



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*	\$179,284.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	789	2020-21 LCFF Enrollment	364

*Allocation 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 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		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

Summary of Proposed Expenditures for 2021-22 (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	\$108,953.44
2	0.4 FTE Music Teacher	\$54,920.31
3	Edna Brewer Dance Program - Destiny Art Center	\$14,000.00
4	Art Supplies	\$1,410.25
Budget Total (must add up to Current Grant Amount)		\$179,284.00

School Demographics		Student Body Ethnic Composition	
Male	49%	Asian/Pacific Islander	25%
Female	51%	Latinx	19%
% LCFF	46.7%	Black or African-American	25%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Aubrey Layne	Principal
August Spafford	Community Service Manager

% SPED RSP	6.5%	White	22%
% SPED Mild-Moderate	5.3%	Indigenous or Native American	0%
% English Learners	7.1%	Multiracial	9%
% Oakland Residents	99.3%		

Caroline Asis	Assistant Principal
Rachel Duvivier	Assistant Principal
Tremaine Moore	Assistant Principal
Various teachers	ILT/Family Heads

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>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
Access and Equitable Opportunity	S- Basic P- Basic	S- Quality P- Quality	Access and Equitable Opportunity	S- Basic P- Basic	S- Quality P- Quality
Instructional Program	S- Quality P- Quality	S- Quality P- Quality	Instructional Program	S- Quality P- Basic	S- Quality P- 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- Quality P- Basic/Quality	Facilities	S- Basic/Quality P- Basic	S- Basic/Quality P- Basic
Equipment and Materials	S- Basic P- Quality	S- Quality P- Quality	Equipment and Materials	S- Quality P- Basic	S- Quality P- Basic
Teacher Professional Learning	S- Basic/Quality P- Quality	S- Quality P- Quality	Teacher Professional Learning	S- Basic P- Basic	S- Quality P- Basic
<u>World Language (Rubric)</u>	2019-20 (this yr)	2020-21 (this yr)			
Content and Course Offerings	S- Developing P- Developing	S- Developing P- Sustaining			
Communication	S- Developing P- Developing	S- Sustaining P- Sustaining			
Real world learning and Global competence	S- Developing P- Emerging	S- Sustaining P- Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
Enrollment Data (20 day)	801	810	Suspension	36	N/A
ES Outreach Strategy Actions	--		Chronic Absence	9.10%	
Programs to support ES students transition to MS	--		CHKS data (District) or Culture/Climate survey	--	N/A

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
Edna Brewer PTSA Group	March 9, 2021
School Site Council Group	March 16, 2021

Staff Engagement Meeting(s)

Staff Group	Date
Instructional Leadership Team and Family Heads	March 17, 2021
All Staff Meeting	March 24, 2021

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.
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

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 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. We certainly are looking forward to bringing our community together safely after having gone through more than a year of distance learning due to COVID-19 pandemic.		
Budget	Description of 2021-22 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.
\$54,920.31	0.4 FTE Music Teacher	<i>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.</i>

2. Art Program

Programmatic Narrative Based on Rubric
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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. These accomplishments and accommodations continued during the subsequent 2019-20 school year but were ended when school closed due to the COVID-19 pandemic. We were able to restarting these practices at the beginning of the 2020-21 school year using our school's distance learning model. Students are still enjoying quality art education through the current virtual distance learning experience.

Our goal for 2021-22 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.

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 2021-22 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.

Destiny Art Center Dance Program

We will continue our relationship with DAC to provide meaningful opportunities for our students to explore dance as an art. When school closed, students were deprived of these opportunities. This school year we continued our partnership with Destiny Art Center (DAC) to teach students using our distance learning virtual platform. We anticipate continuing with relationship next year both virtual and in-person.

Vision

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.

Goal

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 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

Budget	Description of 2021-22 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.
\$108,953.44	1.0 FTE Art Teacher	<i>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.</i>
\$14,000.00	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	<i>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.</i>

3. World Language Program

Programmatic Narrative Based on Rubric		
WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2021-2022 SCHOOL YEAR.		
Budget	Description of 2021-22 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.
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2021-2022 SCHOOL YEAR.		
Budget	Description of 2021-22 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.
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
WE ARE NOT INVESTING IN WORLD LANGUAGE IN THE UPCOMING 2021-2022 SCHOOL YEAR.		
Budget	Description of 2021-22 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.
N/A		

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$51,234.57
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Culture Ambassador- *Invest in adding new position to help support with transition back to school campus from distance learning *Help to support the positive behavior/discipline practices *Support and implement restorative justice strategies and initiatives	\$51,000.00
EBAYC 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 *Implement procedures to ensure safe, socially distance activities	\$20,000.00
Oakland Youth Chorus	\$6,500.00
After School Photography Program - Stipend	\$3,000.00
After School WoodShop Program - Stipend	\$3,000.00
After School Art Program - Stipend	\$5,389.00
Budget Total (must add up to Anticipated Grant Amount)	\$

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

The full Measure G1 allotment for the 20-21 school year was dedicated to the following activities:

EBAYC Lunchtime Activities

After School Photography Program - Stipend

After School WoodShop Program - Stipend

After School Art Program - Stipend

We, unfortunately, were not able to implement these activities due to shelter in place surround the current COVID-19 pandemic. Students and staff were not able to engage in after school activities on campus, where these opportunities would have best be implemented. We may consider offering these opportunities with rollover funds.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Ongoing Edna Brewer ILT/Family Head Meeting Notes

Wednesday, March 17th, 3:00pm - 4:00pm

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 • Have fun • Be solution-oriented 	Facilitator(s): Layne Timekeeper: Layne Note Taker: Moore Process Checker: Duviv Snack: August
ILT Purpose and Vision	Year-Long Learning Targets	Meeting Objectives
To ensure the academic success of all students by supporting teachers' professional growth by: <ol style="list-style-type: none"> 1. Providing quality coherent professional learning opportunities (full staff and in departments). that are differentiated. 2. Analyzing school wide data and setting goals and developing action plans based on this data. 3. Communication about school vision through departments. 	<ol style="list-style-type: none"> 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

ZOOM LINK: <https://ousd.zoom.us/j/85904595888?pwd=UG5ld0Yyb1BEV1RzQTNPbjAxcml5dz09>

Time	Topic / Process Process options:	Notes	Next/Steps
3:00	Check-In How are you doing? Feeling? What's on your mind?		

3:02	Grade Level Share outs		Check out article about grading and dropping zeros https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1018&context=edp_facpub																												
3:12	Measure G-1 process & Priorities	<p>Measure G1 Folder</p> <p>Priorities: Art Teacher Music Teacher Dance (Morgan remembers the money for the dance teacher (who I think is great) seemed way high for actual amount of class time given to students. Aubrey said he would negotiate a better deal. Not sure if that has/will happen.) ILT and Family Heads don't have questions or concerns about the priorities. Many agree that we should continue our investment in Art teacher and Music teacher.</p> <p>Music</p> <table border="1"> <thead> <tr> <th></th><th>Entry</th><th>Basic</th><th>Quality</th></tr> </thead> <tbody> <tr> <td>Access and Equitable Opportunity</td><td></td><td></td><td>*****</td></tr> <tr> <td>Instructional Program</td><td></td><td></td><td>*****</td></tr> <tr> <td>Staffing</td><td></td><td></td><td>*****</td></tr> <tr> <td>Facilities</td><td></td><td></td><td>*****</td></tr> <tr> <td>Equipment and Materials</td><td></td><td></td><td>*****</td></tr> <tr> <td>Teacher Professional Learning</td><td></td><td></td><td>*****</td></tr> </tbody> </table> <p>Art (Visual Arts, Theater, and Dance)</p>		Entry	Basic	Quality	Access and Equitable Opportunity			*****	Instructional Program			*****	Staffing			*****	Facilities			*****	Equipment and Materials			*****	Teacher Professional Learning			*****	
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3:22	SPSA Time of the year		
3:42	SBAC ELPAC		
3:45	Budget- priorities?		
3:50	Things to Purchase?		
	Appreciation		
	Brewer Calendar	<p>March 3rd- PLC Planning and Collaboration in Department</p> <p>March 3rd- ILT/Family Head Meeting</p> <p>March 3rd- Lead By Example Parent Workshop</p> <p>March 8th- 2nd Monday: Department Meeting</p> <p>March 9th- PTSA Board Meeting</p> <p>March 10th- Central PD or Department Meeting</p> <p>March 12th- Quarter 3 ends</p>	

		<p>March 16h- SSC Meeting</p> <p>March 17th- PLC Planning and Collaboration in Department</p> <p>March 17th- Lead By Example Parent Workshop</p> <p>March 24th- All Staff Meeting</p> <p>March 26th: ACT Assembly</p> <p>March 31st- Lead By Example Parent Workshop</p>	
	FUTURE TOPICS	<p>>Grading... getting rid of zeros or switching to 4 point scale</p> <p>> Returning to school</p>	

Ongoing All Staff Meeting & Notes
Wednesday, March 24, 2021, 12:00pm - 1:30pm

Edna Brewer Vision Statement	Meeting Norms --	Rotating
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 • Be solution-oriented 	Facilitator(s): Layne Timekeeper: Note Taker: Rachel Process Checker: Snack:
All Staff meeting Purpose		Meeting Objectives
To ensure the academic success of all students by supporting teachers by creating a space to get on the same page and communicate school wide policies and initiatives.	Take breaks Stand up Stretch	*Discuss 2021 Brewer Distance Learning School year *Update Staff

Time	Activity	Links and Resources Notes
12:00 (3)	Welcome/Norms Student Guest	
	Check- What are your hopes and dreams for the next 2 months? What are your plans for Spring Break?	

On this sheep-scale,
how do you feel today?



MR. S - 3
Ms. Holmes 3

Celebrations-
March Birthdays

Announcements

Student attendance update
Attendance taking update
Staff absences
Stipends- pay end of March
PFA- end of April
Book Club- ???
Intent to Return Form
Salesforce Gala
Salesforce Collaboration/Volunteers
Overages
On Campus Tracker

Grade Level Share out

	Department Share out																					
	CHKS survey SBAC Testing	<p>CHKS Staff: Edna Brewer Staff CHKS Survey</p> <ul style="list-style-type: none">• 6th grade - need to coordinate best time• 7th grade students will take CHKS on Friday 4/2• 8th grade tentatively scheduled for Friday 4/2 <p>SBAC: Waiting for information from the Testing Office around possible flexibility or which assessment we will need to administer before the end of year. May still be expected to administer all SBAC, CAA and CAST assessments. This is an expectation, at least to attempt administration</p> <p>ELPAC: On pause, focus on reopening, possibly will take place on campus (in-person)</p>																				
	SPSA	-																				
	Measure G-1 process & Priorities	<p>Measure G1 Folder</p> <p>Priorities: Art Teacher Music Teacher Dance</p> <p>Every year have to put together proposal for G1. Budget has decreased from last year to this year. Decrease is from the fact our LCFF number has decreased. Naming that because Ms Leeman, Ms Ferrari, Ms Karlstad worked collaboratively on the Edna Brewer project that went to board that was approved to implement a floor of 50% LCFF floor. When you go below 40% start to lose Title I floor, G1 money is also associated with LCFF number. Priority to spend that is to continue to have 1.0 FTE Art Teacher, 0.4 FTE Music Teacher, Destiny Dance. Numbers include benefits. That is the priority. Part of the process is we have to go through this rubric every year. This is a dotacracy. Go to the folder, one for music, art, and world language. Put asterisk for each category under Entry, Basic, or Quality. Requirement to do this with the community for the G1 commission. Have done this with parent community, ILT/Fam head. All others must do this now.</p> <p>Staff support spending the money on the above priorities.</p> <p>Music</p> <table><tr><td></td><td>Entry</td><td>Basic</td><td>Quality</td></tr><tr><td>Access and Equitable Opportunity</td><td></td><td></td><td>*****</td></tr><tr><td>Instructional Program</td><td></td><td></td><td>*****</td></tr><tr><td>Staffing</td><td></td><td></td><td>*****</td></tr><tr><td>Facilities</td><td></td><td>*</td><td>*****</td></tr></table>		Entry	Basic	Quality	Access and Equitable Opportunity			*****	Instructional Program			*****	Staffing			*****	Facilities		*	*****
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	OAL Conditioning HUB School reopening Plan	<ul style="list-style-type: none">- Optional is March 25th- Return to Work is April 14th																												

- Communication/Information
- Priority Student List/Calling families- Might increase numbers
- 6th grade presentation: [Reopening Informational Meeting](#)
- Schedule: [DraftSchedule](#)
 - Activities/clubs may need to change....Book Club time be after 3:15pm
- Orientation: [Return to School Family Orientation](#)
 - Safety
 - Map
- How to be on campus: [Daily Symptoms Check](#) required daily
- Room Configuration
- Classroom expectations
- Curriculum and Resources:
 - [PBIS Resources for Reopening](#)
 - Middle School Reopening Toolkit- Working Document

From Claire Fisher:

Students: our amazing Academic Coordinators in collaboration with the SEL team created an advisory model that you can use with priority students and 6th graders. The theme for the framework is: *Relationships, Routine, and Resilience*. The RJ Team also created circle templates that can be used with students.

Families: The Office of Equity created some resources for orienting and connecting with families. We made a Google Form version of the Safety Agreement that can be used at your site to distribute and collect the agreements. Moving forward will make weekly resources if your community intends on having more touch points with families.

Staff: Our incredible Behavioral Health team created resources for supporting staff through this transition.

[Teacher Central](#) (the toolkit will be accessible here)
[Secondary Hybrid Toolkit](#) (link I will send every week)

TA was agreed upon by OEA and OUSD for reopening of schools. There have been a lot of question marks about what this will look like.

OAL conditioning decision - will move forward after school conditioning 2-3 pods w/15 students each. Registration link will be posted for all grades and students. Thanks for all the input

Staff had a deadline to communicate if they wanted to opt-in to return to campus starting tomorrow. Phase 1 would be that a priority group will come back on 3/30 and a specific secondary grade on 4/19. 6th grade is the grade that will be on campus. 6th grade hasn't been able to familiarize themselves with the campus and Brewer way. This is a way to build SEL and community building skills to prepare them for 7th. Educators official return to work is 4/14. Letters were sent regarding TA, phases schedule. Priority students and 6th grade students have received invitations for in-person instruction. 82 students were identified as priority students (SDC, ELLs, foster, without

		homes, 40% attendance). Communication was made to families through phone calls, emails, and parent informational meeting (6th grade). Safety is the most important thing, followed by the number of students and educators to ensure that the ratio matches. Daily symptom checks for adults (google form or parent square). Everyone will have a PPE kit. A shared responsibility situation. Every educator on campus will be involved in supporting a group to ensure appropriate ratios. Parents have been made aware that students may not get one of their teachers. Intentional with assigning students. After school activities may need to shift according to teaching. Only priority 7th/8th grade students will be on campus right now. As of this morning, we have a little more than 100 - 6th graders have opted in.
	Questions Regarding Reopening	When do you find out how many kids are coming back?
	Things we need to purchase for next year	<ul style="list-style-type: none"> - Safety - Technology
	Upcoming Events	<ul style="list-style-type: none"> - ACT Assembly - Honor Roll in end of Q4 - Latino Celebration of Excellence
	Staff Financial needs Mini grant applications Calendar	<p>March 3rd- PLC Planning and Collaboration in Department</p> <p>March 3rd- ILT/Family Head Meeting</p> <p>March 3rd- Lead By Example Parent Workshop</p> <p>March 8th- 2nd Monday: Department Meeting</p> <p>March 9th- PTSA Board Meeting</p> <p>March 10th- Central PD or Department Meeting</p> <p>March 12th- Quarter 3 ends</p> <p>March 16h- SSC Meeting</p> <p>March 17th- PLC Planning and Collaboration in Department</p> <p>March 17th- Lead By Example Parent Workshop</p> <p>March 24th- All Staff Meeting</p> <p>March 25th- Latino Celebration of Excellence 5-6:30</p> <p>March 26th: ACT Assembly</p> <p>March 31st- Lead By Example Parent Workshop</p>
	Appreciations	What You Get By Achieving Your Goals Is Not As Important As What You Become By Achieving...

Upcoming Items	Next meeting CHAT	
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EDNA BREWER MIDDLE SCHOOL

School Site Council Meeting

March 16, 2021

5:00-6:00 pm

Zoom due to COVID-19 mitigating factors: [March Zoom Link](#)

Passcode: march

Zoom ID: 818 5384 0615

Items	Facilitator	Minutes
1. Welcome, Introduction, Norms	Ms. Gonzalez	Layne: Call meeting to order 5:02 Present: Edward Reed Sheila Afnan Nelda Kerr Diana Casanova Macie Chao August Spafford Aubrey Layne Erich Turk
2. Approve Previous Minutes for January 19, 2021 3. Approve Previous Minutes for February 16, 2021	Mr. Layne	
4. Reading Circles funding conversation/approval	Mr. Layne	
5. Review SPSA from last year and begin to think about an area of focus for this year	Mr. Layne	
6. Measure G1 Budget Rubrics & self-evaluation	Mr. Layne	Layne: Positive culture and climate, ensure significant retention of students matriculating from 5th to 6th grade. There is often a decrease in the amount of students going into Oakland Public Schools. There's a 12 year parcel

		<p>approved and I think we are in year 4. Every year we have to go through the process, I think you can see last year's proposal, we also have to continue to go through a reflection or evaluation. That includes reviewing a rubric in arts, music and world language. Then you can say hey, this is where we are right now. I also want to share my priorities right now. OUR numbers have significantly decreased because it's based on LCFF percentage. Last year we were at 52%, our budget is based on 46%, as a result of that, the total that is being allocated for G1 has dropped from \$205,000 to \$179,000. First priority is to pay for the salary of the 1.0 FTE art teacher. Just want to add that the salary always reflects salary PLUS benefits. Someone may see a salary of \$110,000. Salary is less but benefits are significant. With benefits it will be \$109 or \$110 thousand dollars. Music teacher we pay 60% (as a school), and the rest of the 40% out of G1. When you start to do the math we will be left with \$14 or 15K. We started working with destiny dance when we were in school. They used to provide dance with PE teachers, we continued with them during distance learning. That contract has consistently been 14k. Those are the 3 priorities. Want to transition into the other part where we need to do the reflection. We will do a dot-ocracy. Just go through these documents. Maybe 3-4 minutes per document. If the time permits.</p> <p>Folks going through documents. Community support the priorities for spending Measure G1 funds.</p>
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		<p>Layne: Does anyone have any questions? It feels like from a music perspective, it feels like we are between a basic and a quality. Learn towards Developing in World Language.</p>
7. Public Input	Open Forum	<p>Erich: It all comes down to the individuals. You choose the best professional, when it comes down to it, choosing those caring individuals are important.</p> <p>Layne: I look for quality when looking for people. Can speak to this because we just interviewed three people for a position, even though one of those people who are quite inexperienced when compared to people who may come across as more polished.</p> <p>August: it's also about retention, when you get the quality people and you keep them so they get experience, and then you have it all. Which is what we do at EBMS.</p> <p>Layne: think the board is having a meeting right now about additional funding. There were some schools that were hit hard with funding. Brewer was only allotted 1 AP, when I think we should be allotted at least 2. The board is going to be discussing possibly getting more funding. Cross our fingers because that would help us.</p>
8. Establish Date of Next Meeting and Adjourn	Ms. Gonzalez/ Mr. Layne	<p>Layne: Looking, I believe our next meeting will be April 20. Our next SSC meeting is April 20. Any questions?</p> <p>Cool, thanks for always showing up!</p>