt;&gt;\$5701.70</b>	5				Budget Total (must add up to Anticipated Grant Amount)	\$108,148
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		<p>Why did we have the rollover? New rollover # is \$5701→ lunchtime support decreases; art FTE increases and will continue to increase</p> <p>Prioritize FTEs, people that directly work w/ students (Scott) 7th / 8th grade lunch provide games for students - this is a benefit, also organize basketball/ football on upper field → benefit bc remember when we didn't have them Kyle and I ran on yard every day; 7th grade ramp lots of pushing / shoving fights, too many kids playing in gym; do a lot more that is visible during 6th grade lunch; more eyes on the yard and then would sink the rest of the day- discipline every day after lunch(Mukta)</p>
5:15 - 5:25 Aubrey	<b>PLC follow up</b>	Aubrey goes over PLC structure (re email sent to department heads about PLC structure, rubric, norms, etc.)
<b>Closing</b> 5:25-5:35	<b>Closing:</b> Follow ups including: one thing you'll bring to your Dept. Meeting, Process Check, Appreciations	
4:05-4:25	<b>Walkthroughs</b>	<ul style="list-style-type: none"> <li>• What did we learn from last year's walkthroughs→ to inform this year's focus...</li> <li>• What is our goal? What do we want to see in classrooms- needs to be concrete- not just CRT</li> <li>• How often should we do them?</li> <li>• Take time at each ILT to schedule them with someone</li> <li>• What tool should we use to capture data?</li> <li>• Some sort of Google form to fill out after each observation to collect hard data</li> <li>• <a href="#">Language and Literacy Self Assessment</a></li> </ul>
5:00-5:15	<b>Retreat <a href="#">Feedback</a></b>	<p>As you look at the retreat feedback consider:</p> <ol style="list-style-type: none"> <li>1. Any patterns that emerge</li> <li>2. Implications for 18-19 Professional Learning</li> <li>3. Implications for 2019 Retreat (Remember to look at this in April!)</li> </ol>
5:15 - 5:25	<b>Strat Classes</b>	<ul style="list-style-type: none"> <li>• The system we have in place presents many problems</li> <li>• Changes may require major systematic changes to the school</li> <li>• How should we tackle this problem?</li> <li>• <a href="#">SBI Partner reading</a> &amp; <a href="#">OUSD Instructional Focus</a></li> <li>• Clarify <a href="#">Data</a>: Listening is highest, reading is lowest</li> </ul>

