OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From   Middle School Network

Meeting Date March 11, 2025

Subject   Edna Brewer Middle School 2025-2026 Measure G1 Application

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Ask of the Commission   Edna Brewer Middle School 2025-2026 Measure G1 Application

Discussion   Middle School Network is open to questions from the commission regarding the Edna Brewer Middle School 2025-2026 Measure G1 Application.

Fiscal Impact   The recommended amount is **$221,732.00.** Resource 9332 - Measure G1.

Attachment(s)   Grant application attached.

School Information & Student Data

School	Edna Brewer Middle School	School Address	3748 13th Avenue Oakland, CA 94610
Contact	Jonathan Tran	**Contact Email**	jonathan.tran@ousd.org
Principal	Jonathan Tran	**Principal Email**	jonathan.tran@ousd.org
School Phone	510-531-6600	**Total Number of Students**	785
Recommended Grant Amount[1]	$221,732	**2024-25 CALPADS[2] Enrollment Figure (grades 6-8 Oakland residents only)**	780
		2024-25 LCFF[3] Enrollment	428

Student Demographics (%)					Measure G1 Team	
English Learners	6%	Asian/Pacific Islander	19.2%		Name	Position
LCFF	55%	Latinx	25.2%		Jonathan Tran	Principal
SPED	20%	Black or African-American	17.6%		Stephanie Holmes	Elective Department Lead
		White	20.6%		August Spafford	CSM
		Indigenous or Native American	0%		Lashuan Green-Bland	Asst Principal

[1] 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.

[2] The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

[3] Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

	Multiracial	14.8%		

Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	64/ 8.2%	106/ 13.7%	79/784 (10.1%)	67/784 (8.7%)
Asian/Pacific Islander	19/ 13.6%	5/ 3.3%	4/146 (2.7%)	4/146 (2.7%)
Latinx	24/ 11.7%	11/ 5.2%	29/198 (14.6%)	23/198 (11.6%)
Black or African-American	18.5%	137/ 23.4%	23/139 (16.5%)	18/139 (13%)
White	3/ 1.8%	2/ 1.3%	12/161 (7.5%)	12/161 (7.5%)
Indigenous or Native American	1 /100%	0%	0/0 (n/a)	n/a
English Learners	7/ 14.6%	3/ 5.4%	2/45 (4.4%)	2/45 (4.4%)
Students w/ IEPs	21/ 15.4%	19/ 13.5%	30/155 (19.4%)	25/155 (16.1%)
Free/ Reduced Lunch Students	52/ 12.7%	33/ 7.1%	61/500 (12.2%)	50/500 (10%)

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	235/ 29%	240/ 29%	229 (29.3%)	229 (29.3%)
	Language	240/ 29%	242/ 29.88%	178 (22.7%)	220 (28%)
	Music	470/ 58%	476/ 58.7%	427 (54.4%)	427 (54.4%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	30/ 3.3%	28/ 3.46%	30 (3.8%)	55 (7%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	30/ 3.3%	29/ 3.58%	35 (4.46%)	60 (7.65%)

Positive & Safe Culture

(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance **Date of Figure: 3/1/25**				
Asian/Pacific Islander	91.3%	5/ 96.4%	97.1%	97%
Latinx	87.1%	14/ 93.1%	95%	96.5%
Black or African-American	86.4%	12/ 91.2%	93.7%	95.2%
White	90%	6/ 95.7%	95.7%	97%
Indigenous or Native American	79.9%	0.1/ 93.2%	n/a	n/a
English Learners	85.2%	4/ 93%	95.8%	97%
Students w/ IEPs	85.9%	14/ 90.4%	92.8%	94.3%
Free/ Reduced Lunch	91%	12/ 95.8%	95.1%	96.6%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students **Date of Figure: 3/1/25**				
Asian/Pacific Islander	2 / 2.6%	0	1/151 (0.7%)	1/151 (0.7%)
Latinx	15 / 19.2%	9 /218 4.1%	4/203 (2%)	4/203 (2%)
Black or African-American	50 / 64.1%	21 /145 14.5%	10/144 (7%)	5/144 (3.5%)
White	1 / 1.3%	1 /162 0.6%	3/163 (1.8%)	3/163 (1.8%)
Indigenous or Native American	1 / 1.3%	0	n/a	n/a
English Learners	4 / 5.1%	2 /44 4.5%	1/47 (2.1%)	1/47 (2.1%)
Students w/ IEPs	36 / 46.2%	15 /160 9.4%	8/159 (5%)	4/159 (2.5%)
Free/ Reduced Lunch	64 / 82.1%	34 /489 7%	18/512 (3.5%)	13/512 (2.54%)

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	243	243	248	248

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	**Date**
Coffee with Principal	2/12/25
PTSA Board	2/11/25
School Site Council	2/18/25

Staff Engagement Meeting(s)	
Staff Group	**Date**
All Staff	2/26/25
Climate & Culture Team	2/5/25

Music (Rubric)	**2023-24**	**2024-25**
Access and Equitable Opportunity	Basic	Basic
Instructional Program	Quality	Quality
Staffing	Quality	Quality
Facilities	Basic	Basic
Equipment and Materials	Basic	Quality
Teacher Professional Learning	Quality	Quality
World Language (Rubric)	**2023-24**	**2024-25**
Content and Course Offerings	Developing	Developing
Communication	Developing	Developing
Real world learning and Global competence	Developing	Sustaining
Art (Visual Arts, Theater, and Dance)	**2023-24**	**2024-25**
Access and Equitable Opportunity	Quality	Basic

Instructional Program	Basic	Quality
Staffing	Quality	Quality
Facilities	Basic	Basic
Equipment and Materials	Basic	Quality
Teacher Professional Learning	Quality	Quality

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
   a. Increase access to courses in arts, music, and world languages in grades 6-8.
   b. Improve student retention during the transition from elementary to middle school.
   c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

Summary of 2024-25 Approved Expenditures

	All Actual Expenditures	Budget Amount
	Safe & Positive Culture	
1	Restorative Justice Facilitator	$59,777.87
	Electives (Art, Music, World Language)	
1	1.0 FTE Art Teacher	$122,810.33
2	0.4 FTE Music Teacher	$50,965.88
3	Art Supplies	$82.92
	Budget Total	**$233,637**

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Restorative Justice Facilitator	$169,362.86
2	Choir- Elevate Oakland	$23,500
3	Mural Class- Airballin	$25,000
4	Smart Music Licenses	$3,869.14
	Budget Total (must add up to Recommended Grant Amount)	**$221,732**

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	**Budget Amount**
Choir- Elevate Oakland Enter into a contract agreement with Elevate Oakland to provide choir lessons for students. Students in choir will learn music theory, refine vocal music performance, and collaborate as a team for productions. At Edna Brewer Middle School, we have a sustaining music program when it comes to instruments, but we have a gap in vocal music. This excludes a large group of students from taking music if they do not play an instrument. By partnering with Elevate Oakland, we have the opportunity to expand our music program and invite more students to participate. Students in choir will practice as a community and perform for the community.	0 This will be offered outside of course listing	60 students 4 lessons per week 40 minutes per lesson 5 shows & performances throughout the year	$23,500
Mural Class- Airballin Enter into a contract agreement with Airballin to provide mural lessons for students to design, create, and rejuvenate common spaces on campus. Currently, we have a talented art teacher who offers art class during school as a course, and after school as a club. The gap we	0 This will be offered outside of course listing	50 students 2 lessons per week 8 week project 60 minutes per lesson to design and	$25,000

see is that the structure of art class may not captivate all young learners who may be more interested in contemporary styles. In addition, art class and art club are both at capacity on campus. By partnering with Airballin, we expand our ability to offer students the opportunity to engage with art and create a product for our shared community space.		create a large mural on campus	
Smart Music Licenses Purchase Smart Music licenses for students in orchestra and band classes. Students using Smart Music will have the ability to practice their musical performance at home with instantaneous and digital feedback. This will increase access to music instruction outside of the classroom to close the equity gap between those who can afford lessons outside of school, and those who cannot.	300	n/a	$3,869.14

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	**Which metric will this investment impact - suspensions or average daily attendance?**	**Budget Amount**
Restorative Justice Facilitator ● Organize, implement and facilitate OUSD peer restorative justice program at identified school sites; train and provide technical assistance in restorative practices to schools implementing restorative practices. ● Provide ongoing professional development, site-based coaching, and support to site administrators and leaders, teachers, support staff, and community partners in restorative justice practices. ● Assist in the identification, development, implementation, and evaluation of curricula for site-based restorative justice training. ● Facilitate restorative practices with students, parents, teachers, school staff, and community members as an alternative to out of school suspension. ● Coordinate the re-entry of students returning from discipline and incarceration through restorative practices to increase access to wraparound supports and connection to school site staff and resources. ● Facilitate site-based restorative practices professional learning community.	Reduce total incidents of suspension by 15% Increase average daily attendance by 1% Reduce chronic absenteeism by 2%	$169,362.86

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

EDNA BREWER MIDDLE SCHOOL
School Site Council Meeting Agenda
January 14th, 2025
5:30 - 6:30 pm
Zoom Link: tinyurl.com/brewerzoom

Items	Facilitator
1. Welcome, Introduction, Norms, Roll Call Ms. Johnson- picture 2, I'm here! Amina- picture 1, hard to come back from 3 day weekend Drew- picture 1, still tired Liza- picture 1, after long weekend is tiring Ms. Nolan- picture 2, world wise and world weary Ms. Ngo- part 1 is number 4, but as the day went down, we are back to number 1 Ms. Erin- similar to Ms. Ngo, great morning with lots of energy, but kinda at a 2 now Ms. Le- picture 1, long day Mr. Tran- picture 3	Principal Tran
2. Approve 1/14/25 Meeting Minutes	Principal Tran
3. SPSA Review a. LCAP Goal Goal 1: To ensure all students have access to standards-based, grade-level curriculum and instruction. Amina: Always had access to talk to teachers and felt strong connections with teachers. There is always space to ask questions. Feel like we do have grade level education. There is always options for more. Liza: sometimes teachers can go slower sometimes. If we can fix that, we can get more done. What we are learning is a good middle ground for students. There are some more advanced students who feel like they are moving slower, but there are others who may feel like it is harder. Drew: everything I'm doing is building on things I have learned so it's definitely grade level. It's not so advanced that kids can't keep up. Teachers give space for every student step up. Another thing to bring up is out of class help. It is not as encouraged as it can be. This can be helpful for students who are being. There is homework club that is a resource that is helpful, but I want	Liza Griffin Amina Ramirez Drew Bloch Patricia Johnson Sara Nolan Principal Tran

to see more kids have access to homework club, because some students have to be invited. There needs to be more inclusive space for drop by and office hours.

Goal 2: To provide high quality interventions in reading and math

Ms. Johnson: I know we have EBAYC, but there are students who are in EBAYC who do the homework but are not ready for math engagement. Leveraging EBAYC to work with me in class. Maybe there needs to be more showing mentors how to tutor students.

Ms. Nolan: if we have literacy tutors again next year, and we have afterschool, it is only worthwhile if we put strong support for them. Looking at iReady to see if there is any impact on the success.

Ms. Ngo: add on- there is a student who goes to Ms. Bland for math help. Having a diverse set of tutors to engage all different types of learners.

Wish there was a whole school push towards reading with your child each night- reading at home 20 minutes initiative.

Amina: old school did read-a-thon. You log it each day and each class that does the most reading gets a party.

Ms. Nolan: Literacy nights and library talk

Goal 3: All student connectedness to school will increase by 75% over the course of the next three years
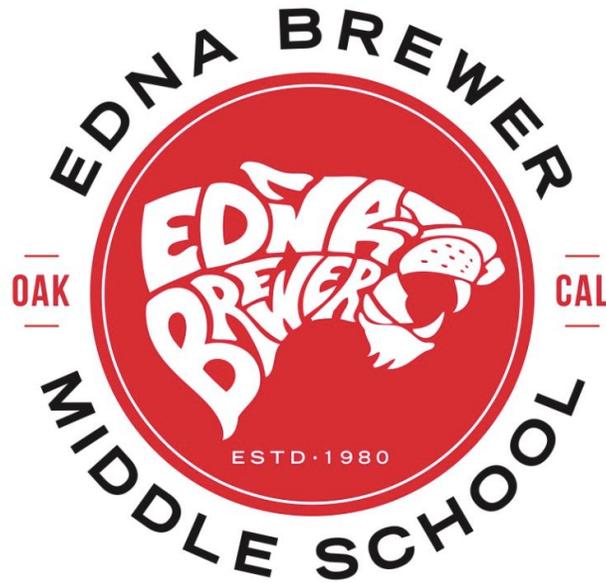
Amina: clubs we have going on is a very good start to get involved with other students like them. Every public school emphasized the ability to create clubs! Maybe having more advertised programs.

Liza: there should be a more advertised and way for kids to make their own club to empower them. Advertise them so its not just on the announcements.

Drew: lots of club during lunch, but students don't always want to give up lunch. Maybe there can be another period to do clubs in.

Goal 4: Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years

Ms. Erin- people feel so lucky to work at Brewer. Retention is not as much as an issue. Never seen people this excited to be at the school site.	

4. Measure G1 Spending
    a. Scope and purpose
    b. Spending proposal
 	
Funds art, music, language, culture/climate
Good news is that even though we lost some of our budget, district is willing to fund more teachers, freeing up some G1 funds.
 	
What should be added? Anything that we don't want?
 	
Some ideas…
-dance as an elective
-after school drama
-chinese orchestra
-redoing murals
 	
Liza: wants to redo murals
Drew: wants to keep jazz lab
 	
Ms. Nolan: Would they all be covered?
Tran: ideally, if we do it right, yes!
 	
Amina: lots of excitement among student body re: drama
 	
Having plays and putting on play is very exciting
Jazz lab is very meaningful and want to keep
Mural is exciting
	Principal Tran

5. Public Input	Open Forum
6. Feedback, Establish Date of Next Meeting, and Adjourn: 6:17pm	Principal Tran

February 11, 2025
PTSA Board Meeting

Agenda

Welcome & Call Meeting To Order

Principal Report

Parliamentarian / VP / Elections Update

Financial Update

Fundraising Update

DEI

Programs & Events

Communications

Panther Pride

AOB & Call Meeting to Close

Welcome and January minutes

Welcome! While we all join and get settled let's review the [minutes](#) from last month. Thanks, Ruth!

Principal Report

February is a time…

- to celebrate Black History Month
  - daily trivia, community dinner (26th), assembly (28th)
- to celebrate Lunar New Year
  - amazing turnout on Feb 5th. New Brewer tradition!
- to observe Ramadan
  - listening circle to ensure proper accommodation for students
- for no opt out
  - emphasis on active cognitive engagement during cold winter months

Principal Report- Joyful School

LCAP Goal 3:
All student connectedness to school will increase by 75% over the course of the next three years

LCAP Goal 4:
Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years

Principal Report- Where Learning Happens

Students Assessed/Total: **747/785**

Progress to Annual Typical Growth (Median)

50%   100%   **78%**

The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▶

Current Placement Distribution

| 39% | 15% | 19% | 7% | 20% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
(From 34%)	(From 17%)	(From 19%)	(From 8%)	(From 22%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

Students Assessed/Total: **738/785**

Progress to Annual Typical Growth (Median)

50%   100%   **62%**

The median percent progress towards Typical Growth for this school is 62%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▶

Current Placement Distribution

| 18% | 24% | 27% | 10% | 20% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
(From 11%)	(From 24%)	(From 28%)	(From 14%)	(From 24%)
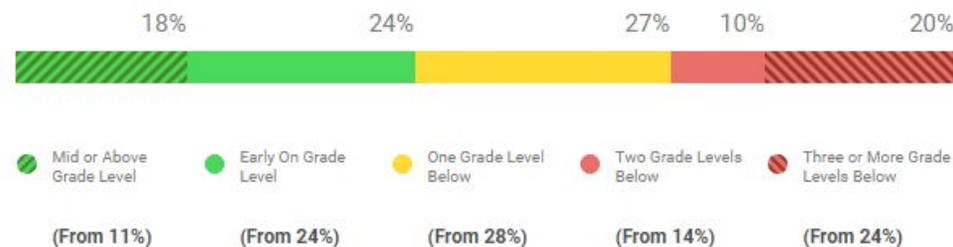
ⓘ The Mapping Between 5-Level and 3-Level Placements

LCAP Goal 1:
To ensure all students have access to standards-based, grade-level curriculum and instruction.

LCAP Goal 2:
To provide high quality interventions in reading and math.

Principal Report- Budget Update

Enrollment this year: 790

Projected enrollment next year: 792

Anticipated impacts in our budget:

- Discretionary: No change ($51,480)!

- Supplemental: Decrease from $289,000 to $50,100

- Title I: No change!

- Title IV: Eliminated ($12,000).

- Other Resources: Eliminated Educator Effectiveness Grant ($15,000)

Restorative Justice

Grade Level AP

Teacher Extended Contracts

Contracts

Supplies

Principal Report- Budget Update

Title I
($178,200)

- Restorative Justice Facilitator (1 FTE)

- Teacher Extended Contract

Voted on & approved by SSC

Measure G1
($221,732)

- Restorative Justice Facilitator (1 FTE)
- Choir Class
- Chinese Orchestra
- Mural Class
- Music & Art Technology (i.e. Smart Music)

Proposal- not finalized!

Prop 28
($119,090)

- Jazz Lab
- Afterschool Drama
- VAPA Teacher (dance)
- Supplies
- Afterschool Art Club
- Photography Club

Proposal- not finalized!

Parliamentarian / VP / Elections Update

- Welcoming back Sally Steele as parliamentarian!
    - Sally created our [PTSA abbreviated role descriptions](#)
    - She is also working on updating our outdated bylaws
- Urgent need for fundraising chairs / help
- VP / President

Financial Update

As of 2/11/25	Budget	Actuals	% of Target
Income			
Athletics	$ 10,000.00	$ 18,580.71	185.81%
Music	$ 30,000.00	$ 11,621.17	38.74%
LA Trip	$ 50,000.00	$ 29,264.43	58.53%
Restorative Justice	$ 10,000.00	$ 12,783.21	127.83%
DC Trip	$ 60,000.00	$ 33,533.62	55.89%
8th Grade Promotion	$ 15,000.00	$ 2,240.57	14.94%
General Donations	$ 136,000.00	$ 59,744.21	43.93%
Major Donors	$ 10,000.00	$ 25,000.00	250.00%
Matching Donations	$ 10,000.00	$ 3,033.18	30.33%
Membership Dues	$ 100.00	$ 50.00	50.00%
School Supplies/Field Trips	$ 3,000.00	$ 6,600.00	220.00%
Other Misc	$ 500.00	$ 852.80	170.56%
TOTAL REVENUE	**$ 426,350.00**	**$ 207,509.08**	48.67%

Expenses			
Athletics	$ 10,000.00	$ 6,589.32	65.89%
Athletic Services	$ 17,500.00	$ 4,000.00	22.86%
Music Program	$ 25,000.00	$ 14,524.35	58.10%
LA Trip	$ 54,000.00	$ 28,682.00	53.11%
Art	$ 7,500.00	$ 3,436.21	45.82%
DC Trip	$ 60,000.00	$ 40,942.21	68.24%
8th Grade Promotion	$ 15,000.00	$ 947.00	6.31%
Diversity, Equity and Inclusion	$ 1,500.00	$ 1,180.00	78.67%
Culture Night	$ 1,000.00	$ 1,411.08	141.11%
Sunshine Committee	$ 2,000.00	$ 104.87	5.24%
Mini Grants	$ 10,000.00	$ 104.87	5.24%
Teacher Stipends	$ 13,750.00	$ 12,750.00	92.73%
Facility Improvements*	$ 15,000.00	$ 287.28	1.92%
TOTAL EXPENDITU	**$ 412,750.00**	**$ 174,962.66**	42.39%

The following expense budgets have been altered to put towards Emerging Needs. These numbers are not reflected in the Budget listed left. If you are a budget owner and need to know your new targets, please reach out to Anne Soderstrom treasurer@ednabrewer.net

Budget Targets that have been affected

Restorative Justice
Technology
Brewer Cares
Monthly Lunchtime DJ
Yearbook
Facility Improvements
Principal's Discretionary Budget

We have moved also determined to take money out of PTSA/SSC mtg costs to fund additional Culture Nights.

Fundraising

Goal: $ 426,350.00

Total raised so far this year: $207,509.08

Pending deposits: $375.00 RJ + music

Wins this year:
- **Athletics - Major Donors - Restorative Justice**

- ## Upcoming fundraising events
  - Paulista fundraising days
  - March 17 - Brewery Parent Night Fundraiser (Ms. Cherry & volunteer?)
  - Spring Fundraiser needs to kick off
  - Auction: Hannah O'Reilly Project Manager + Katie Hintz-Zambrano Business Liaison
  - SnapRaise winter campaign - Sato leading
    - Team that raises the most will get a pizza party
  - Spring After Party: Dad's club will lead

Diversity Equity & Inclusion

Programs & Events

Upcoming Events:

- Paulista Fundraiser, **tomorrow**, February 11

- Black History Month Community Dinner, Wednesday, February 26

- Brewery Fundraiser, Friday, March 17 - location TBD (Faction or Almanac) - need volunteers to work with Ms. Cherry

- Spring Auction - volunteers needed

Communications Update

QUESTIONS/UPDATES:
- When should we start running PTSA positions available for new year? (When will elections be?)
- I will need a blurb for BHM dinner. Send by 2/14 if you want it in the Blast twice. Otherwise, 2/21 to appear once.
- I will need a blurb for the Brewer brewery fundraiser.
- I have the garden day info and will run soon. Thanks, Yve!

MY PHILOSOPHY:
- The Blast includes announcements of events. Think BEFORE EVENTS.
- Socials include thank-yous and pictures of events. Think AFTER EVENTS.

REMINDERS:
- Send blurbs for the Blast to news@ednabrewer.net.
- Send pics for socials to 415-845-4673.

This includes if you're at a school event or sporting event for your kids! Random pics and video of all Panthers are welcome!

Panther Pride

- **(Updates from Katie Moore) Winter Cookie Social**
  - Recruiting volunteers was challenging since it was so soon after the Gratitude Luncheon, so the baked goods felt a little sparse after the initial rush.
  - We spent less than $100 of the PTSA Staff Appreciation budget on the Winter Cookie Social event; $40 cash gifts were distributed to permanent, full-time staff (Thank you, Anne!).
  - Next school year, Katie proposes moving the Cookie Social Valentine's Day week to give people some room after the Gratitude Luncheon and ease the lull in between the Staff Appreciation events in Nov and May.
  - We have several blue/white winter-themed decorations in the PTSA closet that we will not need next year. Please let Katie know if there is another possible use for them with other Brewer committees/events (or if anyone else wants them), otherwise she will clear them out from the PTSA closet at some point.
- Last week was **Counselor Appreciation Week**, and treats were delivered to Ms. Philips & Ms. Ellis-Smith. Matt Irwin (6th grade parent) has signed on to help with the Specialty Staff Appreciation recognitions.
- We're still supporting some of the light upkeep in the Staff Lounge (replenishing coffee, utensils, condiments, etc.). There are bigger functional needs -- like cabinet repairs, upgraded furniture (from Central Warehouse), etc. -- on which we could use additional support. Katie reached out to Lon Rork of Dad's Club because it could be something they could help with that could be a smaller lift with a big impact. Not sure what their scope of work entails so open to other thoughts.
- We have no upcoming events until **Staff Appreciation Week in May** and then the **End of School Staff Luncheon on the last day of school** (early ask: Katie will really need help on this one since she has a 5th grader graduating that day).
- **(Updates from Revi Airborne) Community Coffee** on Jan 8th was lovely! We will do it again next Wednesday morning 2/12? Any and all families are invited to stop by coffee hour every second Wednesday morning 8-9 am at Excelsior gate. Come meet our principal and get to know other families at Brewer!
- (Update from Yve Saville & Alana Corpuz) **Panther Pride Garden Day Sunday, March 16th 10am - noon** https://www.signupgenius.com/go/70A0C49ABAA2DA7FB6-51419129-panther

AOB
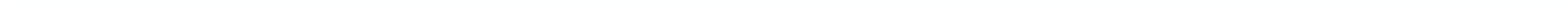
February 2025 All Staff Meeting

Feb 26th, 2025

Brewer Gym

Agenda

1. Student Presentation Ramadan
2. Budget Update
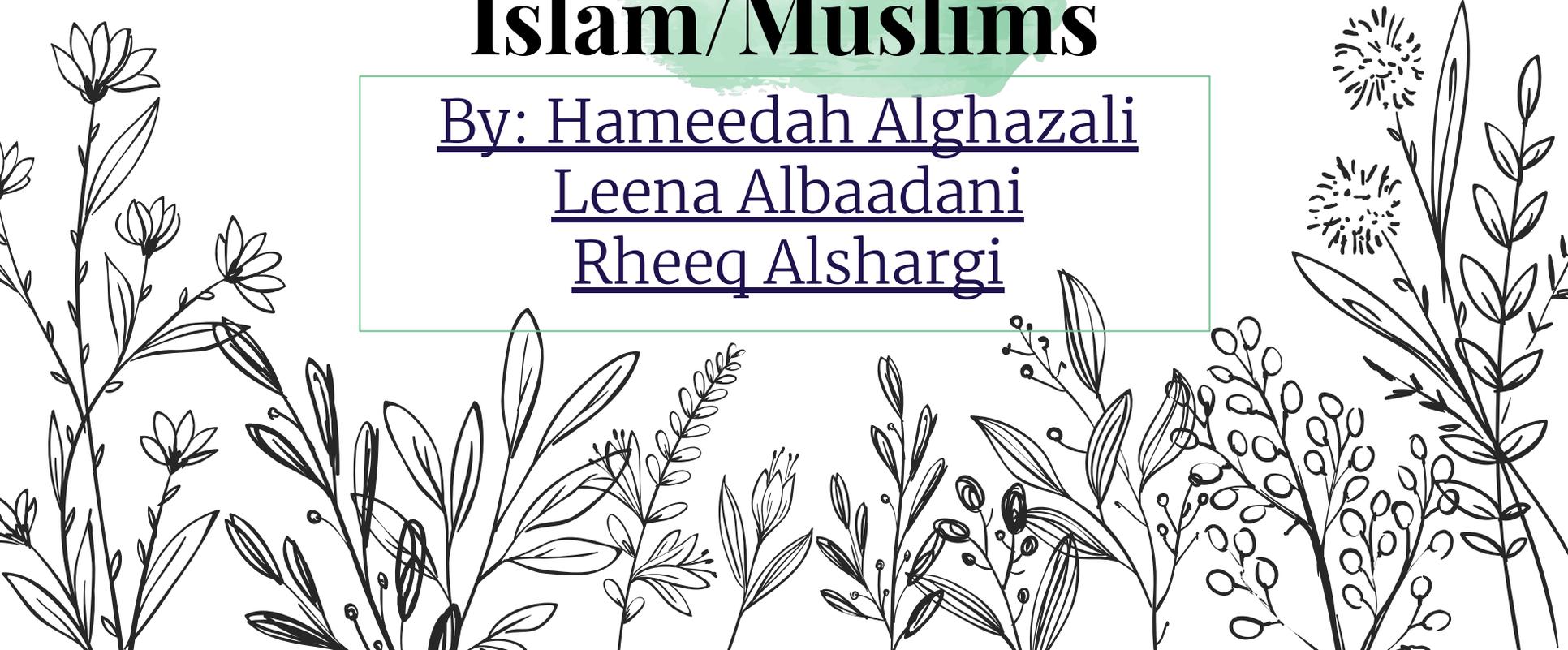3. Master Schedule Update
4. Collaboration Time

Brewer Commitments

- Keep students at the center
- Assume positive intent
- Be open to possibilities
- Move towards actionable steps
- Be present
- Speak your truth
- Have Fun

All About Islam/Muslims

By: Hameedah Alghazali
Leena Albaadani
Rheeq Alshargi

Islamic Vocab

Hijab-A head covering the Muslim women wear outside in public.

Allah- Allah is the Arabic word for God.

Quran- Quran is our holy book that Muslims women, men, and kids read.

Dua- To ask Allah for anything, or to help yourself change yourself.

SAWS-it is what we say after saying our last prophet name (Muhammad). Muhammad (Sallā-llāhu ʿalayhi wa-sallam)

About Islam

Holidays

There are two special holidays that we celebrate: Eid Al-fitir and Eid Al-adha

Eid Al-Fitir: a holiday that comes after Ramadan. We celebrate with family and friends in the Muslim community after fasting for 30 days.

Eid Al-Adha: a holiday to honor the prophet Abraham & his willingness to sacrifice his son Ishmael as obedience to God's command that happens at the end of hajj.

Modesty

Women wear the Hijab to represent modesty which we follow because it is written in the Quran. Modesty is covering your skin and hair from top to bottom.

We can not show our hair to non mahrams. Mahrams are uncles, grandpa, husband, brother, dad, and other women. Girls wear the Hijab after puberty, but some chose to wear it later on in life.

Men in Islam also have to show modesty by not wearing shorts above their knees and not showing their stomach.

2.04 billion Muslims

The 2nd biggest religion in the world

Also the the fastest growing religion in the world.

THE WORLD'S LARGEST MUSLIM MINORITIES

Size of the Muslim population in countries where Muslims are a minority

RUSSIA
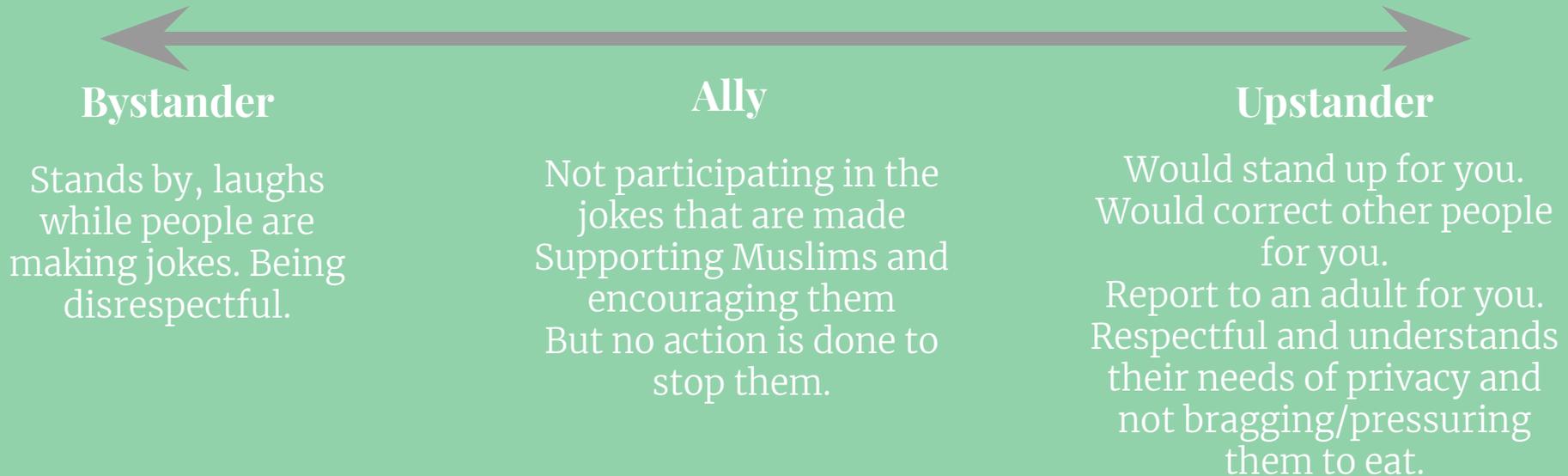16,379,000 (11.7%)

CHINA
23,308,000 (1.8%)

INDIA
177,286,000 (14.6%)

ETHIOPIA
28,721,000 (33.8%)

NIGERIA
75,728,000 (47.9%)

Top 5 largest Muslim minority populations

COUNTRY
Muslim population (% of total)

Percent of population identifying as Muslim

0%   50%

Muslim-majority countries

Stereotypes

Things We Hear

- "Were you born with the hijab ?"

- "BOOM! Terrorist! Bomber!"

- " You smell like gunpowder"

- "Are you Indian?"

- "Are you hot in that!?"(in the hijab/modest clothing/headwear)

- Not all Muslims are Arabs, and not all Arabs are Muslims

What Does it Look Like to Actually Help Us?

Bystander

Stands by, laughs while people are making jokes. Being disrespectful.

Ally

Not participating in the jokes that are made Supporting Muslims and encouraging them But no action is done to stop them.

Upstander

Would stand up for you. Would correct other people for you. Report to an adult for you. Respectful and understands their needs of privacy and not bragging/pressuring them to eat.

Clarifications about Islam

Hijabis do not wear their hijabs while showering. Yes they take it off at home but not in public. Hijabis are also not forced to wear it and can choose when they want too at any age,when their comfortable.

Not all Muslims are Arab and not all Arabs are Muslim.

We also do not have pork or gelation in our diet because pigs have parasites in them that scientists haven't found a way to kill yet. In the quran it has it written that we can't eat pork because it may get us sick.

What is Ramadán?

Ramadán Introduction

- Ramadan is the ninth month of the Islamic calendar where Muslims fast from sunrise to sunset. It is the holiest time for Muslims, where all good deeds are doubled and all sins may be forgiven. The shaytan (head devil) is locked up during Ramadan.
- Fasting is done in order to strengthen a relationship with Allah, by reading the Quran and praying, as well as spiritual discipline and a means to empathize with the less fortunate
- During Ramadan fasting if you are ill, on your period, old, need to take medication throughout the day, or pregnant you can be excused. But will have to make up the days that have not fast after Ramadan.

Laylat Al-Qadr

- Sometime during the last 10 days of Ramadan, Laylat Al-Qadr happens. Laylat Al-Qadr is the night where Allah sent the Holy Quran down to Muhmmad (SAWS), however the exact date of Laylat Al-Qadr is unknown, so Muslims go all out during this time to try their hardest on those last 10 days.
- Because on Laylat Al-Qadr anything you make dua(prayer wish)for will be accepted on that night.
- Taraweeh is the prayer done after Isha (the last prayer of the day) only performed in Ramadan during these last 10 days
- Taraweeh is best prayed at the mosque as a community and it that can go up to 20 prayers (rakat).

Ramadan Accommodations

We ask the staff to consider:
- 5th and 6th to rest (silent reading, HW catch up)
- PE sit out
- Prayer space
- Assignment extensions
- Grace for the amount of energy students come with (especially around the last 10 days of the month)
- Minimizing music/loud activities and potlucks.

Thank you for listening

Any questions ?

Budget Updates
2:45 - 3:00

OUSD School Funding & Enrollment

Historical and Projected Enrollment & Attendance
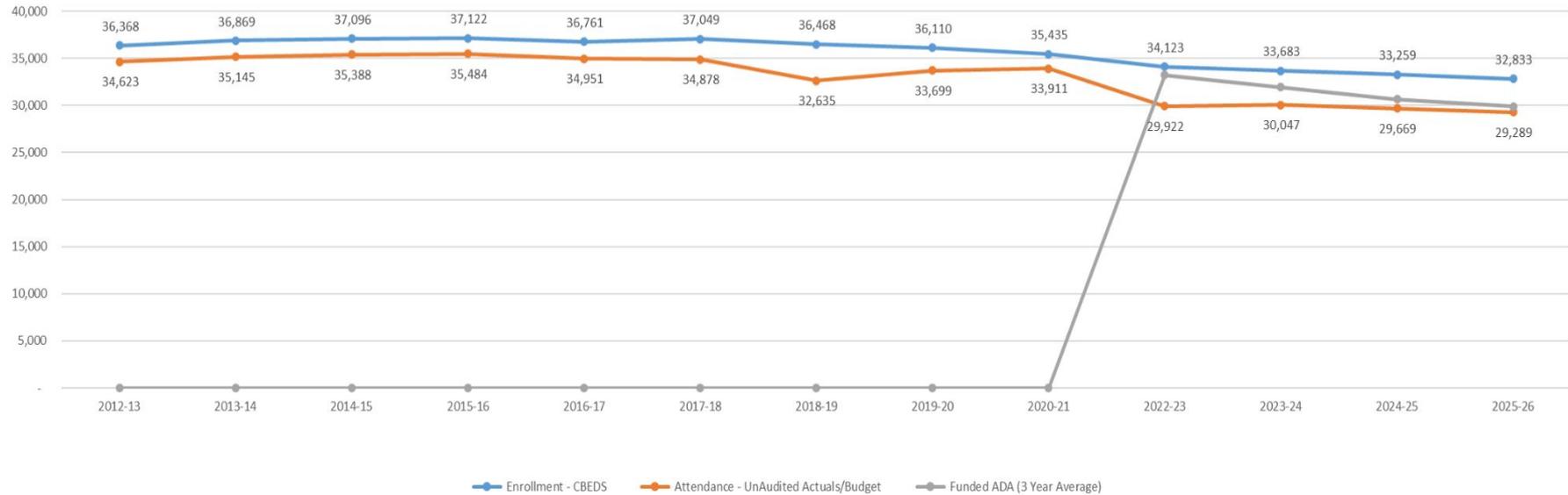
1. Enrollment and attendance are declining across the city.

2. The gap between enrollment and attendance (ADA) is stabilizing at 89% from 94% in 2019-20.

3. The three year average ADA* is supporting higher revenue for 2022-23 forward, but losing steam by 2025-26.

Board directed budget adjustments for SY24-25

OUSD Board's responsibility is to adopt a balanced multi-year budget that:

1. Affords compensation increases for teachers and all other staff
2. Allows the district to fully exit state receivership
3. Meets state and local requirements related to fund balance, deferred maintenance, routine maintenance, class sizes, etc.

In March 2023 & October 2023, the Board made the following changes to school funding allocations for SY24-25:

1. Base Discretionary allocation to schools reduced by $10 per student for all TK-8 school sites and $20 per student for all 9-12 school sites
2. Supplemental allocation to schools reduced by $110 per student

$3.3m for staff raises

Anticipated Changes to Our School

Enrollment this year: 790
Projected enrollment next year: 792

Anticipated impacts in our budget:

- Discretionary: No change ($51,480)!

- Supplemental: Decrease from $289,000 to $50,100

- Title I: No change!; Title IV: Eliminated ($12,000).

- Eliminated Educator Effectiveness Grant ($15,000)

- Base teacher INCREASED from 30.8 to 33.6 (+2.8 FTE)

Restorative Justice

Grade Level AP

Teacher Stipends

Contracts & Supplies

New rule preventing spending on FTE

Principal Report- Budget Update

Title I
($178,200)

- Restorative Justice Facilitator (1 FTE)

- Teacher Extended Contract

Voted on & approved by SSC

Measure G1
($221,732)

- Restorative Justice Facilitator (1 FTE)
- Choir Class
- Chinese Orchestra
- Mural Class
- Music & Art Technology (i.e. Smart Music)

Proposal- not finalized!

Prop 28
($119,090)

- Jazz Lab
- Afterschool Drama
- VAPA Teacher (dance)
- Supplies
- Afterschool Art Club
- Photography Club

Proposal- not finalized!

Realistically, What Does Next Year Look Like?

Classroom Educators: every position (teachers, TSA, paraeducator, ISS, literacy tutor) is projected to protected.

Counselor: as it stands today, our FTE is reduced by 0.4. We have applied for the CCSPP grant to fund the reduced FTE.

Restorative Justice: Title I will fund one RJ facilitator, G1 will fund one.

Admin & CSM: CSM received 1 time funding but reduced to 11-month. 3rd AP eliminated, but will be funded through donations & Salesforce.

Scheduling
3:00 - 3:20

BLOCK SCHEDULE

Mon & Thurs: 1, 3, Enrichment, SSR, 7

Tues & Fri: 2, 4, Enrichment, SSR, 8

PERIOD (LENGTH)	START	FINISH
Breakfast (20)	8:00 AM	8:20 AM
BLOCK 1 (88)	8:25 AM	9:53 AM
Break (8)	9:53 AM	10:01 AM
BLOCK 2 (88)	10:05 AM	11:33 AM
Lunch 6th Grade (40)	11:33 AM	12:13 PM
7th/8th Grade Enrichment (36)	11:37 AM	12:13 PM
Lunch 7th/8th Grade (40)	12:13 PM	12:53 PM
6th Grade Enrichment (36)	12:17 PM	12:53 PM
Accelerated Reading/SSR (36)	12:57 PM	1:33 PM
BLOCK 3 (88)	1:37 PM	3:05 PM

Realistically, What Does Next Year Look Like?

Option 1: Schools that utilize 6 period day schedule in OUSD all have 230+ minutes per week. We can follow this schedule.

Option 2: We can adjust our existing schedule, such as:
- Decreasing enrichment time (and lunch)
- Decreasing SSR time
- Extending the school day
- Alternating PE & Elective schedule for Wednesdays

Master Scheduling

The Change

- Currently, students receive 210 minutes of instruction in each class per week (88 + 88 + 34).
- Our MSN is requesting that core classes receive at least 230 minutes of instruction per week.

The Why

- We are committed to providing grade level standards and curriculum to our students. The curriculum recommends at least 230 minutes of instruction per week!

Edna Brewer Local Control & Accountability Plan (LCAP) Goals
Assessment of strengths, growth, and needs

Goal Area:	Priority Strengths:	Priority Challenges
LCAP Goal 1: To ensure all students have access to standards-based, grade-level curriculum and instruction.	*1. Every teacher uses an adopted curriculum that is aligned to grade level standards.* *2. Built in interim assessment and diagnostic tests throughout the school year for progress monitoring.* *3. Professional learning communities meet on a weekly basis to conduct inquiry cycles and consultancy on improving curriculum and instruction.*	*1. Ensuring frequent formative feedback based on grade-level performance standards over completion rate* *2. Grade level curriculum implementation that follows the scope and sequence that ensures all standards are covered throughout the year* *3. Identifying focal standards that are essential to succeeding in core content areas.*
LCAP Goal 2: To provide high quality interventions in reading and math	*1. Designated ELD classes to support our ELL students.* *2. Targeted reading and math acceleration enrichment class to support our historically marginalized students.* *3. Scheduled push-in and push-out services for students in special education for academic intervention* *4. SIPPs, SPIRE, V math curriculum used to build foundational skills* *5. Literacy tutor and literacy TSA to track student progress.*	*1. Limited time and spacing for academic acceleration enrichment classes.* *2. Limited time and spaces for afterschool tutorial.* *3. Ensuring that attendance, behavior, and disciplinary actions do not prevent students from making progress in reading and math.*
LCAP Goal 3: All student connectedness to school will increase by 75% over the course of the next three years	*1. Weekly Sown to Grow SEL survey for student check in on student belonging and wellbeing.* *2. Variety of clubs, sports, and affinity spaces to build community through shared interest.* *3. Pairing SSR and advisory classes to have the same teacher to ensure students can see their advisory teacher every day.* *4. Culture and climate team to build school events and initiatives to increase student belonging while decreasing disciplinary actions.* *5. Large peer RJ student leadership to build community through student empowerment.* *6. Strong re-entry plan after disciplinary actions.* *7. Welcome circles and orientation for new students.*	*1. Student connectedness is tied to chronic absenteeism. Reducing absences to ensure there are opportunities for students to form connections with school.* *2. Limit space and programming capacity in afterschool programs for students to join extracurricular activities that builds belonging.* *3. Limited space for certain electives for students to engage with school in a different modality.* *4. Intentionally identifying students who are not connected to school, and strategic pairing of students with peers/mentors to build connectedness.*

LCAP Goal 4: Increase our school teacher retention rate for all teachers up to an average of 75% over the course of the next 3 years	1. Teacher turnover has been low over the past school year. 2. New teachers are intentionally paired with partner teachers, coaches, and support 3. Veteran teachers are empowered to take leadership roles, plan initiatives, and have shared decision making powers.	1. Increasing new teacher support through presence, coaching, and evaluation from the administrative team. 2. Creating systems and structures for department leads to be able to conduct classroom walkthroughs for members in their PLCs 3. Lack of consistent staff survey on what supports are needed, and what would help retention.

Measure G1 & Prop 28 Spending Proposals

Amount: $221,732 **Allowable Spending:** Art, Music, World Languages Teacher Art, Music, World Languages Programs Climate & Culture- RJ Facilitator	**Amount:** $119,090 **Allowable Spending:** Visual and Performing Arts Teacher Visual and Performing Arts Programs Visual and Performing Arts Supplies (up to 19%)
Proposal Ideas Restorative Justice Facilitator (1 FTE) Choir Class Chinese Orchestra Mural Class Music & Art Technology (i.e. Smart Music)	Proposal Ideas Jazz Lab Afterschool Drama Club VAPA Teacher (dance) Supplies Afterschool Art Club Photography Club

Feedback for LCAP Goals, Measure G1, & Prop 28

Based on the LCAP goals, strengths, and challenges, are there any feedback or suggestions for the next school year? If so, please list the suggestion and the goal it corresponds to!

_____
_____
_____
_____
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_____
_____
_____
_____

Based on the Measure G1 & Prop 28 allocation and restricted spending, do you have any feedback or ideas for the next school year? If so, please list them!

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Please circle your affiliation to Brewer!

Parent   Student   Staff   Community Member   Other: _____

	Entry	Basic	Quality
Access/Equity	• Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD)	• Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day • Efforts are made to avoid offering single section courses against each other. • Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas • Scheduling considerations made for students with disabilities and English learners	*In addition to basic...* • All Students participate • Support for students with disabilities & English Learners
Instructional Program	• Single Level: No advanced or novice level classes • One offering (eg. General music only, or beginning band only) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities	• Standards Based Instructional Program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) • Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education.	*In addition to basic...* • Involves community resources, musicians to enhance educational experience • Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) • Performance opportunities outside school community
Staffing	• Emergency Credentials • Non-Credentialed • Outside contractors	• Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. • Students receive regular credit for courses • Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General)	*In addition to basic...* • Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)

Facilities	• Shared spaces (stage, lunch room, gym)
	• Limited or no secure storage or lockable cabinets available.
	• Located in close proximity to academic classes (creating excessive noise)
	• Unsecured location
	
	Note: most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.
		• Meets basic music instructional needs.
		• Dedicated Secure Music Room
		• Performance Space - auditorium or theater
		• Secure Storage,
		• Sink
		• Music Stands
		• Piano
		• Sound, A/V system
		• Rehearsal Space for large group (50+) students
		• Acoustic considerations:
		  ○ Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.)
		  ○ Space and ceiling height to provide good acoustics.
		  ○ Acoustically isolated from other classrooms
			In addition to basic...
			• Driven by instructional needs of music programs (eg. vocal program in room with risers)
			• Floor space adequate to limit congestion during transitions
			• Specialty Music Chairs - promoting appropriate posture and individuals
			• Practice rooms for small groups and individuals
			• Built-in storage for large instruments (basses, cellos, percussion)
			• Keyboard Lab

Equipment/Materials				• Faculty office
	• Instruments not available for home practice (students share instruments) • School inventory not sufficient for balanced ensemble. (no basses, low brass, etc.) • Instruments are not available for general music classes. • Minimal music materials available for students. (song lyrics only, teacher composes all music)	• Instructional Materials budget identified for music class (providing funds for consumables: reeds, strings, bows, rosin, drum sticks, etc.) <u>Rule of thumb</u>: *budget $15 per art student* • Equipment available for balanced ensembles at all levels • Percussion & Auxiliary instruments available: Timpani, Bass Drums, Snare Drums, mallet percussion, Drum Set, Bass & Guitar Amps, • Supplies available: bass drum beaters, mallets, mouthpieces, etc. • Pitched and nonpitched instruments available for general music • Standard Classroom technology with the addition of amplified sound system, microphones. • Music Library: variety of leveled musical selections, variety of genres.	*In addition to basic...* • Instructional Materials budget sufficient to purchase and update music library with new compositions, occasionally purchase new, replace instruments; attend out of district festivals & performance opportunities • Music technology: computer assisted composition tools, music learning software for interventions.	
Teacher Professional Development	• Limited or no planning time • Limited professional development opportunities available.	• Planning time is commensurate to that of other core academic teachers • Principal provides regular observations & feedback similar to other academic teachers • Regularly attends discipline specific PD - usually provided by school district • Department planning meetings	*In addition to basic....* • Opportunities to attend conferences, outside district PD sessions • School-Wide planning and professional learning incorporates music professional growth	

Music Program:

wing: Equipment (Quality)

Instructional (Quality)
    programming

Staffing - (Quality)

Other growth
    areas: (music)

Facilities: good but
    not meeting
    "quality" criteria
        (- Basic)

Music Program

growth areas

Access & Equity -
    doesn't fully (Basic)
    reflect school
    population

World Language Education Self-Assessment

	Emerging	Developing	Sustaining	Thriving
Content & Course Offerings	There are no world language course offerings.	The school offers world language courses in at least one language, however students may not be able to engage in advanced language study.	The school offers world language courses in at least two languages. / Students have the opportunity to take increasingly complex language courses while at school. (i.e., three years of language instruction in middle school and four years of language instruction at high school.)	The school offers world language courses in at least two languages. / Students have the opportunity to take increasingly complex language courses while at school. / The school offers core content classes (language arts, social studies, science, etc) in the target language. / Some students exit middle school prepared for AP level language courses or exit having already passed an AP language exam.
Communication & Cognition	Students do not have the opportunity to obtain or demonstrate proficiency in a language other than English. / No formal system to recognize or celebrate students' home language(s)	**Some students** have the opportunity to obtain and/or demonstrate their proficiency in a language other than English. / There are limited efforts to recognize or celebrate students' home or new language(s).	**All students** have the opportunity to obtain and/or demonstrate their proficiency in a World Language. / **Some** students and families are aware of Seal of Biliteracy / Pathway awards and set goals to earn the seal.	All students have the opportunity to obtain and/or demonstrate their proficiency in a world language. / All students are working towards their proficiency in a world language. / All students and families are aware of Seal of Biliteracy/ Biliteracy pathway awards, and set goals to earn the seal.
Global World Learning & Global Competence	Students do not have the opportunity to use the target language in a real-world setting. / There are limited attempts to foster global awareness in students.	There are limited opportunities for students to use the target language in a real-world setting. / Learning experiences provide some opportunities to foster global awareness in students.	**Some** students engage in robust and rigorous learning experiences that provide students with the opportunity for real-world communication in a variety of ways. (examples: internships, service learning, use of technology). / Learning experiences strive to foster global awareness and competencies such as empathy, cultural humility, and curiosity about global events.	All students engage in robust and rigorous learning experiences that provide students with the opportunity for real-world communication in a variety of ways. (examples: internships, service learning, use of technology). / Learning experiences consistently build global awareness and competencies such as empathy, cultural humility, and curiosity about global events.

- Only offering is Spanish

- Spanish Class has built in structures to practice and demonstrate proficiency

Teacher brings in world experiences & culture to class

Class practices real-world dialogue situations and conversations

Middle School Art (Visual Arts, Theater, and Dance) Rubric

	Entry	Basic	Quality
Access and Equitable Opportunity	• Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD)	• Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) • Efforts are made to avoid offering single section courses against each other. • Instruction in Art is provided to students in durations commensurate with other core academic subject areas	*In addition to basic...* • All Students participate • Instructional aid support for students with disabilities
Instructional Program	• Single Level: No advanced or novice level classes • One offering (eg. intro to visual art) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities	• Standards Based instructional program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) • Exhibition opportunities are provided for students to show their mastery of art content.	*In addition to basic...* • Involves community resources, artists to enhance the educational experience • Diverse offerings (Intro to Art, Art History, Ceramics, etc.) • Exhibition opportunities outside the school community. Art festivals.
Staffing	• Emergency Credentials • Non-Credentialed • Outside contractors	• Fully credentialed and qualified • Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. • Students receive regular credit for courses	*In addition to basic...* • Use community partnerships to enhance student learning experience.
Facilities	• Shared spaces (stage, lunchroom, art on a cart) • Limited or no storage cabinets for art materials and supplies. Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.	• Meets basic visual art instructional needs. • Display space for student work • Storage space for student work in progress (lockable), Drying racks • Dedicated, lockable, organized storage space for materials and supplies • Hard Floors • Space to facilitate easy movement around the room • Designed with the ability to work on a variety of art projects • Easily accessible for delivery of large materials • Ample natural light • Large deep sinks with a source of hot water	*In addition to basic...* • Separate Kiln Room • Space for working outdoors • Floor space adequate to limit congestion during transitions

Middle School Dance Recommendations

The middle school dance program expands elementary school learning and experiences through broader explorations and deeper study. Students acquire more extensive knowledge of dance, develop dance skills, and expand their creative potential. By attending regular dance classes and participating in other dance education programs, including before or after-school programs, auxiliary

Equipment and Materials	• Limited materials available.	• Ventilation • Work tables wide enough for students to work from both sides • Other considerations: safety, lighting, energy, location, sound control	
		• Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) Rule of thumb: *budget $15 per art student* • Equipment available: mirrors, easels, pottery wheels, kilns, etc. • AV equipment for displaying student work, instructional videos, displaying a variety of artwork.	*In addition to basic...* • Instructional Materials budget sufficient to purchase and update equipment • Technology for student and teacher use
Teacher Professional Learning	• Limited or no planning time • Limited professional development opportunities available.	• Planning time is commensurate to that of other core academic teachers • Principal provides regular observations & feedback similar to other academic teachers • Regularly attends content specific PD - usually provided by school district • Department planning meetings	*In addition to basic...* • Opportunities to attend conferences, outside district PD sessions • School-Wide planning and professional learning incorporates visual art professional growth

Sources: California Visual and Performing Arts Framework

Visual Arts + Dance/Theater

Access: basic, not all (S)s have access

Facilities

Basic criteria met, no space for outdoors or to limit congestion

__Basic__

Instructional Programming

Involves Community Resources: Quality

Staffing:

includes Comm. partnerships: Quality

Equipment

__Quality!__
Good budget + tech

Teacher PD

__Quality!__
Outside PD + inside PD