

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-0602
Introduction Date	3/10/2026
Enactment Number	
Enactment Date	



# Board Cover Memorandum

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

**From** Middle School Network

**Meeting Date** April 14, 2026

**Subject** Edna Brewer Middle School 2026-2027 Measure G1 Application

**Ask of the Commission** Approve the Edna Brewer Middle School 2026-2027 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Edna Brewer Middle School 2026-2027 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$235,475.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2026-2027  
 Measure G1 Proposal**

**Due: March 1, 2026**

*Allocations are provisional subject to Board approval*

## School Information & Student Data

<b>School Name</b>	Edna Brewer Middle School	<b>School Address</b>	3748 13th Avenue Oakland, CA 94610
<b>Principal</b>	Jonathan Tran	<b>Principal Email</b>	jonathan.tran@ousd.org
<b>G1 Contact</b>	Jonathan Tran	<b>G1 Contact Email</b>	jonathan.tran@ousd.org
<b>School Phone</b>	510-531-6600	<b>Total Number of Students</b>	789
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$235,475.00</b>	<b>2025-2026 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	775
		<b>2025-2026 LCFF<sup>3</sup> Enrollment</b>	486

Student Demographics (%)				Measure G1 Team	
English Learners	6.5%	Asian/Pacific Islander	18.2%	Name	Position
LCFF	64.2%	Latinx	27.0%	Jonathan Tran	Principal
SPED	19.1%	Black or African-American	18.4%	Susannah Prinz	Elective Department Lead
		White	20.6%	August Spafford	CSM
		Indigenous or Native American	-	Lashuan Green-Bland	Asst Principal
		Multiracial	13.9%		

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<b>Chronic Absence (Include raw number and percent)</b>				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	106(13.7%)	122(15.5%)	117 (14.8%)	101 (12.8%)
Asian/Pacific Islander	11(7.1%)	12(7.7%)	13 (10.3%)	9 (7.3%)
Latinx	37(17.7%)	45(22.6%)	38 (17.8%)	31 (14%)
Black or African-American	32(23.4%)	35(25.2%)	33 (22.3%)	28 (19%)
White	9(5.7%)	13(8.1%)	13 (8%)	10 (6%)
Indigenous or Native American	0(0.0%)	-	-	-
English Learners	7(16.7%)	7(18.4%)	7 (13.7%)	5 (9.8%)
Students w/ IEPs	38(26.0%)	44(27.8%)	34 (21.4%)	29 (18%)
Free/ Reduced Lunch Students	87(18.6%)	97(19.3%)	98 (19.4%)	82 (16.2%)

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	240/ 29%	229 (29.3%)	381 (48.3%)	381 (48.3%)
	Language	242/ 29.88%	178 (22.7%)	181 (23%)	181 (23%)
	Music	476/ 58.7%	427 (54.4%)	313 (39.7%)	313 (39.7%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	28/ 3.46%	30 (3.8%)	60 (7.6%)	60 (7.6%)
	Language	0 (0%)	0 (0%)	0 (0%)	25 (3.16%)
	Music	29/ 3.58%	35 (4.46%)	39(5%)	60 (7.6%)

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Average Daily Attendance Date of Figure: 3/1/26</b>				
Asian/Pacific Islander	27077(96.2%)	27013(96.0%)	14878/15534 (95.8%)	97.3%
Latinx	35481(93.2%)	33281(93.2%)	24590/26006 (94.6%)	96.1%
Black or African-American	22775(91.2%)	22526(96.4%)	16582/17873 (92.8%)	94.3%
White	27501(95.7%)	27553(94.8%)	18912/19888 (95.1%)	96.6%
Indigenous or Native American	255(94.1%)	-	-	-
English Learners	7095(91.9%)	6445(93.8%)	5851/6144 (95.2%)	96.7%
Students w/ IEPs	24369(90.6%)	25388(91.8%)	17880/19219 (93%)	94.5%
Free/ Reduced Lunch	79049(93.1%)	83662(93.3%)	57890/61719 (93.8%)	95.3%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Suspended Students Date of Figure: 3/1/26</b>				
Asian/Pacific Islander	0(0.0%)	2(1.2%)	0 (0%)	0 (0%)
Latinx	9(4.1%)	7(3.4%)	1 (0.5%)	0 (0%)
Black or African-American	21(14.5%)	21(14.3%)	9 (6%)	4 (2.7%)
White	1(0.6%)	3(1.8%)	0 (0%)	0 (0%)
Indigenous or Native American	1(50.0%)	-	-	-
English Learners	2(4.5%)	1(2.5%)	1 (1.9%)	0 (0%)
Students w/ IEPs	15(9.4%)	15(9.4%)	7 (4.3%)	3 (1.8%)
Free/ Reduced Lunch	34(7.0%)	36(7.0%)	12 (2.3%)	6 (1.15%)

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	243	248	248	248

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
School Site Council	02/17/26
Community Coffee	02/18/26

Staff Engagement Meeting(s)	
Staff Group	Date
VAPA Department Meeting	02/18/26

<u>Music (Rubric)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Basic	Quality
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Quality	Quality
<u>World Language (Rubric)</u>	2024-25	2025-26
<i>Content and Course Offerings</i>	Developing	Developing
<i>Communication</i>	Developing	Developing
<i>Real world learning and Global competence</i>	Sustaining	Sustaining
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Quality	Quality

<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Quality	Quality
<b>Teacher Professional Learning</b>	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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Electives (Art, Music, World Language)</b>		
1	Choir- Elevate Oakland	\$23,500.00
2	Mural Class- Airballin	\$25,000.00
3	Smart Music Licenses	\$3,869.14
<b>Positive &amp; Safe Culture</b>		
1	Restorative Justice Facilitator	\$169,362.86
<b>Budget Total</b>		<b>\$221,732.00</b>

## Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	0.9 FTE- Drama Teacher	\$131,536.48
2	0.6 FTE- Music Teacher	\$94,936.65

<b>3</b>	Choir- Elevate Oakland	\$4,288.98
<b>4</b>	Smart Music Licenses	\$4,000.00
<b>5</b>	Supplies	\$712.89
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$235,475.00</b>

## 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
Hiring a drama teacher at a 0.9 FTE rate to provide performance arts electives to all students who are interested in musicals, dance, drama, and theatre. This will allow us to have a staff member to teach 5 periods of drama elective incorporating all of the different elements of theater production, culminating in a musical show for the school.	100 students	0	\$131,536.48
Hiring a music teacher at a 0.6 FTE rate to provide orchestra music classes to all students who are interested. This will allow us to have a staff member to teach a 6th grade orchestra, 7th grade orchestra, and 8th grade orchestra. The class will be able to put on at least 1 concert per semester to demonstrate their learning while inviting our community members to engage with our school.	75 students	0	\$94,936.65
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,	0	30 students, 4 lessons a week, 40 minutes per session.	\$4,288.98

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.			
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 students with licenses	0	\$4,000.00
Supplies relating to art, music, and languages to ensure that teachers have the materials they need in the specialized area of content.	n/a	n/a	\$712.89

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

# Edna Brewer Middle School

## SSC - Meeting Agenda

### Budget Review, Title I Updates, & G1 Feedback

#### Format (Check all that apply)

Zoom - Zoom Link: [tinyurl.com/brewerzoom](https://tinyurl.com/brewerzoom)

**Meeting Date:** February 17, 2026

**Meeting Time:** 5:30pm

AGENDA ITEM	NOTES																						
1. Welcome & Call to Order	Meeting called to order at: 5:40 pm																						
2. Roll Call & Quorum Established	<p>Roll Call was taken of SSC members who were present at this meeting. List here the names of all SSC voting members who are present at this meeting:</p> <table border="1"><thead><tr><th>SSC Member's Name</th><th>Present? Absent?</th></tr></thead><tbody><tr><td>1. Jonathan Tran</td><td>Present</td></tr><tr><td>2. Patricia Johnson</td><td>Present</td></tr><tr><td>3. Sara Nolan</td><td>Present</td></tr><tr><td>4. Erin Valenzuela</td><td>Present</td></tr><tr><td>5. Elle Meza</td><td>Present</td></tr><tr><td>6. Nereida Bravo</td><td>Absent</td></tr><tr><td>7. Barbara Rojas Baez</td><td>Present</td></tr><tr><td>8. Megan Trieu</td><td>Present</td></tr><tr><td>9. Wolf Powell</td><td>Absent</td></tr><tr><td>10. Dyana Ngo</td><td>Absent</td></tr></tbody></table> <p>Quorum means that 7 voting members are present. <b>Quorum Established?</b> Yes</p>	SSC Member's Name	Present? Absent?	1. Jonathan Tran	Present	2. Patricia Johnson	Present	3. Sara Nolan	Present	4. Erin Valenzuela	Present	5. Elle Meza	Present	6. Nereida Bravo	Absent	7. Barbara Rojas Baez	Present	8. Megan Trieu	Present	9. Wolf Powell	Absent	10. Dyana Ngo	Absent
SSC Member's Name	Present? Absent?																						
1. Jonathan Tran	Present																						
2. Patricia Johnson	Present																						
3. Sara Nolan	Present																						
4. Erin Valenzuela	Present																						
5. Elle Meza	Present																						
6. Nereida Bravo	Absent																						
7. Barbara Rojas Baez	Present																						
8. Megan Trieu	Present																						
9. Wolf Powell	Absent																						
10. Dyana Ngo	Absent																						
3. Reading & Approval of Minutes	<p>Minutes were shared and read.</p> <ol style="list-style-type: none"><li><b>Motion</b> to approve minutes made by: Elle Meza</li><li><b>Second</b> to approve minutes by: Ms. Johnson</li></ol>																						

3. **Vote** to approve minutes taken by a roll call.

<i>SSC Member's Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Jonathan Tran	Yes
2. Patricia Johnson	Yes
3. Sara Nolan	Yes
4. Erin Valenzuela	n/a
5. Elle Meza	Yes
6. Nereida Bravo	n/a
7. Barbara Rojas Baez	Yes
8. Megan Trieu	Yes
9. Wolf Powell	n/a
10. Dyana Ngo	n/a

4. **Vote Outcome:** 6/10 Approved

**4. Budget Review for SY 2026-27**

Dec 17th: Budget freeze for fiscal analysis  
 Jan 8th: Purchasing unlocked  
 Jan 15th: Contracts/Contractors unlocked  
 Jan 20th: Site budget released to principals  
 Feb 9th: Budget lock in session  
 Mar 15: Reduction/release letters sent to impacted staff

**Changes to EBMS budgets:**  
 Title I: Increased (upped by \$75,000)  
 Title IV: Eliminated (\$12K)  
 Eliminated Educator Effectiveness Grant (\$15,000)

**Change to Positions:**  
 Teacher positions DECREASED from 33.6 to 30 FTEs (excluding SPED)  
 Literacy TSA, Early Lit Tutor, Case Manager positions ELIMINATED  
 RJ still not funded from central budgets, 3rd AP privately funded (Salesforce)  
 Counselor stayed at 1.6 FTE, Psych REDUCED by 0.1 (1.1 FTE)  
 1 STIP sub position gained for one year

**What will this look like for the school ...**  
 EBMS anticipates keeping school structure by funding electives through G1/Prop28  
 FTE counselor is staying at 1.6  
 Restorative Justice: Title I will fund one RJ facilitator  
 CSM received 1 time funding. 3rd AP will be funded privately  
 EBMS will have to be conservative with stipends/supplies to offset costs for FTE

G1 / Prop 28 Principal Budget Proposals: Teaching positions, Choir, Music, Supplies

<p><b>5. Title I Updated Allocation &amp; Spending Proposal</b></p>	<p>\$19,000 extra Title 1 funds that we must use this year (SY2025/26)</p> <p>Ideas:          Extended contracts          Incentives for students (ribbons, bumper stickers, certificates, etc.)          Classroom technology (projectors, etc.)          Patricia: Classroom supplies (like desks)          Ms. Shelley: There are some ways to get supplies through third parties          We should take an inventory of what we have/what we need          Jonathan: Climate control          Megan: Field trips          Elle: Guest speakers          Megan: Career Fair/Clubs</p> <p>Parent Spending:          Approved – Extended contracts, workshops, parent liaison          Extra \$2000 to spend for THIS year - need ideas of where to spend that money          Literacy or Math Night? Special Education team evening? Other workshops?          Supplies that help parents support their kids are allowed! (Request from Barbara)</p> <p><b>Motion</b> to adopt suggestions for spending by: Elle Meza  <b>Second</b> by: Ms Nolan  <b>Vote:</b> The motion has been made and seconded. Vote taken by asking for a show of hands – 6/10, all in attendance supported the motion</p>
<p><b>6. Measure G1 ideas and feedback</b></p>	<p>G1 Principal Budget Proposals: Teaching positions, Choir, Smart Music, Supplies</p> <ul style="list-style-type: none"> <li>● Drama and music teachers</li> <li>● Choir to bring in non-instrument music (untapped population of students)</li> </ul> <p>Those are the main expenses. Agree that positions are the most important to ensure all students have an elective choice they are excited by.</p> <p>Additional ideas for G1 if extra funding exists:          Gym floor, gates or cameras in unsupervised areas, projectors and accessories (art, language, and music classrooms would get first access), choir/musical, and music instrument upgrades</p>
<p><b>7. Public Comment</b></p>	<p>Notes:</p>
<p><b>8. Next Meeting Date &amp; Adjourn</b></p>	<p>The next SSC meeting will be on the following date: Tuesday March 17, 2026</p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to Adjourn by: Principal Tran</li> <li>2. <b>Second</b> by: Elle Meza</li> <li>3. <b>Vote:</b> The motion has been made and seconded. Vote taken by asking for a show of hands. 6/10 (all in attendance supported the motion)</li> <li>4. The meeting adjourned at the following time: 6:39             <ul style="list-style-type: none"> <li>● Meeting extended 10 mins via vote</li> <li>● Motion: Elle Meza</li> <li>● Second: Ms. Nolan</li> <li>● Vote: 6/10</li> </ul> </li> </ol>



February 18, 2026

Attendance/Roles	Key Documents/Links
<b>Norms</b>	<b>Vision</b>
<ol style="list-style-type: none"><li>1. Start and end on time</li><li>2. Respect the Speaker</li><li>3. Speak your truth (Transparency)</li><li>4. Positive Intent</li></ol>	<p><b>We are a joyful school where learning happens.</b></p> <p><b><u>Marking Period Foci:</u></b></p> <p>MP1: Get to Know Your Neighbor Month</p> <ul style="list-style-type: none"><li>- “Like a Good Neighbor”</li></ul> <p>MP2: Upstander Month: Starts September 22nd</p> <ul style="list-style-type: none"><li>- “Up, up, up, upstander, do your part!”</li></ul> <p>MP3: Integrity Month (attendance)</p> <ul style="list-style-type: none"><li>- _____</li><li>- “Keeeeeep up, your attendance, try not to be laayayayte!”</li></ul> <p>MP4: Strong Restart/ Recommitment Month</p> <ul style="list-style-type: none"><li>- _____</li></ul> <p><b>MP5: No Opt Out Month</b></p> <ul style="list-style-type: none"><li>- <b>“At Edna Brewer we do not opt out”</b></li></ul> <p>MP6: Demonstrate Your Learning Month</p> <ul style="list-style-type: none"><li>- _____</li></ul>
How did you spend long weekend?	
<b>Members Present:</b> Highbaugh, Carmen, Linda, Prinz, Zack, Claudia, Tran, August	

<p><b><u>Upcoming School-Wide Items</u></b></p> <p>2/18: Lunar New Year Celebration Dinner Held in the Cafeteria 530-7</p> <p>2/21 - 2/24: 8th Grade Music Disney Trip</p> <p>2/25: <a href="#">Black History Month Assembly</a> 12:20-1:25 - Discuss modified schedule for the day/If strike happens we will reschedule</p> <p>2/25: BHM Celebration Dinner - Gym</p> <p>2/27: Student of the Month 730 in Playhouse</p> <p>3/4: ACT Assembly</p> <p>3/7: POPs Concert-2-4 pm gym</p> <p>3/5 &amp; 3/6: 7th grade field trip to Sibley</p>	
<p>Measure G1 Rubric</p>	<p>Completed on paper. See scanned notes.</p>
<p>Tran Measure G budget for next year</p>	<p><a href="#">Jessie Ivry</a> <a href="#">Claudia Qi</a> <a href="#">Zachary Pitt-Smith</a> <a href="#">Linda Dorsey</a> <a href="mailto:carmen.dejesus@ousd.org">carmen.dejesus@ousd.org</a> Add your expenditure ideas/wish list in order of importance here along with your name- reminder, use approved OUSD vendors only. I</p>

	<p>sent list earlier in year but let me know if you need it again. It is also on OUSD Intranet</p> <ul style="list-style-type: none"><li>● Qi - Art room tables/chairs, a stronger projector akin to Ms. Prinz', color printer, laminator, a longer tall projector cart that can fit art demos, chomp saws, glow forge</li><li>● Prinz- drying rack, chompsaws, paper roll rack, gelli plates</li><li>● Pitt-Smith/Ivry: <a href="#">SmartBoard like this</a></li></ul>
Any issues I need to take to Admin/Culture and Climate?	



# February 2026 Community Coffee

Feb 18th, 2026

# Central Budget Update

Budget updates are presented at the school board meeting. The slides are posted 72 hours in advance:

[https://drive.google.com/file/d/1nYhiVbguO\\_8tsLI2MM0\\_fmsOORzDnVnw/view?usp=sharing](https://drive.google.com/file/d/1nYhiVbguO_8tsLI2MM0_fmsOORzDnVnw/view?usp=sharing)

## The Board's Mandate

Resolution No 2526-0177A - Dec. 10, 2025 " [Board Resolution](#)

It is the Board's duty to approve a fiscally responsible budget preserves local control.

### Financial Goals

- ✦ **2025-26.** Ensure the Board-required 3% Reserve for Economic Uncertainty is maintained beginning 2025-26 (~\$27M total)
- ✦ **2026-27+.** Address projected Unrestricted General Fund deficits over \$70M in each of 2026-27 and 2027-28

### Operational Goals

- ✦ No school closures
- ✦ Prioritize reductions in Central, furthest from students
- ✦ Enhance efforts to improve student attendance and enrollment
- ✦ Reduce reliance on one-time funds
- ✦ Improve fiscal controls, monitoring, and transparency

\* The [Board Resolution](#) (as amended November 19, 2025 contained other directives regarding the Board's intent and methods to be considered in building budget scenarios.

## Continuous School Improvement Division (~95 FTE)

All changes will be consistent with labor agreements.

### Impact (Offsets)

Reduction in Case Managers assigned to schools;

Maintained High School Electives FTE for 7-period day but offset the Middle School Allocation by half. Reduction in late-arriving staffing for Alternative Education and Newcomers.;

Reduction in Community School Managers (CSMs);

Reduction in Targeted Strategies staffing at school sites: AAMA, AAFE, LSA, AA & APISA.;

Reduction in MTSS Staff, Network Partner Staff, Instructional Content Staff, Mental Health Staff, Targeted Strategies and Family Engagement Staff.

More reductions are pending. Majority of student services are funded in Supplemental and Concentration (S&C). These services will be decreased or eliminated in order to absorb the shift of on-going investments to S&C.

# Anticipated Changes to Our School

Enrollment this year: 787

Projected enrollment next year: 787

Anticipated impacts in our **BUDGET**:

- Discretionary: No change (\$51,480)
- Supplemental: No change (\$50,300)
- Title I: Increased (\$275k); Title IV: Eliminated (\$12K)
- Eliminated Educator Effectiveness Grant (\$15,000)



# Anticipated Changes to Our School

Anticipated impacts in our **POSITIONS**:

- Teacher positions DECREASED from 33.6 to 30 FTEs (excluding SPED)
- Literacy TSA, Early Lit Tutor, Case Manager positions ELIMINATED
- RJ still not funded from central budgets, 3rd AP privately funded
- Counselor stayed at 1.6 FTE, Psych REDUCED by 0.1 (1.1 FTE)
- 1 STIP sub position assigned to Brewer for 1 year.



# Realistically, What Does Next Year Look Like?



- 
- **Classroom Educators:** we anticipate keeping our school structure by funding electives through G1 and Prop28.
  - **Counselor:** as it stands today, our FTE is staying at 1.6. We have applied for the CCSPP grant for 4 years, and they have been denied.
  - **Restorative Justice:** Title I will fund one RJ facilitator.
  - **Admin & CSM:** CSM received 1 time funding. 3rd AP will be funded through donations & Salesforce grant.
  - **Stipends/supplies:** we will have to be more conservative in these areas to offset the costs for FTE.



## What Is Measure G1 and How Does It Support Our School?

---

Measure G1 is a local funding measure passed by Oakland voters to strengthen our middle schools and support our teachers. Each year, schools like Edna Brewer receive Measure G1 funds to help make middle school more engaging and enriching for students.

### Here's how it helps:

- **Student Programs:** G1 allows us to expand electives, arts, music, world language, and leadership opportunities—programs that help students discover their passions and stay connected to school.



# Budget Updates

---

## Title I

(\$275,000)

- Restorative Justice Facilitator (1 FTE)
- Early Lit Tutor
- Teacher Extended Contract

## Measure G1

(\$235,000)

- Teaching positions (\$226,473.13)
- Music technology
  - Choir
  - Supplies

## Prop 28

(\$137,693)

- Teaching positions (\$121,981.98)
- Choir Contract

Voted on & approved by  
SSC

For teacher vacancies, assume \$139,157 for salary and benefits. (updated 1/21/26)

# 26-27 Proposal to spend funds

\*\*\*Allowability Matrix

TITLE I STUDENT PROJECTED: <u>\$ 178,200.00</u>			
RANK ORDER	EXPENDITURE (Note: All FTE require a <a href="#">Job Duty Statement</a> )	AMOUNT	FTE % (maximum allowed)
1	RJ Facilitator		1.0
2	Case Managers		1.0
3	Teacher		2.0
4	Literacy TSA		1.0
5	Early literacy tutor		1.0
6	Counselor		1.0
7	Instructional support staff		2.0
8	Attendance specialist		1.0

**Any remaining Title I Student funds should go towards: Extended Contract**

# 26-27 Proposal to spend funds

TITLE I PARENT PROJECTED: <u>\$ 5,000.00</u>			
RANK ORDER	EXPENDITURE (Note: All FTE require a <a href="#">Job Duty Statement</a> )	AMOUNT	FTE % (maximum allowed)
1	Workshops- ET/OT for classified	\$5000	
2	Extended contracts- for teachers	\$5000	
3	Parent Liaison	\$5000	1.0
4			
5			
6			
Any remaining Title I Student funds should go towards: Extended Contract			

# Public Feedback

1. Budget: the challenges and current situation are clear
2. For Measure G1: makes sense to bring in teaching positions that supports music and performing arts
3. Choir has received strong reception and feedback- performing next week at our BHM assembly
4. Most of the G1 money is spent on teaching positions- shows priority

# World Language Education Self-Assessment

	Emerging	Developing	Sustaining	Thriving
<b>Content &amp; Course Offerings</b>	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. <i>Spanish</i> <i>Students are definitely interested, would like to build on the program</i>	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.
<b>Communication &amp; Recognition</b>	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)	<i>Some students have the opportunity to obtain and/or demonstrate their proficiency in a language other than English. all grade levels, but not all students are offered the opportunity</i> There are limited efforts to recognize or celebrate students' home or new language(s). <i>we do recognize ethnic groups</i>	All students have the opportunity to obtain and/or demonstrate their proficiency in a World Language. <i>all grades are offered the opportunity</i> Some students and families are aware of Seal of Biliteracy / Pathway awards and set goals to earn the seal.	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.
<b>Real world Learning &amp; Global Competence</b>	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). <i>teachers do a really good job of providing activities; foster learning experiences consistently build global awareness and competencies such as empathy, cultural humility, and curiosity about global events.</i>	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). <i>go to teach to families</i> Learning experiences consistently build global awareness and competencies such as empathy, cultural humility, and curiosity about global events.

Middle School Music Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> <li>Self Select-Pull Out</li> <li>Before/After School</li> <li>Not all students are able to participate (required academic interventions, ELD)</li> </ul>	<p>Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day <i>Sorted by grade</i></p> <ul style="list-style-type: none"> <li>Efforts are made to avoid offering single section courses against each other.</li> <li>Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas</li> <li>Scheduling considerations made for students with disabilities and English learners ✓</li> </ul>	<p>In addition to basic... <i>most students want</i></p> <ul style="list-style-type: none"> <li>All Students participate</li> <li>Support for students with disabilities &amp; English Learners <i>to take</i></li> </ul>
Instructional Program	<ul style="list-style-type: none"> <li>Single Level: No advanced or novice level classes</li> <li>One offering (eg. General music only, or beginning band only)</li> <li>Classes scheduled by grade level only without consideration to performance level of student or ensemble type.</li> <li>Limited performance opportunities</li> </ul>	<p>Standards Based Instructional Program</p> <ul style="list-style-type: none"> <li>Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) <i>Progress grade by grade</i></li> <li>Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra)</li> <li>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.</li> </ul>	<p>In addition to basic...</p> <ul style="list-style-type: none"> <li>Involves community resources, musicians to enhance educational experience</li> <li>Diverse offerings (Band, <i>Choir, Percussion, Jazz, Guitar, Keyboard, General Music</i>) <i>outside</i></li> <li>Performance opportunities outside school community</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>Emergency Credentials</li> <li>Non-Credentialed</li> <li>Outside contractors</li> </ul>	<p>Fully <u>credentialed</u> and <u>qualified</u> ✓ <i>Very qualified</i></p> <ul style="list-style-type: none"> <li>Instruction is provided by <u>Highly Qualified/certified</u> music teachers who have received formal training (including inservice training) in the ensemble taught.</li> <li>Students receive regular credit for courses</li> <li>Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General)</li> </ul>	<p>In addition to basic... <i>yes</i></p> <ul style="list-style-type: none"> <li>Program is <u>enhanced</u> with <u>community artists</u> to provide <u>specialty instruction</u>. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>Shared spaces (stage, lunch room, gym)</li> <li>Limited or no secure storage or lockable cabinets available.</li> <li>Located in close proximity to academic classes (creating excessive noise)</li> <li>Unsecured location</li> </ul> <p>Note: most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<p>Meets basic music instructional needs.</p> <ul style="list-style-type: none"> <li>Dedicated Secure Music Room ✓</li> <li>Performance Space - auditorium or theater ✓</li> <li>Secure Storage ✓</li> <li><i>Sink</i> ✓</li> <li>Music Stands ✓ <i>yes - needs to be updated though</i></li> <li>Piano ✓</li> <li>Sound, A/V system ✓</li> <li>Rehearsal Space for large group (50+) students ✓</li> <li>Acoustic considerations: <ul style="list-style-type: none"> <li>Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) ✓</li> <li>Space and ceiling height to provide good acoustics. ✓</li> <li>Acoustically isolated from other classrooms ✓</li> </ul> </li> </ul>	<p>In addition to basic...</p> <ul style="list-style-type: none"> <li>Driven by instructional needs of music programs (eg. vocal program in room with risers)</li> <li>Floor space adequate to limit congestion during transitions</li> <li>Specialty Music Chairs ✓</li> <li>Promoting appropriate posture</li> <li>Practice rooms for small groups and individuals ✓</li> <li>Built-in storage for large instruments (basses, cellos, percussion) ✓</li> <li>Keyboard Lab ✓</li> </ul>

<p>• Faculty office</p>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>• Instructional Materials budget sufficient to purchase and update music library with new compositions, occasionally purchase new, replace instruments; attend out of district festivals &amp; performance opportunities</li> <li>• Music technology: computer assisted composition tools, music learning software for <i>SMAX</i> <i>WIX</i> interventions.</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>• Opportunities to attend conferences, outside district PD sessions <i>we read some</i></li> <li>• School-Wide planning and professional learning incorporates music professional growth</li> </ul>
<p>• Instructional Materials budget identified for music class (providing funds for consumables: reeds, strings, bows, rosin, drum sticks, etc.) <i>Rule of thumb: budget \$15 per art student</i> <i>with PPSX</i></p> <ul style="list-style-type: none"> <li>• Equipment available for balanced ensembles at all levels <i>Support</i></li> <li>• Percussion &amp; Auxiliary instruments available: Timpani, Bass Drums, Snare Drums, mallet percussion, Drum Set, Bass &amp; Guitar Amps.</li> <li>• Supplies available: bass drum beaters, mallets, mouthpieces, etc.</li> <li>• Pitched and nonpitched instruments available for general music</li> <li>• Standard Classroom technology with the addition of amplified sound system, microphones.</li> <li>• Music Library: variety of leveled musical selections, variety of genres.</li> </ul>	<p>• Planning time is commensurate to that of other core academic teachers <i>can vary</i></p> <ul style="list-style-type: none"> <li>• Principal provides regular observations &amp; feedback similar to other academic teachers</li> <li>• Regularly attends discipline specific PD - usually provided by school district</li> <li>• Department planning meetings ✓</li> </ul>	<p>• Planning time is commensurate to that of other core academic teachers</p> <ul style="list-style-type: none"> <li>• Principal provides regular observations &amp; feedback similar to other academic teachers</li> <li>• Regularly attends discipline specific PD - usually provided by school district</li> <li>• Department planning meetings ✓</li> </ul>
<p>• Instruments not available for home practice (students share instruments)</p> <ul style="list-style-type: none"> <li>• School inventory not sufficient for balanced ensemble. (no basses, low brass, etc.)</li> <li>• Instruments are not available for general music classes.</li> <li>• Minimal music materials available for students. (song lyrics only, teacher composes all music)</li> </ul>	<p>• Limited or no planning time</p> <ul style="list-style-type: none"> <li>• Limited professional development opportunities available.</li> </ul>	<p>• Limited or no planning time</p> <ul style="list-style-type: none"> <li>• Limited professional development opportunities available.</li> </ul>
<p><b>Equipment/Materials</b></p>	<p><b>Teacher Professional Development</b></p>	<p><b>Faculty office</b></p>

Sources: California Visual and Performing Arts Framework and National Association for Music Education Opportunity to Learn Standards

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

	Entry	Basic	Quality
<b>Access and Equitable Opportunity</b>	<ul style="list-style-type: none"> <li>Self Select-Pull Out</li> <li>Before/After School</li> <li>Not all students are able to participate (required academic interventions, ELD)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Efforts are made to avoid offering single section courses against each other.</li> <li>Instruction in Art is provided to students in durations commensurate with other core academic subject areas</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>All Students participate</li> <li>Instructional aid support for students with disabilities</li> </ul> <p><i>→ schedule doesn't allow</i></p>
<b>Instructional Program</b>	<ul style="list-style-type: none"> <li>Single Level: No advanced or novice level classes</li> <li>One offering (eg. intro to visual art)</li> <li>Classes scheduled by grade level only without consideration to performance level of student or ensemble type.</li> <li>Limited performance opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Standards Based instructional program</li> <li>Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately)</li> <li>Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics)</li> <li>Exhibition opportunities are provided for students to show their mastery of art content.</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>Involves community resources, artists to enhance the educational experience</li> <li>Diverse offerings (Intro to Art, Art History, Ceramics, etc.)</li> <li>Exhibition opportunities outside the school community, Art festivals.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>Emergency Credentials</li> <li>Non-Credentials</li> <li>Outside contractors</li> </ul>	<ul style="list-style-type: none"> <li>Fully credentialed and qualified</li> <li>Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught.</li> <li>Students receive regular credit for courses</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>Use community partnerships to enhance student learning experience.</li> </ul> <p><i>→ try strength of program</i></p>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>Shared spaces (stage, lunchroom, art on a cart)</li> <li>Limited or no storage cabinets for art materials and supplies.</li> </ul> <p><b>Note:</b> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> <li>Meets basic visual art instructional needs.</li> <li>Display space for student work</li> <li>Storage space for student work in progress (lockable), Drying racks</li> <li>Dedicated, lockable, organized storage space for materials and supplies</li> <li>Hard Floors</li> <li>Space to facilitate easy movement around the room</li> <li>Designed with the ability to work on a variety of art projects</li> <li>Easily accessible for delivery of large materials</li> <li>Ample natural light</li> <li>Large deep sinks with a source of hot water</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>Separate Kijn Room</li> <li>Space for working outdoors</li> <li>Floor space adequate to limit congestion during transitions</li> </ul> <p><i>→ Maybe one day</i></p>

		<ul style="list-style-type: none"> <li>• Ventilation</li> <li>• Work tables wide enough for students to work from both sides</li> <li>• Other considerations: safety, lighting, energy, location, sound control</li> </ul>	
<b>Equipment and Materials</b>	<ul style="list-style-type: none"> <li>• Limited materials available.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <u>Rule of thumb: budget \$15 per art student</u></li> <li>• Equipment available: mirrors, easels, pottery wheels, kilns, etc.</li> <li>• AV equipment for displaying student work, instructional videos, displaying a variety of artwork.</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>• Instructional Materials budget sufficient to purchase and update equipment</li> <li>• Technology for student and teacher use</li> </ul>
<b>Teacher Professional Learning</b>	<ul style="list-style-type: none"> <li>• Limited or no planning time</li> <li>• Limited professional development opportunities available.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning time is commensurate to that of other core academic teachers</li> <li>• Principal provides regular observations &amp; feedback similar to other academic teachers</li> <li>• Regularly attends content specific PD - usually provided by school district</li> <li>• Department planning meetings</li> </ul>	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> <li>• Opportunities to attend conferences, outside district PD sessions</li> <li>• School-Wide planning and professional learning incorporates visual art professional growth</li> </ul> <p><i>have our art PPs</i></p>

Sources: California Visual and Performing Arts Framework

## 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