



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	Edna Brewer Middle School	Contact *	Aubrey Layne
School Address	3748 13th Avenue Oakland CA 94610	Contact Email	aubrey.layne@ousd.org
Principal	Aubrey Layne	Principal Email	aubrey.layne@ousd.org
School Phone	510-531-6600	Recommended Grant Amount**	\$211,816
Actual 2017-18 Enrollment (6-8) (20 day count)	458		

*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	After School Chorus Partnership	\$ 6,500.00
2	1.0 FTE Art Teacher	\$ 97,500.00
3	3 Mentors to Facilitate Structured Activities/Support Lunch (will increase if funds become available from Art position allocation)	\$ 2,252
4		
5		
Budget Total (must add up to Current Grant Amount)		\$108,148

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	1.0 FTE - Art	\$101,591
2	.4 FTE Music	\$44,647

3	5% salary increase	\$7,374
4	Oakland Youth Chorus	\$6,500
5	EBAYC Lunchtime Activities	\$12,000
6	After School Art Program - Stipend	\$6067.25
6	After School Art Program - Consultant	\$6,500
6	After School Art Program - Supply	\$1,000
7	Edna Brewer Dance Program - Destiny Art Center	\$14,000
8	After School Photography Program - Stipend	\$2496.24
8	After School Photography Program - Consultant	\$2880
8	After School Photography Program - Supply	\$1,000
	10% salary increase for Art Teacher and Photography Teacher Stipends	\$856.35
	Surplus	\$4904.16
	Budget Total (must add up to Anticipated Grant Amount)	\$211,816

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
390	416	%63.98	9.80%	5.50%	6.8%	

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
25.2%	n/a	23.2%	19.0%	0.6%	0.6%	21.6%	8.9%

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, Ruth Jones, Erica Hutter, Jonathan Tran, Scott Corwin, Amy Stauffer, Nicholas Easter	Instructional Leadership Team
Enrique Martinez, Valencia Finley, Kira Lancaster	School Site Council members

School Vision (insert here):

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.

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

Content and Course Offerings	S-Developing P-Developing	S- Developing S- Developing	
Communication	S-Developing P-Emerging	S- Developing S- Developing	
Real world learning and Global competence	S-Developing P-Emerging	S- Developing P- Emerging/ Developing	

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	806	807	Suspension	32	16
ES Outreach Strategy Actions			Chronic Absence	5.8%	5.7%
Programs to support ES students transition to MS			CHKS data (district only)		

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

Community Engagement Meeting(s)	
Community Group	Date
School Site Council Meeting	January 15, 2019
Student Council Meeting	January 30, 2019
PTSA Meeting	February 5, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Family Head Meeting	January 15, 2019
Instructional Leadership Team (ILT) Meeting	January 16, 2019

All Staff PD	January 23, 2019
Brewer Community	February 11, 2019

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 total grant amount based on projected enrollment for 2017-18.

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 has masterminded the transformation of the music program into one that rivals any other, in the City of Oakland. His steadfast advocacy and knack for forging strong partnership has resulted in the program attracting a diverse set of families from many neighborhoods. Ms. Stephanie Holmes joined Edna Brewer a eight years ago and has forged a strong Orchestra program. Zack and Stephanie's love and passion for music permeates Edna Brewer. Their concerts and music events are well attended. Music promotes a community.

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

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

would increase equitable access to music opportunities in our diverse school community.

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 2019-20 school year we will continue our partnership with the Oakland Youth Chorus.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$44,647	.40 FTE Music Teacher	<p>Turn Ms. Holmes' position into a full time position so she can teach two classes catering to Special Ed students in addition to her three existing orchestra classes.</p> <p>Right now special education students receive no music instruction. This move speaks to equity.</p> <p>The benefit would be students that do not receive music instruction, would be able to participate.</p>
\$6,500	<p>After School Chorus Partnership with the Oakland Youth Chorus</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.</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>

2. Art Program

Programmatic Narrative Based on Rubric

With the Measure G1 funding in the 2017-18 year, we 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; a student teacher from the Art Institute completed her practicum during the fall semester of this 2018-19 school year.

During these first two years, 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 created a dedicated art room transformed from a former academic classroom. 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.

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. This program has continued to grow and reach many students. During the 2018-19 school year, with so many students taking art for the second time, we have been able to develop a sequential, leveled curriculum, in line with Measure G1's goals.

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. The amount of students who took art last year in Grade 6 who have signed up again this year to take the second level class far exceeds the capacity of the room and teacher. The retention rate is very strong, indicating the success of the program so far.

Our goal for 2019-20 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. She intends to have a kiln installed at the school in order to meet the standards outlined in G1, and has been in communication with the district about the steps needed to accomplish this.

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. A family arts night will be happening later in the month to further engage the community with the arts.

The art teacher has and will continue to meet with Art teachers throughout the district, collaborating and sharing ideas. This year she hosted a session of the district-wide visual art teachers network here at Edna Brewer.

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 2019-20 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.

We will conduct pre and post surveys and a student focus group to assess that we are achieving desired outcomes. A group show with the day-time art class will be held at the end of the year.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example,</i>
--------	--	---

		<i>number of students served, or achievement for specific student group.)</i>
\$101,591	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.

After School Art Program

Programmatic Narrative
<p>The after-school visual arts program, co-led and developed by Alice Philips and Jessica Gray, provides a project based multi-disciplinary curriculum, encouraging self-directed exploration towards the completion of art projects. Every student engaged in our program gain fundamental visual arts skills in alignment with state standards, the 7 elements of art. Students build socio-emotional skills that provide the foundation of a healthy and successful learning environment, including creative and critical thinking, constructive communication, self-esteem and the ability to collaborate on larger projects.</p> <p>The after-school art program is part of a larger effort to build a robust visual arts program at Brewer. We work closely with the day-time art teacher to collaborate and expand visual art opportunities for all interested students, including exhibition opportunities. We work to build socio-emotional and artistic skills with all students, exposing them to a variety of multicultural contemporary artists, art forms, tools, mediums, and visual language. Students engage in critical thinking and explore identity formation, and art as social change. This broad exposure allows all students leave the program understanding that they are an artist.</p> <p>An important aim of this program is to address equity and reach students in remedial classes, who have no exposure to an elective during the day. These students potentially stand to benefit the most and targeted outreach is conducted by Alice, who collected a list of students interested in attending by visiting the remedial classes to describe the opportunity to the students. Many of these same students often also require flexibility in attendance that other after-school programs cannot provide. Furthermore, due to Brewers block schedule system, students can only enroll in one elective. After-school art allows students to enroll in Spanish, band, or other electives and still have an art class to attend on campus. Finally, art is only offered as a half year elective. Our program provides all interested students with year round art instruction for dedicated students.</p> <p>The program runs two days a week, for 35 weeks, Monday and Thursday from 3:15-5:15. It is a two semester program. Attendance is taken, and students take our class pass/fail. We work towards project completion one week at a time, so students are highly encouraged to attend both sessions every week. We invite new students to attend if space is available, and remain flexible with students who need to attend homework club to address their academic needs.</p> <p>Both instructors have developed deep relationships with the Brewer community, our day time art department, and Brewer students and can help develop students socio-emotional and artistic skills.</p> <p>Students will have a safe place to explore identity, develop friendships, and receive a foundational art education that exposes them to the seven elements of art. Students will work with a variety of mediums, understand key differences between representational and abstract art, and expand students' definition of what an artist skill set is, building confidence.</p>

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$12,567.25	2 Stipends for teaching artists Class: Mon & Thurs 3:15-5:15. One prep hour per week. 35 weeks total. <ul style="list-style-type: none"> • Total hours per week: 5 x 35 = 175 • Teaching Consultant #1: 40/hr x 162.5 = \$6,500 • Teaching Artist #2: 34.67/hr x 175 = \$6067.25 • Total: \$12,567.25 	<ul style="list-style-type: none"> • Continue to increase access to art to students who can not access art during the day, improve student retention, and create a positive and safe learning environment. • Students develop socio-emotional and artists skills in alignment with state standards, including the 7 elements of art. • Students design, create, and finish art projects for school and to take home. • Students learn about contemporary artists and potential careers in the arts. • Serves 50 students throughout school year. •
\$1000	Art Supplies (paint, paint brushes, clay, use of kiln, pencils etc.)	<ul style="list-style-type: none"> • Students keep the projects they make throughout the class.

Destiny Art Center Dance Program

Programmatic Narrative
<p>Brewer strives for high academic achievement, community building, and total health, and views the arts as playing an integral role in achieving this. A robust collaboration with Destiny Art Center would bring dance and movement to our campus, which currently does not exist. At this critical age of identity development, Brewer envisions an environment where every student is given the opportunity to explore and discover their strengths, find a community, and feel a sense of belonging. Some students find that with visual arts or music on campus, but others cannot connect in those environments and are still looking for a place to build skills, confidence, and develop an excitement for coming to school that will carry them into high school. A movement class could attract a different kind of student who would potentially benefit tremendously from finding an arts community at Brewer.</p> <p>Many students come to Brewer with little to no previous art education from their elementary schools and/or home environment. This can make existing art programs more difficult to join. Some students feel they don't have the experience needed to participate in the arts on campus. Other students who struggle academically are overwhelmed with art offerings that require tests or have GPA requirements to join. This issue is also exacerbated by scheduling conflicts on campus. Required advisory and SSI classes leave only one elective for students to participate in. Students who require remedial classes have no electives, presenting a serious equity issue for arts access.</p> <p>No dance or movement offerings are available at Edna Brewer, and many students have no access to an elective class or</p>

the arts at all. Brewer is working towards creating a robust offering of after-school choices to help address this, but many of these same students are required to attend after-school tutoring on campus or have after-school home obligations. Adding dance during P.E. and after-school addresses this equity issue, and can attract students who struggle in other academic and art environments. Providing movement based classes during the day and after-school widely expands access to the arts.

Program Model

Edna Brewer would partner with Destiny Arts Center (DAC), whose mission is to inspire and ignite social change through the arts. (DAC) is a catalyst for culturally relevant arts and action. DAC programs effectively encourage arts learning while increasing young people's sense of peace, power, and creativity.

DAC's teaching artists are well-versed in their historic peaceful Warrior's Code (love, honor, respect, responsibility, care, and peace) and signature creative youth development framework (opening/closing circle, gain artistic experience, engage in creative process, perform). Edna Brewer stresses panther Pride (positivity, respect, independence, determination, and empathy) and has a robust Restorative Justice program, making DAC's work an excellent complement to Brewer's existing framework. DAC would support the socio-emotional health of students with their professionally taught movement classes.

Structure

A year long program would be developed in collaboration between our P.E. department and a teaching artist from Destiny Arts Center. Corin Yamasaki will serve as the teacher lead for this program, and collaborate with Destiny Arts Center Teaching Artists to develop and implement dance classes during 8th period P.E. classes for 6th and 8th graders. Additionally, an intentional collaboration between restorative justice leaders would develop. Our Restorative Justice program has grown to over 60 student leaders, giving these students additional opportunities to develop their skills and help lead opening circle. Students would bring these new tools to deepen their work in harm circles and in community building efforts on Wednesday's PACT advisory class, allowing restorative justice practices to grow on campus.

A year long after-school movement class would also take place twice a week, with a DAC teaching artist, leading to a year end performance at Brewer's new carnival community event in May, in collaboration with the art and music department. Collaborations could include music students writing music for dance students to perform and visual art students producing a slide show for the year end dance performance, allowing students to work together to deepen their work in the arts across disciplines.

All DAC students ages 10 and older receive summative surveys to evaluate their creative growth, as well as their socio-emotional progress or an increased sense of peace and power in their lives. Within the classroom, DAC teaching artists reference the [Boston Youth Arts Evaluation Project's \(BYAEP\) "I Create, I Am, We Connect" framework](#) to conduct process-based assessments on youths' increased capacity to express a positive sense of self-identity through their arts practice, in community with classmates. We observe, challenge, and encourage our students within the following categories:

- **Arts Practice:** Students will gain the ability to perform new movements independently or as a group. They will demonstrate investment and focus while engaged in the class.
- **Self-Expression/Self-confidence:** Students will be willing to share their reflections and experience with the class during the check-ins and closing circles. DAC artists and staff will observe whether or not students become progressively more open or willing to share during those times.
- **Self-Expression/Creativity:** During practice sessions students will become progressively more confident in their own martial arts practice and form. They will demonstrate an increased ability to connect their emotional states with how they feel in their bodies and vocalize or become focused in a certain amount of time.
- **Connection:** Throughout the class, youth receive feedback on their ability to work together. This includes appreciation for others and their artistic experience as well as their ability to share their creativity and feelings in a supportive community.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$14,000	Destiny Arts Center Weekly Classes 4 hours a week. 2 during P.E and 2 hours after school. 35 weeks. <ul style="list-style-type: none"> • 4 x 35 = 140 hrs • \$100hr x 140 hrs = \$14,000 	<ul style="list-style-type: none"> • Dance is integrated into in P.E. class, allowing maximum exposure to students. 130 students will be served. • Students will attend an after-school year long dance class, building movement skills and exposing them to performance opportunities. • Student will build restorative justice skills including conflict resolution, build confidence and increase their sense of belonging in the Brewer community. •

After School Photography Program

Programmatic Narrative
<p style="text-align: center;">Vision</p> <p>The after-school digital photography program provides a project-based curriculum using the medium of photography to explore the traditional design principles and elements of art. Through photography and basic graphic design in the editing stage, students will gain and/or enhance their fundamental visual arts understanding and appreciation while developing knowledge and skills in the use of digital media. Students also build socio-emotional skills that provide the foundation of a healthy and successful learning environment, including creative and critical thinking, constructive communication, self-esteem and the ability to collaborate.</p> <p style="text-align: center;">Goal</p> <p>The after-school digital photography program is part of a larger effort to build a robust visual arts program at Edna Brewer. Having this program taught by teachers in both the daytime and after-school classes, it helps connect the various offerings. Students engage in critical thinking, explore identity formation, consider the impacts of technology, and understand the role photography has and can continue to play in social change.</p> <p>An important aim of this program is to address equity and reach students in remedial classes, who have no exposure to an elective during the day. Our program provides all interested students with year round art instruction for dedicated students. Additionally, this program allows for concentrated study in the most contemporary and ever-changing media of digital photography and the programs used with it.</p> <p style="text-align: center;">Structure</p> <p>The program will be run twice a year, once per semester, and meet one day a week from 3:30-5:00. Attendance is taken, and students will receive a pass/fail grade.</p> <p>Due to the technicality and increasing complexity of the projects in the class, we encourage students to be committed to attending regularly. We use differentiated learning to address a variety of skill and grade levels and provide individual</p>

attention to students whenever necessary.

Lisa Perkins holds BFA in Illustration, an MA in Education, is clear credentialed in two states, and currently works freelance illustration in addition to the full-time teaching position here during the day. Jessica Gray, a visual artist, holds an MSW, recently completed an AA in art, and is currently enrolled in Alameda County's Integrated Art Specialist Program. Both instructors have developed deep relationships with the Brewer community and Brewer students and can help develop students' socio-emotional and artistic skills.

Having two instructors allows us to engage in more complex projects, for pull-out projects to occur, and to split time between the shooting and editing stages in the photographic process. With the necessity of leaving campus to shoot and the limited number of cameras, having two instructors will allow for there to always be a group of students shooting while another group edits.

Outcomes

Students will receive a foundational art education that uses the medium of photography to explore artistic decision making.

Students will gain an understanding of the history of photography, including the various changes it has undergone in its short existence and some of its most influential artists.

Students will experiment with digital photography editing programs to complete their works of art.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$5376.24	<p>Stipend for Photography teachers</p> <p>2 hours per week teaching and prepping 36 weeks (18 weeks per semester) \$40/hour x 72 = \$2880.00</p> <p>Total hours (including prep) per week: 2 x 36 = 72 Teaching Artist #1: 34.67hr x 72 = \$2496.24</p> <ul style="list-style-type: none"> Total: \$5376.24 	<ul style="list-style-type: none"> Students who can not access art during the day will be able to explore art after school through this program Students who have an interest in digital photography and editing will be able to explore this media in depth due to this program Students will be exposed to art, and may become interested in pursuing it during the day, therefore supporting the art program Students develop socio-emotional and artists skills in alignment with state standards Students design, create, and finish photography projects for school and to take home. Students learn about photographers, history, and potential careers in the arts Serves 50 students throughout school year.
\$1000	Supplies (Ink, paper, SD cards, cyanotype materials)	<ul style="list-style-type: none"> Students keep the projects they make throughout the class.

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 2019-2020 SCHOOL YEAR.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 THIS AREA IN THE UPCOMING 2019-2020 SCHOOL YEAR.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 2019-20 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$12,000	<p>3 Mentors to Facilitate Structured Activities/Support Lunch</p> <p>3 adults at 1.5hrs per day 175 days per year = 262.5 hours \$15.25 per hours Total per person = \$4000</p>	<p>Lunchtime Activities: Employ EBAYC mentors to help supervise and lead lunchtime activities (i.e. arts and crafts, sports & tournaments, karaoke, Olympics & relay, etc). Gives students a option to:</p> <ul style="list-style-type: none"> ● Engage with each other in a positive ways ● Decrease arguments and fights ● Increase appreciation and connection to staff and school ● Learn skills and character building- teamwork, respect, hard work. ● Implementation of competitive basketball, kickball, etc. lunchtime leagues ● Students participate in leagues ●

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

EDNA BREWER MIDDLE SCHOOL

School Site Council Meeting Agenda

January 15th, 2019

5:00 - 6:00 pm

Library

Goals:

- Approve Minutes from December 18th, 2018
- Approve Title 1 revision funds for 2018-2019 and funds for 2019-2020
- Monitor Implementation of SPSA 2018-2019
- Continue input of SPSA 2019-2020

Items	Minutes
1. Welcome, Introduction, Norms	<ul style="list-style-type: none">• Ms. Silva started us off.
2. Approve Minutes from December 18th 2018	<ul style="list-style-type: none">• Mr. Martinez - Take a minute to go over the minutes. Is there anything that needs to be fixed?• Mr. Layne - change Ms. Layne to Mr. Layne. Ms. Silva fixed it.• Mr. Layne - who motioned to approve chromebook purchases last time?• Ms. Kira - motion to approve minutes.• Ms. Clusserath - seconded motion.• Approved unanimously.
3. Continued discussion and approval of 2018-2019 Title 1 mid-year revision funds. 5:06 - 5:35 pm	<ul style="list-style-type: none">• Mr. Layne: how are we going to spend the mid-year revision funds for this current school year? We had good ideas last time, and they were good ideas, but we need to make sure we can do it. We approved: Stip sub and 20k in chromebook purchases. 91k for title 1, 5k for parent;<ul style="list-style-type: none">○ We're good to go with purchasing of chromebooks.○ Not sure we're good to go with spending on Stip Sub. With title 1 we need to be specific about how the money we're using is supporting title 1 students.○ Summer learning - over the last two years, Layne had to work with district

to get program “STEM One on One” here (with Reggie Jackson). The district has had to fork over the cash to front this - the check for this is incredibly tardy.

- We can use Title I money for funding summer learning. This is an idea.

- 91k - 20k = 71k to spend.
- 23k for teachers
- We can also work with EBAYC so we have a full day of service, so they can continue that work with teachers - Layne asked them to provide him a budget for how much it'd cost.

- 20-25k estimate

- There was also an opportunity where EBAYC mentors could push into the classrooms.

- Kira - asking for clarification of what Mr. Layne said.
- Ms. Sue - asking about reading and writing programs. Sees a huge need - students reading below grade-level.
- Monica - asked clarifying question regarding what STEM One on One is. Mr. Layne answers.
- Mr. Layne - let's not approve summer funding yet.
- Parent - Mr. Layne suggests we approve to pay for an extended contract for Terri Phelan.
 - Nilofer - believes doing outreach to parents is crucial. Knows Terri wants to find someone else to take over - how do we use the money to support the transition.
- Ms. Sambrani - we found that we need education around inappropriate use of media, sexting, etc. Mr. Knowles is open to also working with parents on this topic; we could do a series;
 - Mr. Martinez - we can have him also do it in Spanish.
- Mr. Layne
 - Jaime K.

	<ul style="list-style-type: none"> ○ Terri ○ Jamal Cooks - there was another request for PTSA to continue funding. ● Ms. Maiuri <ul style="list-style-type: none"> ○ Advocating for our Asian American families, who are often overlooked. ○ Parent outreach for that population. ● Mr. Layne <ul style="list-style-type: none"> ○ Think strategically about the mentors, who have many skills and speak various languages. ● Mr. Layne - \$2,500 for Terri. ● Mr. Martinez - makes motion to approve. ● All vote in favor.
<p>4. Approve 2019-2020 Title 1 Allocation for:</p> <ul style="list-style-type: none"> ● Students ● Parents 	<ul style="list-style-type: none"> ● Mr. Layne - we approve percentages, not numbers, because if we approve numbers, we get stuck. If we say we're going to approve "a salary" then that's a moving target. Mr. Layne does not yet have the actual correct number - the number that Mr. Layne was given will change. When we make approvals, we need to work with percentages, which will allow us to approve spending without having to come back and change dollar amounts. <ul style="list-style-type: none"> ○ January 23rd is when Mr. Layne needs to lock in the budget. ○ At each grade level you have 4 strat classes. We use Title I to pay for 20% of those classes. ○ We say that the remaining amount goes towards the salary of our School Psychologist. We buy 70% of our School Psychologist which is equivalent to about 85k. SpEd usually picks up the rest. If Layne has enough money after spending Title I on these items, Layne spends it on something else. <ul style="list-style-type: none"> ■ Amount given to Layne \$116,157, then \$220,000, but then told us that number is incorrect. ● Michael To - School Psychologist <ul style="list-style-type: none"> ○ 30% School Psych - because there are many different Special Ed classes,

	<p>Michael supports students with IEPs, behavioral development, assessment process.</p> <ul style="list-style-type: none"> ○ 70% Student Success Team - problem solving process that involves teachers, admin, other school staff, etc. We discuss interventions, challenges, and we work to monitor students afterwards. ○ We support students identified by teachers as at risk. ○ There are many outcomes that may come out of it. ○ Here 5 days of the week, although everyday varies. <ul style="list-style-type: none"> ● Mr. Layne - the salary listed is an average amount; Layne is not paying at cost. ● Mr. Martinez - any recommendation from Layne if there is a balance? <ul style="list-style-type: none"> ○ Mr. Layne - my recommendation is to pay the fee for an RJ coordinator. ● Ms. Sue - one concern: budget cut from last year. Will this happen again and will that affect this? <ul style="list-style-type: none"> ○ Mr. Layne - will not affect. ● Proposal: paying 20% of four teachers that teach intervention. Whatever is left after that goes towards the 70% of the School Psychologist. In case there is anything left, it'll go towards the fee that will fund for an RJ coordinator. ● Ms. Clusserath - motion to approve proposal. ● Mr. Martinez - seconded. ● Unanimous approval.
5. Discuss Measure G1	<ul style="list-style-type: none"> ● Approved for: <ul style="list-style-type: none"> ○ World language, ○ Arts ○ Music ○ Teacher retention ○ Positive and safe school culture ○ It's a 12 year parcel: <ul style="list-style-type: none"> ■ The district started early and gave us half of year one. ■ 124K for first year, 108K last year - those two combined would give you year one.

	<ul style="list-style-type: none"> ■ LCFF - Local Control Funding Formula is what dictates this. Next year, our LCFF is going down. ■ They're still calculating the actual funding. ■ Estimating \$220,000 ○ Last year: <ul style="list-style-type: none"> ■ 180K <ul style="list-style-type: none"> ● 1.0 FTE Art teacher (close to 100k - includes benefits) - this is priority number 1. ● 6,500 on Choir Teacher ● 5k on Lunchtime Activities for EBAYC ○ This year: <ul style="list-style-type: none"> ■ We've been trying to get our Orchestra teacher, Ms. Holmes to be full time. Holmes only teaches .6 at Brewer and .4 at an elementary school. G1 would pay only for .4 and would not supplant the .6 ○ Laura - Question regarding what is the lunchtime activities? <ul style="list-style-type: none"> ■ There is a small number of people who actually participate in them - Natalie. ■ Evaluation of EBAYC lunchtime program by students. ○ Mr. Layne <ul style="list-style-type: none"> ■ We still have 55k left. ■ We use some of this for Oakland Youth Chorus. ○ Ms. Sue - we don't have a crossing guard. And students who are hanging out with nothing to do. <ul style="list-style-type: none"> ■ Rec Center model - you cannot hang out. If they are waiting, there should be a place they go to. ○ Monica - we should ask and earmark for teacher retention. We should take some portion of our G1 money, and
--	--

<p>6. Monitor Implementation of Single Plan for Student Achievement (SPSA) 2018-2019</p> <ul style="list-style-type: none"> • SELLS – Looking at our English Language Learners 	
7. Continue input of SPSA 2019-2020	
8. Public Input, Announcements & Upcoming Events	
9. Establish Date of Next Meeting and Adjourn	<p>Ms. Maiuri - motions to move agenda items not covered, to the next meeting. Clusserath - seconded. Approved unanimously.</p>

Sign In Sheet

Edna Brewer - School Site Council Meeting

January 15th, 2019

5pm-6pm

Name	Email	Telephone	Parent	Staff	Community Member	Student
MITCHELL CAMPBELL - MATEO	MITCHELL, MATEO	510-730-5327			✓	
Desiree Escobar-Sang M.	desiree.escobarsang@ousd.org	(510) 491-7458				✓
Hélida Silva	helida.silva@ousd.org	5706101119		✓		
Michael To	michael.to@ousd.org	510-239-6848		✓		
Hubrey Layne	hubrey.layne@ousd.org	650-248-6257				
Lara Lancaster						✓
Kira Lancaster	90210Kira@gmail.com	415-385-6501	✓			
Valencia Finlay	VALENCIA.FINLAY@OUSD.ORG	531-6600302		✓		
Sue Getreuer	s-getreuer@yahoo.com	(510) 910-1855		✓		
Tiffany Roy	tiffany.roy@ousd.org	6085565320		✓		

Sign In Sheet

Edna Brewer - School Site Council Meeting

January 15th, 2019

5pm-6pm

Name	Email	Telephone	Parent	Staff	Community Member	Student
Mukta Sambrani	mukta.sambrani@ousd.org	510 684 9006	✓			
Enrique Martinez	emartinez15@comcast.net	(415) 269-1612	✓			
Carolyn Clusserath	carolyn.clusserath@ousd.org	425-246-2124		✓		
Natalie Gallegos	natalie.gallegos@ousd.org	(510) 200-1852				✓
Jana Maun	jana.maun@ousd.org	510.292.5981		✓		
Johara Aguilera	johara.aguilera@ousd.org	510.282.7409				✓
Nilofer Aksum	nilofera33@gmail.com	312-493-3278	✓			
Juan Hudson O'Neil	suzana.hudsononeil@ousd.org	914 548-0511	✓			
Monica Kaldani	monica.kaldani@gmail.com	408-836-4521	✓			

Theory of Action:

If we collectively learn about and implement best practices to support our students who are classified as (LTELs) long-term English language learners, we will see improved academic progress for all of our ELLs (English language learners) and ALLs (academic language learners). [Spring 18-19 Scope and Sequence](#)

Brewer Agenda**January 23, 2019**

Time	Outcomes/ Activity
1:55-2:05	Welcome/ Framing PPT
2:05-2:15	Quiz Quiz Trade
2:15-2:20	Scope and Sequence
2:20-2:30	Survey
2:30-3:00	Measure G1 Music rubric Art rubric World Language rubric Guidelines https://drive.google.com/drive/folders/0B6WieUe3TE2bTHhnaVZBeHJzZlk Approximately \$220,000.00 Suggestions: Priorities 1.0 FTE Art Teacher- \$105,000 (w/ benefits) 0.4 Music Teacher-\$55,000 (w/benefits) Oakland Youth Chorus- \$6,500 EBAYC Lunchtime Activities-\$15,000 After School Art Program-\$15,000 After School WoodShop Program- \$6,500
3:00-3:05	Appreciations/ Announcements
3:05-3:50	Department Time

All Staff present except, Mr. Elleston, Ms. Rojas, Ms. McLeod

EDNA BREWER MIDDLE SCHOOL

Measure G1 Meeting

February 11, 2019

4:45-5:30 pm

Library

Goals:

- Review the current Measure G1 proposals
- Solicit Input from the Brewer Community

Agenda

Items	Facilitator
1. Welcome, Introductions, Norms	Mr. Layne
2. Purpose of Measure G1	Mr. Layne
3. Review current Measure G1 proposals	Mr. Layne
4. Input from Brewer Community	Mr. Layne
5. Adjourn Meeting	Mr. Layne

1	1.0 FTE - Art	\$101,591
2	.4 FTE Music	\$44,647
3	5% salary increase	\$7,374
4	Oakland Youth Chorus	\$6,500
5	EBAYC Lunchtime Activities	12000
6	After School Art Program - Stipends	\$6,067.25
6	After School Art Program - Consultant	6500
6	After School Art Program - Supply	1000
7	After School Woodworking Program - Stipends	4368.42
7	After School Woodworking Program - Supply	500
8	After School Drama Program - Supply	
9	Edna Brewer Dance Program - Consultant	14000
10	After School Photography Program - Stipends	2496.24
10	After School Photography Program - Consultant	2880
10	After School Photography Program - Supply	600
	10% Salay Increase of Stipend rate	\$1,292.00
	Budget Total (must add up to Anticipated Grant Amount)	\$211,816 211, 816

EDNA BREWER MIDDLE SCHOOL

Measure G1 Meeting

February 11, 2019

4:45-5:30 pm

Library

Sign In Sheet

[illegible]

EDNA BREWER MIDDLE SCHOOL

Measure G1 Meeting

February 11, 2019

4:45-5:30 pm

Library

Sign In Sheet

[illegible]

Wednesday, January 16, 3:55-5:35

ILT Members Present: Sambrani, Silva, Easter, Coutts, Tran, Hutter, Layne, Stauffer

Missing:

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"> Keep our objectives in mind Keep kids at the center Assume positive intent / identify possible biases Be open to possibilities Start and end on time Equity of voice 	Facilitator(s): Jonathan Timekeeper: Ruth Note Taker: Erica Process Checker: Reanna Snacks: Ruth
ILT Purpose and Vision	Year-Long Learning Targets (PD Calendar)	Meeting Objectives
<p>To ensure the academic success of all students by supporting teachers' professional growth by:</p> <ol style="list-style-type: none"> Providing quality coherent professional learning opportunities (full staff and in departments). Analyzing school wide data and setting goals and developing action plans based on this data. Communication about school vision through departments. 	<ol style="list-style-type: none"> Teachers will plan, assess, and adjust instruction aligned to grade level standards. Departments will guide teams in backwards planning from standards and using data, to assess the progress of students towards standards. 	<ol style="list-style-type: none"> Revisit department progress on google sheet tracker Revisit KWL 2.0- answer right there questions ILT Reading and discussion on ELLs Laurie Olson's work Measure G1

Time	Topic / Process	Notes
3:55-4:05 Scott	Opening:	Rotating Roles, Norms, Review follow ups, Agenda review
4:05-4:15	ELL Shadowing update KWL 2.0: Review Right there Qs Connection to CRT	3/13 and 3/14 Languages- why Cantonese? Not mandarin? REC vs LT RFEPs ----> LTEL = been in district for 6 + years and not reclassified. Needs academic language supports Half of ELLs are in SPED . Wondering how Reclass process is the same/ different---->Is it due to student's disability

		<ul style="list-style-type: none"> • Meeting the unique needs of LTELs <p>HW: confer w/ one student re: snapshot; what they need to do to be reclassified Here are strats Tell us how you implement Show us w/ video; reflections</p> <p>Day 2: February Student anecdotes/ sharing Reading Part 2</p> <ul style="list-style-type: none"> • Lily wong filmore - complex text <p><u>HW: bring back a complex text you teach</u></p> <p><u>Day 3: March/ April</u> Student anecdotes/ sharing Reading and discussion Part 3 Task analysis for language</p> <p>Day 4: Shadowing debrief--> goal for 19-20</p> <p>Retreat: 2019-20 School year:</p> <p>Leading for LTELs, any interest?</p>
5:22-5:40 Aubrey Layne	Measure G1	<p>Measure G1- 5 min at dept meetings (arts, visual, drama, school safety) https://drive.google.com/drive/folders/OB6WieUe3TE2bTHhnaVZBeHjzZlk Guideline</p> <p><u>Rubric</u> Music: Access and Equitable Opportunity - Entry Instructional Program- Quality Staffing-Quality Facilities- Basic</p>

		<p>Equipment and Materials- Basic Teacher Professional Learning- Basic/Quality</p> <p>Art: Access and Equitable Opportunity-Entry Instructional Program-Basic Staffing-Quality Facilities-Basic Equipment and Materials- Basic Teacher Professional Learning-Basic</p> <p>World Language: Content and Course Offerings-Developing Communication-Emerging Real world learning and Global Competence-Developing</p> <p>Ideas/Suggestions: Approximately \$220,000</p> <p>Art 1.0 FTE- \$105,000 Kiln/ pottery studio After School- \$15,000</p> <p>Music .4 FTE- \$60,000 Oakland Youth Chorus- \$6,500 Recording studio- we need to price it out</p> <p>World Languages N/A</p>
--	--	--

Edna Brewer Middle School PTSA Board Meeting Agenda Library
February 5th, 2018

6:30-8 pm

6:36 Call to order/Welcome (Nilofer)

6:40 Programs

7:00 Budget (Monica)

7:15 Principals Report (Mr. Layne, Ms. Sambrani)

• G1 Dollars

• General overview: We have a budget that Mr. Layne has to work within so that we can maintain stability. Our goal is to make sure we continue with personnel we have. Budget becomes tight in some areas. To support what we're doing, we have to rely on measure G1, and Sales Force is our last source of funding. G1 is a proposition that was passed, and it has guidelines in terms of how the money is to be spent. It is a 13 year measure. 1st year was split in two. We had \$124,000 the first half of year one. Second half of year one came up with \$108,000. Going into full sum now in year two, Brewer is being allocated \$211,816 - based on LCFF percentage, which is going down. If it goes down, we have less G1 money going forward. This meeting is to have inclusion on how we spend this money. What do we value? What do we feel would be beneficial? Let's have a consensus on how this money is being spent. And the

full blown proposal is due Feb 11, 2019. This is an opportunity for input to be voiced. Commission will be looking to be sure principal is not sitting alone making these decisions.

- Mr. Layne noted that he is open to new programs, but it would be most effective to have a complete program brought in, rather than something that the staff is going to have to take on.

- Assessment of G1 programs

- Ms. Sambrani provided hand out on what G1 money can and cannot be spent on. Also gives process of self assessment for Art, Music and World Language Self Assessment. Ruberiks.

- Green handout has Music program. How is our music program doing at this time? Circle where our current music program is on the sheet.

- Orange handout has Language program. EB has only Spanish as extra language.

- Yellow handout has Visual Arts program

- Guidance document is a reference - if we have a dance program, what would it take? Purple and hot pink sheets are recommendations about what a dance or theater program at a middle school should look like, should it be G1 funding. If going to propose a program, it would have to meet these expectations.

- Parent feedback on proposed G1 spending budget

- Destiny Arts Dance program (\$14,000)

- Program would operate 2x/week for two hours: one hour during school hours so that all children 6th grade P.E. class would have exposure, plus one hour after school as an option.

- Spanish Program - currently Spanish is the only language offered and it needs a boost. This is curriculum related. Language was EB's weakest area in the self assessments that we just completed.

- Graphic Design program

- More things for "boys", i.e. woodshop, building, sculpture, engineer

Sign in for G1 Discussion at PTSA meeting- February 5, 2019

NAME	CONTACT INFORMATION	PTSA MEMBER (Check if PTSA)	STAFF MEMBER (check if staff)
Margaret Chavigny	margaretchavigny@gmail.com	✓	
Alice Phillips	alice.philips@ousd.org		✓
Rebecca Riseman	rriseman@hotmail.com	✓	
Terri Phelan	terri.phelan@gmail.com	✓	
Nilofer Ahsan	nilofera33@gmail.com	✓	
Amanda Brunato	amanda.brunato@gmail.com	✓	
ANDREA FULLINGTON	andyfull@gmail.com	✓	
Abigail Kaster	abbykaster@gmail.com	✓	
Scott Corwin (Guest)	scott.corwin86@gmail.com		✓
Mukta Sambrani	mukta.sambrani@ousd.org		✓



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

School:	Edna Brewer Middle School	Principal	Aubrey Layne
School Address	3748 13th Ave, Oakland CA 94610	Principal Email:	aubrey.layne@ousd.org
School Phone	510-531-6600	Grant Amount	\$108,148
2017-18 LCFF Enrollment (6-8)	516		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
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. 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</p>

		<p>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.</p> <p>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 2017 through June 2018.</p> <p>1.School agrees to:</p> <ul style="list-style-type: none">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.b. Continue to 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
--	--	--

		<p>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>

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Oakland Youth Chorus

Edna Brewer's Oakland Youth Chorus (OYC) has had another successful first semester. As we have done in the previous year, we met our goals of integration into the school community. The OYC enrollment has grown to 16 student this year. OYC regularly collaborates with the school band and participated alongside it in the Winter concert. The collaboration with Brewer's Jazz band, as had a ripple effect in terms of students touched by the program. Ms. LaNell, our choral director, meets with our music teacher to plan joint events

Incorporating OYC into our school continues to meet a goal of broadening the experiences of our students. Self-confidence and Music theory knowledge has increased from their participation in OYC. The quality of their performances continues to improve every semester. More recently, 4 of its members represented Edna Brewer at the Bay Section CMEA Winter Conference for the first time!

Though we have made positive strides, we still are looking for ways to increase the OYC enrollment.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
97,500	1 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.

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Now halfway through its second year, the art program has already showed tremendous growth and progress towards the goals and student outcomes set forth. One major achievement has been the construction and implementation of a sequential, leveled curriculum for all three grades at Edna Brewer. It is possible for students to take art as an elective all three years and progress through Introduction, Intermediate, and Advanced classes. It is also possible for students in any grade level to begin their artistic journey by signing up for an Introduction class. Each class provides a rigorous curriculum with exposure to many art media, techniques, as well as historical and contemporary connections.

Having this curriculum has also proved to help student retention. For example, more than two-thirds of all 2017-18 sixth graders who took Art Introduction signed up to take Art Intermediate in the 2018-19 school year, and we have every reason to anticipate that the program will continue to grow. Students consistently provide feedback, both informally and in end-of-semester surveys, that indicate they feel the Art room is a positive and safe learning environment.

For students unable to choose Art as a daytime elective, the after school art program has been very successful at providing an opportunity to engage in the visual arts. Its success has prompted us to also begin offering an after school photography program, which will allow us to continue to grow our engagement. This engagement also reaches to the community at large, with a family arts night planned to happen this spring, which is a new event we hope will continue in the future.

We have also had successful partnerships, especially that with the San Francisco Art Institute. This fall, a practicum student was able to complete her student teaching at EBMS. Students had the benefit of learning from another artist, hearing her perspectives and experiences, and understanding the opportunities available in an art college. Another partnership is with a local ceramic artist who comes in as a visiting artist to share her expertise in ceramics and fire student projects in her kiln.

This brings us to one area that is a challenge: the Measure G1 goals state quite clearly that a sustainable ceramics program with a kiln on-site is one of the requirements for a successful program. This is something we have yet to accomplish, as it requires the cooperation of various parties at the district level, who have been unresponsive and unwilling to engage in the necessary actions to allow us to achieve this goal.

Another area of concern is that of funding; the program is primarily funded at the moment by the generosity of the PTSA. While their support has been unwavering, it is by no means guaranteed in perpetuity, as this is a volunteer organization who supports a wide variety of initiatives and programs.

Due to the Measure G1 funds, we've already made Art available to all students here at EBMS, and we look forward to how we can continue to grow the program and make it even more accessible.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing

towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
12,000	3 Mentors to Facilitate Structured Activities/Support Lunch 4 adults at 1.5hrs per day 175 days per year = 262.5 hours \$15.25 per hours Total per person = \$4000	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.

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The school year started off very well. Students were afforded opportunities to play board games and sport activities. The lunchtime 3 on 3 basketball league consisted of 6 teams. Our students, particularly the 7th and 8th graders looked forward to playing and competing against each other. The competition was exciting, which resulted in a good group of students attending the games as loyal spectators. We crowned our first champions with positive incentives. We are currently preparing for our preparing for the spring basketball league, hoping for the same positive outcomes we experienced in the fall.

Our advisory games/leagues for 6th graders, were well received. The advisory class kickball tournament is led by a PE teacher and two EBAYC mentors. Our 6th graders were motivated and had participation because they wanted to get bragging rights as league champion.

The board games was a big hit during lunch time for students who love to play card games, strategic games and connect fours. The games brought a lot of students together to watch or participate in the competition with friends. We are meeting a goal of increased participation during lunchtime, which has led to less fights and suspensions.

A challenge we faced pertained to inclement weather. Rain and poor air quality impacted participation in some of the outdoor activities. Momentum was lost when we experienced poor weather for an extended period of time. Also, a recent feedback session with students revealed that they want:

- more activities, having students be more active outside
- mentors to actively engage students
- different activities that everyone can enjoy.
- ways to increase communication among 7th and 8th graders
- community building opportunities so more people can get to know each other

We plan to find ways to implement the aforementioned student suggestions.