



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: March 26, 2020

School	Edna Brewer Middle	Contact	Aubrey Layne
School Address	3748 13th Avenue Oakland, CA 94618	Contact Email	aubrey.layne@ousd.org
Principal	Aubrey Layne	Principal Email	aubrey.layne@ousd.org
School Phone	(510) 531-6600	Recommended Grant Amount*	\$205,169.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	801	2019-20 LCFF Enrollment	417

*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 2019-20 (2019-20 Approved Proposal)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	1.0 FTE - Art	\$101,591
2	0.4 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	\$6,067.25
7	After School Art Program - Consultant	\$6,500
8	After School Art Program - Supply	\$1,000
9	Edna Brewer Dance Program - Destiny Art Center	\$14,000
10	After School Photography Program - Stipend	\$2,496.24
11	After School Photography Program - Consultant	\$2,880
12	After School Photography Program - Supply	\$1,000
13	10% Salary increase for Art Teacher and Photography Teacher Stipends	\$856.35
14	Surplus	\$4,904.16
Budget Total (must add up to Current Grant Amount)		\$211,816

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1.0 FTE Art Teacher	\$110,555.53
2	0.4 FTE Music Teacher	\$49,224.47
3	EBAYC Lunchtime Activities	\$20,000.00
4	Edna Brewer Dance Program - Destiny Art Center	\$14,000.00
5	After School Photography Program - Stipend	\$3,000.00
6	After School WoodShop Program - Stipend	\$3,000.00
7	After School Art Program - Stipend	\$5,389.00
Budget Total (must add up to Current Grant Amount)		\$205,169.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
408	395	57.43%	10.21%	4.86%%	7.00%	n/a

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
197	4	153	163	6	4	189	83

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

Name	Role
Aubrey Layne	Principal
Scott Corwin	TSA
Erica Hutter	8th English
Jonathan Tran	8th Science
Reanna Coutts	TSA

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 (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	S- Basic P- Basic	S- Basic P- Basic	Access and Equitable Opportunity	S- Basic P- Basic	S- Basic P- Basic

Instructional Program	S- Quality P- Quality	S- Quality P- Quality	Instructional Program	S- Quality P- Basic / Quality	S- Quality P- Basic
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- Basic	S- Basic/Quality P- Basic
Equipment and Materials	S- Basic P- Basic	S- Basic P- Quality	Equipment and Materials	S- Entry/Basic P- Entry	S- Quality P- Basic
Teacher Professional Learning	S- Basic P- Quality	S- Basic/Quality P- Quality	Teacher Professional Learning	S- Quality P- Basic	S- Basic P- Basic
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	S- Developing P- Developing	S- Developing P- Developing			
Communication	S- Developing P- Developing	S- Developing P- Developing			
Real world learning and Global competence	S- Emerging / Developing P- Developing	S- Developing P- Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	807	801	Suspension	16	36
ES Outreach Strategy Actions	--	--	Chronic Absence	5.7%	9.10%
Programs to support ES students transition to MS	--	--	CHKS data (District) or Culture/Climate survey	--	--

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
SSC/PTSA Board meeting at 5:50pm (library)	2/18/20
SSC Meeting at 5:00pm (Virtual Meeting)	3/17/20

Staff Engagement Meeting(s)	
Staff Group	Date
ILT Meeting at 3:50pm (library)	2/5/20
Family Head Meeting at 7:30am (library)	2/18/20
Measure G1 meeting at 3:30pm (library)	2/18/20
ILT Meeting at 3:55pm (library)	2/19/20
All Staff PD at 1:55pm (panther playhouse)	2/26/20
ILT/Staff Meeting at 1:30 (virtual meeting)	3/26/20

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
<p>Edna Brewer's current music program is currently being led by 2 veteran educators. Mr. Zack Pitt-Smith has masterminded the transformation of the music program into one that rivals any other, in the City of Oakland. His steadfast advocacy and knack for forging strong partnership has resulted in the program attracting a diverse set of families from many neighborhoods. Ms. Stephanie Holmes joined Edna Brewer 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.</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 still a lack of access and equitable opportunities for students to participate in music at Brewer. The school's schedule and competing electives classes often prevent ALL students being able to enroll in a music class. Further, both staff and parents assessed, rated the music program to be "basic" in 3 important categories (Facilities, Equipment and Materials and Teacher Professional Development).</p> <p>Measure G1 offers an opportunity for Brewer to improve how we serve our diverse student population. Increasing our FTE from 1.6 to 2.0 will benefit our students, especially our students with IEPs who need increased access to our music elective classes. We have outlined a budget below, if implemented, this budget would increase equitable access to music opportunities in our diverse school community.</p>		
\$49,224.47	0.4 FTE Music Teacher	Continue to keep Ms. Holmes' position a full time position so she can teach two classes catering to Special Ed students in addition to her three existing orchestra classes. This acts to increase equity on campus.

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 2020-21 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 2020-21 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.

After School Art Program

Vision

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.

Goal

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.

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.

Structure

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

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$110,555.53	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.
\$14,000	Destiny Arts Center Weekly Classes-4 hours a week. 2 during P.E and 2 hours after school. 35 weeks. 4 x 35 = 140 hrs, \$100hr x 140 hrs = \$14,000	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.
\$3,000.00	Stipend for Photography teacher 2 hours per week teaching and prepping 36 weeks (18 weeks per semester)	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.
\$3,000.00	Stipend for woodworking teacher Total hours (2hrs class, 1.5hr prep) per week: 3.5 x 36 = 126	<ul style="list-style-type: none"> ● 30 Students served during the academic year. ● Students design, create, and finish projects made of wood ● Students learn measurement skills ● Students learn safety skills for working with tools and machinery ● Students learn about trades careers

\$5,389.00	Class: Mon & Thurs 3:15-5:15. One prep hour per week. 35 weeks total.	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.
------------	---	---

3. World Language Program

Programmatic Narrative Based on Rubric

WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2020-2021 SCHOOL YEAR.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2020-2021 SCHOOL YEAR.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

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 2020-21 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$20,000.00	4 Mentors to Facilitate Structured Activities/Support Lunch	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: 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 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



2019-20 Family Head Meeting: Agenda & Minutes

Date: 2/18/20

Next Steps: (see notes below for details):

-

Facilitator	Mr. Layne
Process Checker 1	
Timekeeper	Caroline Asis
Note Taker - track minutes for meeting	August Spafford
Copy Editor	
Snacks	
Scribe (chart paper or whiteboard)	
Follow Up	
On Deck 1	
On Deck 2	
On Deck 3	

NORMS

1. Set concrete next steps and follow through with them
2. Monitor your airtime, everyone contributes
3. Speak your truth
4. Be present - no side work and text only in emergencies
5. Start and end on time

STANDING AGENDA

1. Check in - 1 word spring break
2. Follow up on next steps-
3. Burning Issues
4. Prioritized items (w next steps, person responsible, due dates)
5. Set next meeting, roles and agenda items
6. Appreciations and process check

UPCOMING ISSUES/QUESTIONS

- 1.
- 2.

7:30-8:10, Library

On- Time: Hutter, Gmeiner, August, Stevens, Ben-Israel, Moore, Layne, Hironaka, Holmes, Duvivier

Tardy:

Absent: Kirschbaum, Nolan

7:30- 7:31

Check-in

**ASKS/ACTIONS
NEXT STEPS**

7:31-7:40

Download:

Issues at grade level (1 minute per grade)

6th grade

-

7th grade

-

8th grade

-

SpEd

-

Electives

-

Announcements:

-

7:45-8:10

Discussion:

- [Measure G1 Folder](#)
- <https://docs.google.com/document/d/1i2WW0ILXrk2MML6lOwH0HB6M5etMH42xJgnR4SsfPEs/edit>
- The amount of money last year was over \$200,000. There is a document that has a guideline of G1. It was about increasing art and music in middle schools, also about creating positive and safe culture, also about keeping students from OUSD elementary schools to stay in OUSD middle schools. The amount of money is depended on the LCFF percentages, used to be over 60% but is now 50%. School is very diverse, around 25% of the big racial/ethnic categories. Money next year is going to be tight, when Layne gets the dollars and cents, he wants people's feedback. PRIORITY want to keep full time art teacher, cost will probably be \$105k. PRIORITY want to keep Ms Holmes (.4FTE), trying to figure out if it is possible to bring whole 1.0 FTE for music. PRIORITY EBAYC lunch time activities should be a priority, thoughts? It's necessary - Asis - Ms B and Ms G agree the EBACY mentors are strong this year.
- Might be getting some money back from OYC - didn't have a teacher for some weeks so OYC will be refinding for the weeks we did not receive classes
- Destiny Arts - started late and wasn't good fit with personnel. Going to try to get some money back.
- Other items; Photography, art, woodshop
- Want to put it to elective family to see if there is something it could balance student load. After school art does not impact regular day.
- Wants to know what are the numbers of students participating in the after school art programs. Is it same kids all year or is it open to new kids throughout the year?
- Question is how do we spend leftover money after we cover our priorities. Wants people to bring ideas of how to spend the money. Mentor per family for push-in? Has to meet certain criteria to qualify for G1. Most proposals fall under music and art.

re

Decide:

School Community builder in January (talent show or something else?)

Announcements (system for positivity & consider doing them during AE next year(or doing trail run sometime this year).

Best Practices (Families share and learn from each other)

Concerns:

Ongoing Edna Brewer ILT Meeting Notes

Wednesday, February 19, 2020, 3:55-5:35

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 them 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 Have fun 	Facilitator(s): Layne Timekeeper: Hutter Note Taker: Duvivier Process Checker: Asis Snack: Moore (BHM Luncheon)
ILT Purpose and Vision	Year-Long Learning Targets (PD Calendar and Arc)	Meeting Objectives
To ensure the academic success of all students by supporting teachers' professional growth by: <ol style="list-style-type: none"> Providing quality coherent professional learning opportunities (full staff and in departments). that are differentiated. Analyzing school wide data and setting goals and developing action plans based on this data. Communication about school vision through departments. 	1. Teachers will plan, assess, and adjust instruction aligned to grade level standards. 2. Departments will guide teams in backwards planning from standards and using data, to assess the progress of students towards standards.	*Discuss next PD *SPSA *Measure G1 *2020-21 Budget Priorities

Time	Topic / Process	Notes
3:55-4:00	Review previous notes	Present: Corwin, Moore, Asis, Duvivier, Holmes, Hutter, Tran, Spafford, Layne, Kirchbaum, Coutts, Yamasaki
4:00 - 4:10	Next PD	

4:10-4:20	SPSA	
4:20-5:00	Measure G1	<p>Layne explains past Measure G1 priorities. Discuss guidelines/parameters for using funds.</p> <p>Hyland: How does it affect Spanish?</p> <p>Layne: currently does not affect Spanish in any way... tax parcel was to increase art, drama, music, world language, retention from 5-6 grade and then positive school culture.</p> <p>Layne: Priorities that are established: 1 FTE, and continue .4 for Ms. Holmes, and then continue lunch time activities. Alice and them were pushing to have Destiny Arts, we are keeping her. Woodshop, art and photography</p> <p>Hyland: Can't get rid of woodshop!</p> <p>Layne: Willingness to push photography over the after school art program. One of the things trying to figure out is supplanting. What is supplanting. Because we had a music teacher last year that we paid with our school money, we can't pay for the music teacher with G1 money. If there's a situation where you can't pay for the teacher because you don't have the money, then you should be able to pay for it with G1 money. The commissioners can't talk to each other before the meeting. The conversation then needs to be on the agenda.</p> <p>Scott: those are public meetings, so if we really had a problem we could bring it in.</p> <p>Tremaine; art and photography did they share their numbers?</p> <p>Layne: I'll share what they typed up with everyone. What are your thoughts</p> <p>Hyland: Don't lose woodshop, the other electives get impacted. I agree after school art would have the least number of classes. I would look at which classes serve more kids</p> <p>Corin: She's going to bring some of the male dancers. She can access</p> <p>Hyland: to me it's about utilitarianism. If it's best for our community, then she should stay (destiny Arts)</p>
5:00-5:20	Budget 2020-2021 Priorities	T
Next Steps:	Closing	

Ongoing Edna Brewer ILT Meeting Notes

Thursday, March 26, 2020, 1:30-5:35

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 them 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 Have fun 	Facilitator(s): Layne Timekeeper: Asis Note Taker: Rachel Process Checker: August (birthday boy!) Snack: Moore
ILT Purpose and Vision	Year-Long Learning Targets (PD Calendar and Arc)	Meeting Objectives
To ensure the academic success of all students by supporting teachers' professional growth by: <ol style="list-style-type: none"> Providing quality coherent professional learning opportunities (full staff and in departments). that are differentiated. Analyzing school wide data and setting goals and developing action plans based on this data. Communication about school vision through departments. 	1. Teachers will plan, assess, and adjust instruction aligned to grade level standards. 2. Departments will guide teams in backwards planning from standards and using data, to assess the progress of students towards standards.	*Discuss Continuity of Education *2020-21 Budget Priorities *Measure G1 Priorities *SPSA

Time	Topic / Process	Notes
1:30- 1:45 pm	Continuity of Education status	Present: Corwin, Moore, Asis, Duvivier, Holmes, Hutter, Tran, Spafford, Layne, Kirchbaum, Coutts, Yamasaki, Din, Jones, Nolan, Stevens, Hironaka, Ben-Israel, Spafford, Mateo, Redic, Beavers, Benson, Dinah,
1:45-2:00 pm	Issues at grade level	

2:03-2:20 pm	Communication to families	
2:20-2:40 pm	*Needs Assessment- inventory spreadsheet and documentation	
2:43-3:08	*Grading *Workload *Virtual classrooms- teaching, assessments, etc	
3:08-3:20	Budget 2020-2021 Priorities	
3:20-3:40	Measure G1	https://docs.google.com/spreadsheets/d/1uEyqrk33B8DAUhVMdpw59H7xNIGoa6M9fDB49-4O1Gg/edit?ts=5e619bae#gid=0 <ul style="list-style-type: none"> - Going to share screen: G1, this proposal is due today and wanted to wait until I met with most people to get some last minute feedback and suggestions. - This year we have \$ 205,000 <ul style="list-style-type: none"> - Showing screen: going to stretch 205 as far as possible. The \$159,08 is for the 1.0 and .4 (art and music) have .42,000 to spend. - Need to go back to EBAYC because I don't think that figure is correct. Last year got some discounts and this year asked for an additional mentor.

		<ul style="list-style-type: none"> - Asked to prioritize woodshop, destiny arts, and photography. Got feedback about some sort of media arts to try to capture the kids that hang out outside the building. Also prioritize drama. - Order of priority that we see is what I will try to make happen. Because of what happened this year with destiny arts, etc. Some of that money will roll over into this budget. The money that went unspent will roll over. Don't know how much that will be. Anticipating that it could be \$15000. Can't account for that in this year's proposal. Have to do the proposal. Meet with the commission, get it approved. Then whatever rolls over from this year, in about October, will have to go back to them. Even though we may not be able to get everything on G1 this year. There will be an opportunity. - Holmes: we really need the drama class. We reach a lot of students, it needs support. And woodshop. Media arts would be great, but I don't think that should take priority over drama. - Layne: I'll move drama up. Currently drama is getting support to PTSA. It's not that drama isn't happening, it's moving it over and leveraging these funds to help support it. - Holmes: could PTSA support a media class? - Layne: this is why we are having these convos and documenting them. - Scott: Drama uses shop
3:40-3:45	SPSA	
	Closing	<ul style="list-style-type: none"> - Thank you! This is new! - Need to have a protocol for virtual learning: need to create some sort of protocols. Backgrounds? Dress code?
Next Steps:		THANKS EVERYONE!!!!

All Staff Meeting/Text Based Academic Discussion

February 26, 2020

Today's Agenda

1:55 - 2:05 Lunch

2:05 - 2:20 Nilofer Ahsan

2:20 - 2:35 Budget Update w/ Mr. Layne

2:35 - 2:45 Measure G1

2:45 - 3:20 Return to family conversations from last month

3:20 - 3:50 PLC Collaboration

EDNA BREWER MIDDLE SCHOOL

School Site Council Meeting

March 17, 2020

5:00-6:56 pm

Library

Items	Facilitator	Minutes
1. Welcome, Introduction, Norms	Ms. Gonzalez	<p>We are holding this meeting virtually via Zoom. The Zoom link was provided to the SSC team as well as the general public</p> <p>At 5:00 pm the following people were present:</p> <ul style="list-style-type: none">- Mr. Layne- Rachel Duvivier- Ms. Ng- Diana Cassanova- Ms. Clusserath- Nyari Wright- Erich Turch- Ms. Maiuri- Shelley Gonzalez- August Spafford <p>The meeting officially started at 5:19 via chat on Zoom.</p> <p>Shelley: Enjoy seeing one another virtually. We can move right along. If we have any other changes please make them known to the record.</p>
2. Approve Previous Minutes for February 18, 2020	Ms. DuVivier	
3. Continued discussion and approval of additional Title I Education expenditures mid-year adjustment a. \$13,992	Mr. Layne	
4. Monitor Implementation of Single Plan for Student Achievement (SPSA) 2019-2020 (corrected) - SELLS – Looking at our English Language Learners	Mr. Layne/ Ms. Duvivier	

5. Discussion of Title I funds for 2020-2021	Mr. Layne	
6. Continued discussion of G1	Mr. Layne	<p>Layne: opportunity for the team to be involved and have input. The deal is right now, what we have in G1 funding that's allocated to us is a little over \$204,000. The one pager said \$198,655 but I've been told that it has increased.</p> <p>Erich: where does the discrepancy come from?</p> <p>Layne: there might have been a miscalculation. But that has increased.</p> <p>Layne: The priorities that we have right now after talking to different people. We talked about the art teacher (priority 1), the next was the salary of our music teacher (.4 FTE), I don't know the number, it's always challenging when trying to figure out the salary of people. Just wanting to share what people have communicated to me is a priority, and just want to open the floor to the team to communicate what you might see as important. What you are seeing right now is the application. It was initially due March 13, and is not due at the end of the month. What you are seeing right now is the way we used the money this year. This is right now where we are. Now the budget amount, I don't have details for that... Right now we will prioritize having a full time art teacher, next year we will have a .4 FTE music teacher, Ms. Holmes. We will continue with that. Priority 3, like we did last year and this year is the EBAYC lunch time activities. I've been told the cost of that is going to go up. Last year we paid \$12,000, this year it might be close to \$20,000 or even more. I talked to the staff about the Destiny Arts dance program that we want to continue next year. Those are the 4 priorities, obviously we can add others, but just wanted to give the SSC the opportunity to add their input. Not voting, just giving input. I'll yield the floor to the team to give their input.</p> <p>Shelley: We didn't have Cindy chime in about the kids that are there after school. Is there a consensus from staff about what would engage the children. Would it be learning a skill?</p> <p>Carly: This is totally random related to that, one day 5 or 6 weeks ago, a couple of kids had worked really hard and they played video games after school in Carly's room, and ALL of the kids who showed up after school showed up. And they also are using football (sports).</p> <p>Shelley: That is not far off the mark for kids. I hate using the "out of trouble" even my kids go to the library on Wednesdays for coding. I like coding because then they can do web animation, web design. I like the fact that Carly is doing something that is already working. But maybe consider partnering with an existing program that is the only thing we could consider. If it was some type of coding or game design.</p> <p>Carly: There is already a set of laptops that we have to do something like that. I don't have the skills to teach a coding class, but we have the supplies for that.</p>

		<p>Layne: if you have any links to send it my way, Jana if you can put together a proposal, please send it my way. Tiffany, do you have anything to say?</p> <p>Tiffany: I think another thing that could be really good is a yoga class, the kids really like Ms. Ferrari's yoga class. When we had that yoga event a lot of kids that I didn't expect to come, came out.</p> <p>Layne: you're right, some of these board games and other things you're mentioning we can roll that into lunchtime activities.</p> <p>Carly: when Salesforce comes and always asks how they can help. Maybe a teacher can help supervise a person from the industry to do coding.</p> <p>August: just with the kids who are there, it's a lot of 8th grade students, they're just told to stay there in a safe place, and they might already know. This happens every year, we offer the after school activities and the kids are actually just waiting in a safe area for them.</p> <p>Shelley: I don't like the phrase staying out of trouble. I don't want to place a program on "keeping kids out of trouble" just on something else.</p> <p>August: let's build up our programs and make them as robust as possible and especially with 8th graders, we may just always have kids that are outside.</p> <p>Layne: a part of the G1 is that you have to fall into these buckets: world language, arts, music or positive and safe school climate. Has to be a complete proposal that is written up and proposed that will be interrogated. How do we bring art and music into our school to bring a positive and safe school climate. And part of the other thing is retention from 5th grade to middle school.</p>
7. Continued Discussion of SPSA	Mr. Layne	
8. Establish date of next meeting and adjourn	Ms. Gonzalez	Shelley: We are adjourned at 6:56 pm

EDNA BREWER MIDDLE SCHOOL

School Site Council Meeting

February 18, 2020

5:00-6:30 pm

Library

Items	Facilitator	Notes
1. Welcome, Introduction, Norms	Ms. Gonzalez	Present: Layne, August, Shelley, Diana, Nhu Mai, Erich, Tiffany, Carly Non-voting- Wendi, Nilofer, 10 PTSA members arrived at 6:00pm for Measure G1 Discussion
2. Approve Previous Minutes for January 21, 2020	Ms. DuVivier	
3. Continued discussion of Single Plan for Student Achievement (SPSA)	Mr. Layne	
1. Continued discussion and approval of additional Title I Education expenditures mid-year adjustment	Mr. Layne	
4. Presentation by Wendi Jones (School Psychologist) on her work at the school this year.	Mr. Layne	
5. Approve 2020-2021 Title 1 Allocation for: School	Mr. Layne	
6. Approve 2020-2021 Title 1 Allocation for: Parent	Mr. Layne	
7. Measure G1 Discussion and Input	Mr. Layne	Layne: accelerated version. For those who aren't aware there's a guideline. Wanted to increase access to art, music and world language. Wanted to create a more positive and safe learning environment. Can't use it for

	<p>medical supplies, meals, strict timeline, every year have to do a self-assessment. Just go through the rubric and say this is where we think we are at. Take a minute or two to do the self reflection.</p> <p>Nhu Mai had to leave Erich had to leave</p> <p>Went through music assessment</p> <p>Nilofer: don't know how much our music program supports or engages our most vulnerable. Going to jump in with access and equity, I typically start with the last column and go back. Based on that, what do you think it will be? Going through the rubric for music.</p> <p>Went through visual arts assessment</p> <p>Went through world language assessment</p> <p>Layne: handed out a proposal for last year, if anyone wants to input in this. This is how we are prioritizing the G1 \$ when it comes. Right now, the way it works, it's in order of priority. Want to have 1 FTE for a teacher. Pays for our full time art teacher. Priority number 2, that is probably going to go up because the salary is going to go up, this number also includes benefits. That all is rolled into this cost. This is just a guesstimate. Currently we are paying .4FTE of Ms. Holmes. That number is going to go up. When you have conversations. Total number of Ms. Holmes is going to go up because of the raise in salary scale. Would like to have more of the FTE be used here, the question is will they allow that. 60% of her salary is being paid out of supplemental. In theory if I wanted to move her totally to G1, and then go buy ATVs then they will say it's supplanting. But then if I don't have it, I'm going to want to use it. Priority one is Art teacher, priority 2 is at least .4 of music, and then priority 3 is EBAYC lunchtime. Alice said we should make destiny arts dance a priority. I'll offer 1 minute, but if anyone has any pressing comments</p> <p>Nilofer: when is the deadline? Do we have another month to come back?</p> <p>Layne: deadline was tomorrow.</p> <p>Community member: Is it possible to find out how many students are participating in these?</p> <p>Layne: I have those answers. G1 does not require approval, but it does require input.</p> <p>Community member: who at G1 approved these, there is a commission. My supervisor Mark Tripplett is the one who runs this. Mark is the one who I've been having the supplanting conversation with. Commission members can't talk beforehand. Asked if the commission members could add supplanting to the agenda.</p> <p>Tiffany has to leave.</p>
--	--

		Layne: Hopefully we will get context once we get the context and numbers. Imagine it will be 211, and will be less because our LCFF percentage has gone down. It was 60-something percent and is now 50-something percent.
8. Public Input	Open Forum	<p>Layne: any other input regarding G1</p> <p>Carly: since world language seems to be more in the developing/emerging, suggest a stipend for some sort of Spanish language club so kids can practice spanish in the real world</p> <p>Diana: that could be a great way to engage EL parents</p>
9. Establish Date of Next Meeting and Adjourn	Mr. Layne	<p>March 17, 2020 is the next SSC meeting</p> <p>Adjourn at 6:51 pm</p>



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2019-20 Due: January 31, 2020

School:	Edna Brewer Middle School	Principal	Aubrey Layne
School Address	3748 13th Avenue Oakland, CA 94610	Principal Email:	aubrey.layne@ousd.org
School Phone	510-531-6600	Grant Amount	\$211,816
2018-19 LCFF Enrollment (6-8)	458		

- Grant allocation is based on 2018-19 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		
<p>Edna Brewer's current music program is currently being led by 2 veteran educators. Mr. Zack Pitt-Smith has masterminded the transformation of the music program into one that rivals any other, in the City of Oakland. His steadfast advocacy and knack for forging strong partnership has resulted in the program attracting a diverse set of families from many neighborhoods. Ms. Stephanie Holmes joined Edna Brewer 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).</p> <p>Measure G1 offers an opportunity for Brewer to improve how we serve our diverse student population. Increasing our FTE from 1.6 to 2.0 will benefit our students, especially our students with IEPs who need increased access to our music elective classes. We have outlined a budget below, if implemented, this budget would increase equitable access to music opportunities in our diverse school community.</p> <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 2019-20 school year we will continue our partnership with the Oakland Youth Chorus.</p>		
Budget	2019-20 Activities	Anticipated Outcome

\$44,647	.40 FTE Music Teacher	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. Right now special education students receive no music instruction. This move speaks to equity. The benefit would be students that do not receive music instruction, would be able to participate.
\$6,500	After School Chorus Partnership with the Oakland Youth Chorus. 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.	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

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.

2. Art Program (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$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. 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. 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. 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. 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. 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	2019-20 Activities	Anticipated Outcome
\$12,567.25	<p>2 Stipends for teaching artists Class: Mon & Thurs 3:15-5:15. One prep hour per week. 35 weeks total. • 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</p>	<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.)	• Students keep the projects they make throughout the class.

Destiny Art Center Dance Program

Programmatic Narrative

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. 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. No dance or movement offerings are available at Edna Brewer, and many students have no access to an elective class or 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 8 th period P.E. classes for 6 th and 8 th 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	2019-20 Activities	Anticipated Outcome
\$14,000	Destiny Arts Center Weekly Classes 4 hours a week. 2 during P.E and 2 hours after school. 35 weeks. • 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

Vision

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. Goal 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.

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.

Structure

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.

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 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	2019-20 Activities	Anticipated Outcome
\$5376.24	<p>Stipend for Photography teachers 2 hours per week teaching and prepping 36 weeks (18 weeks per semester) \$40/hour x 72 = \$2880.00 Total hours (including prep) per week: 2 x 36 = 72</p> <p>Teaching Artist #1: 34.67hr x 72 = \$2496.24 • Total: \$5376.24</p>	<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)	• Students keep the projects they make throughout the class.

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.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric

WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2019-2020 SCHOOL YEAR

Budget	2019-20 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.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
WE ARE NOT INVESTING IN THIS AREA IN THE UPCOMING 2019-2020 SCHOOL YEAR.		
Budget	2019-20 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.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis
<p>A safe and positive school environment is paramount to the academic and social success of students attending Edna Brewer Middle School. School culture plays a critical role in determining the type of experience students have as they progress through their 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.</p> <p>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.</p>

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	2019-20 Activities	Anticipated Outcome
\$12,000	3 Mentors to Facilitate Structured Activities/Support Lunch 3 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). Gives students a option to: • 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

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.

Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).