

BRAWERMAN ELEMENTARY SCHOOL

ANNUAL REPORT

2019-2020



Message from the ADVISORY BOARD CHAIR

I was thrilled to serve as the Chair of Brawerman's Advisory Board for the 2019-20 school year. The Advisory Board is comprised of 17 parent representatives from our East and West campuses. We serve as the school's ambassadors, help ensure that the school's administration is fulfilling the mission and vision of the school, and advise the Head of School on any issues that arise throughout the school year.



This year we worked with the newly formed WBT Board of Education and School Governance Committee that was established by the WBT Board of Trustees. The goal of this group is to help all of the Temple schools synchronize their efforts to best utilize our campuses.

Our community is in a unique position. We are a fiercely competitive independent school that marries rigorous academics with our rich Jewish traditions and history. Through the continued success of our endowment and the annual giving campaign, the school will be poised to deliver its community all the tools for success. The Brawerman vision for the future is to continue to deliver joyful Judaism and an excellent education to prepare our *mensch*es for the modern world.

Caroline Packman

CAROLINE PACKMAN

BES ADVISORY BOARD

Caroline Packman, *Chair*

Brad Conroy

Craig Gerber

Stuart Graiwer, *Immediate Past Chair*

Anna Fridman

Jennifer Kaufman

Gretchen Klein

Caroline Kuperstock

Jessica Lewenzstain

Roya Milder

Jessica Rosenberg

Jannelle Ross

Jamie Sabet

Ben Scott

Adam Stotsky

Steven Taylor

Michelle Vogel

Brawerman PARENT ASSOCIATION

The Brawerman Parent Association events reflect our world at large: it is not one group of people who makes our events successful, it is us all coming together as one that is powerful. Moving to our home school model of *BES@home* was challenging for all of us. We longed to be together again in person, but the spirit of our community endured. These things remain absolutely true: we have THE best teachers and faculty on the planet, Brawerman is bigger than a building, and kindness, or *chesed*, always wins.

Although the 2019-2020 **Brawerman West** in-person school year was abruptly shortened, our Parent Association still managed to host and celebrate many events together with our community. We celebrated the High Holy Days, handing out honey and apples for *Rosh HaShanah* to make for a sweet New Year. Our Jewish Celebrations Committee transformed Weisstein Courtyard into our annual, beautiful *sukkah* for *Sukkot*. We celebrated our Kindergarteners with their Consecration. At *Simchat Torah*, our Grade 5 students read from the unrolled scroll. Afterwards, we hosted Rabbi Leder for an engaging discussion on "10 Things You Ought To Know About Judaism" for our parents, while simultaneously opening our campus for a special day with Kindergarten and Grade 1 grandparents and special friends. Always a favorite student morning, our parents showed up in droves to make pancakes in the courtyard for breakfast. All faculty and staff were appreciated with lunches, snacks, and special treats, tying in our school wide theme of *chesed* this year. Even during the quarantine, we expressed gratitude to our teachers with hand-delivered dinners as a gesture of our appreciation. Our Holiday Boutique and Book Fair, ever successful, rounded out our year of big events.



Jessica Rosenberg
PA President,
Brawerman West

As we reflect on our year at **Brawerman East**, our school wide theme of *chesed* evokes a profound feeling. We honored our grandparents and VIPs by bringing them into our school for a day dedicated to them. We celebrated our fabulous faculty by transporting them to Italy, Mexico, and back to school for themed lunches. We had coffees with our clergy. We built community by attending a Dodgers game together, with a pancake breakfast before the Big Give, with movie night at school, and during our annual *Sukkot* Picnic. We cooked together at our Thanksgiving Feast, which embodied gratitude for our students, faculty, administrators, staff, and clergy. And at our annual *Purim* carnival, held just the day before the campus closed, our parent volunteers worked tirelessly to give our students a lasting celebration filled with joy, community, and friendship, which they carried with them during the difficult months when they could not be physically together.



Jannelle Ross
PA President,
Brawerman East

Message from THE HEAD OF SCHOOL

The 2019-20 school year was my seventh year at Brawerman, and the class of 2020 was the first graduating class that I have seen grow up from five-year old kindergarteners to twelve-year old graduates. What a blessing and an honor to be a part of a family's life for seven years, to see the learning, the exuberance, and the growth in your children. Six years from now these 2020 graduates will be seniors in high school. They will still be a part of Brawerman, and still be friends with each other, and the relationships and purpose they found here will still be with them, with you, and with us.



When we welcome our newest Brawerman students into Kindergarten, we take their parents through an exercise to reflect on what they want for their children when they graduate. Parents call out their wishes for their children to be inspired, passionate, confident, caring, creative, articulate, happy, moral... the list is long. The journey is only beginning at this point, but each year the list from kindergarten parents is almost always the same. Of course parents of five-year olds care about academic achievement, but they tend to focus on wanting their children to be good, ethical people who know themselves, love learning, and care about their community, their earth, and their Jewish identity.

These hopes for our students are not just something we wish for. They are something we have codified into our school values and our mission statement. We rewrote the mission statement through a collaborative effort working with Brawerman and Early Childhood Center teachers and administrators from both campuses with facilitation by Wilshire Boulevard Temple leadership. The new unified mission statement for the 2019-2020 school year clearly states our purpose and grounds every teacher in an unwavering understanding of our objectives as a school. It reads:

We provide an unparalleled educational experience rooted in Jewish values—inspiring innovative thinking, empowering responsible leadership, and honoring individuality within a nurturing community.

In our 21st year as a school, the Wilshire Boulevard Temple Board of Trustees was engaged more than ever in the success of Brawerman. With the newly formed Board of Education & School Governance Committee under the leadership of one of our own parents, Caroline Kuperstock, the expertise and dedication of its members are shared with the school's community. This committee helps facilitate coordination between the schools to foster a new way for Brawerman, the ECC, the religious school, and the clergy of Wilshire Boulevard Temple to partner together.

Part of this new partnership is an exciting clergy in rotation program. We started our year with bi-monthly clergy sessions in Grades 1-6. The program proved to be so beneficial, successful, and meaningful during *BES@home*, our program expanded to weekly sessions with Temple clergy in each grade. When big questions of theology and Jewish history come up, they can be answered during a session with a clergy member. These are the conversations that don't happen in other schools, and these deep dives into Torah are where debate, perspective taking, and analysis drive discussions. They are moments in learning that students remember. These clergy in rotation classes create opportunities for our students to build a relationship with each of the Temple clergy so that come B'nai Mitzvah time, the connection has already been established for a life-long relationship. We want everything at Brawerman to be personal and purposeful.

This was put to the test in the spring with the spread of COVID-19. When the year began, we could have never imagined that we would end the year unable to be together on campus while separated into our own homes. Although campuses were closed to ensure the safety and health of our community, we knew that fulfilling our mission statement was more important than ever. Brawerman quickly implemented *BES@home* as our program for online teaching and learning. Through multiple virtual tools *BES@home* became our place for schoolwork, our hub to see friends and teachers, and our platform for sharing Jewish celebrations together. We missed being with each other on campus and maybe even appreciated "regular school" more than ever before, but we also learned that we can adapt to new situations, be creative in finding new solutions, and be strong when things are not as expected. The students, parents, and faculty rose to the challenge and proved that whether connected via Zoom or in person together, our Brawerman community will not only endure, but flourish.

The quick transition to *BES@home* was a testament to the quality and dedication of our faculty, now 93 strong across both Brawerman campuses. They are the foundation of Brawerman, and we invest in them by supporting attendance at professional development programs nationwide and providing resources for continuing education in graduate programs in educational leadership. The investment pays off, as our attrition rate has decreased substantially over the last three years, having gone from hiring 21 new faculty members in 2017 to 16 in 2018 and to only nine in 2019. This speaks to the commitment of our teachers and the servant leadership of our administrators. Brawerman is an exceptional place for students to go to school and a beloved place for teachers to go to work. Once people are here, they want to stay.

Whether on campus or online, one of the wonderful parts about attending Brawerman continues to be how we provide our students a chance to grow into young teenagers before determining where they want to spend their secondary school years. We know that our kids go to selective independent schools and excel. Our reputation with these schools is strong, and our students are recognized not only for their academic preparedness, but also for the quality of their character. We see the evidence of the academic aptitude of our students through our ERB scores. In 2019, Brawerman's median ERB scores were consistently above the median score for all independent schools around the country. These scores are nothing short of impressive.

The demonstration of academic excellence is a staple of Brawerman, but just like those kindergarten parents' wishes of their children being good humans, we always prioritize character development. This year's theme of *chesed*, kindness, is at the core of being a mensch and the core of the three pillars of Judaism: *Torah*, *Avodah* (worship), and *G'milut Chasidim* (acts of loving kindness). The Talmudic rabbis taught us that *Torah* and *avodah* are incomplete without acts of kindness. *Chesed* is the giving gesture of oneself without expectation or regard for anything in return. It is an act of caring, which is God's hope for humanity. When we chose to isolate in our homes and finish the school year with *BES@home*, it was an act of kindness from each of you and your families to protect the most vulnerable in our greater community.

The lessons from the 2019-2020 school year are clear. Even when times are challenging, we should all err towards kindness, and at Brawerman we do. In a year with so many wonderful accomplishments, we were also met with unprecedented challenges. In the end, because we went through it together, it was all a blessing, and we as a community are stronger than ever before.

Brandon Cohen

Brandon Cohen





BRAWERMAN WEST

Spotlights

T IKKUN OLAM

We learn from the *Torah* that it is our responsibility to care for our earth, fellow people, and animals through acts of loving kindness (*g'milut chasidim*). We derive meaning from these pillars of Judaism by engaging with a wide range of organizations in forging grade-level partnerships and hosting multiple school-wide activities that support local charities. Some of the organizations that we work with include El Nido Family Centers, which provides services to disadvantaged families in Los Angeles; Vista del Mar, which provides treatment for children and resources for parents to help adolescents lead self-reliant and productive lives; and Stepping Forward LA, which offers support to foster youth who are aging out of the system. By having representatives from these social service agencies meet and pray with our community, students connect small, individual actions with positive and long-lasting change. Students enact the words of Rabbi Abraham Joshua Heschel who said, "You pray with your feet," by regularly serving lunch at The People Concern (Grade 4) and adopting and cleaning up our beaches (Grade 1). The result is Brawerman students graduate with a strong sense of advocacy, social action, and justice.

SOCIAL STUDIES/INTERDISCIPLINARY

Research tells us that students connect more deeply to their learning when critical thinking skills are embedded into the curriculum and the context is based in their own world. We used this



theory of learning as a guide to reformulate our lower grades social studies curriculum. Our new model is interdisciplinary and active, with strategic field trips and activities. The concepts of interdependence and cause and effect are at the core of Grade 1's investigation into the processes of trash. Students went on neighborhood walks, met with the Wilshire Boulevard Temple's facilities team and the sanitation department, researched how pollution impacts land- and sea-based animals, and participated in the adopt-a-beach program with Heal the Bay. This year-long study extended beyond the classroom to each specialist area, including Judaic studies and the surrounding neighborhood.

Grade 2 extended their *L'dor V'dor* (from generation to generation) study to include a cartography unit paired with a science exploration into the four regions of California. These additions helped students better understand the relationship among place, food, clothes, language, and customs, positioning them to find deeper meaning in the lineage of family traditions and heirlooms when they investigated their own immigration stories.

BES@home

On the heels of our *Purim* celebration, we closed our doors and transitioned from brick and mortar buildings to unfamiliar desktop windows. From the onset, we knew we had to create a program that maintained our strong bonds as a community and provided rigorous academic content, while also being flexible to the diverse needs of our families. Through the process of facilitating feedback from our families and seeking out research, we quickly evolved *BES@home*. The majority of the school days were facilitated with live Zoom sessions and ample opportunities for small-group, differentiated learning, individual check-ins, and office hours where students could seek additional academic or emotional support from their teachers. Additionally, our school counselor was meeting with students and families for more individualized support. Students still received a well-rounded curriculum that balanced the academics, Hebrew language, and all the specialist areas. Specifically in the younger grades, students had PE three times a week to ensure that students were still active and physically healthy.

As much as possible, we kept our routines and traditions alive with all school *t'filot*, *Shabbat* celebrations, and even a virtual Grades 3-5 Spring Concert. We hosted two parent series led by renowned speakers: Dr. Dale Atkins shared her ideas on navigating this period of self-isolation with kindness and resilience; and Susan Kaiser Greenland offered mindfulness practices and perspectives as a way to care for oneself and others with more compassion in a time of uncertainty. We organized two programs for Brawerman grandparents, one facilitated by authors Pam Siegel and Leslie Zinberg on their book, *Grandparenting: Renew, Relive, Rejoice (52 Ways to Mindfully Connect and Grow with your Grandchildren)*, and a Lunch and Learn led by Brawerman's Rabbi Elissa Ben-Naim on the holiday of *Shavuot*. We culminated the year with a show-stopping, drive-thru graduation production that highlighted and celebrated this unprecedented year.



Mazal tov to the Grade 6 girls volleyball team for bringing home the first place trophy in the Coastal Canyon League Volleyball Tournament. Finishing with an awesome come-from-behind victory, the Blaze team won the series 3-0. We are so proud of not only their victory but also their compassion and teamwork on the court.

ADMINISTRATION - WEST



Nadine Zysman
Principal



Andrea Weinstein
Assistant Principal
Grades 3-6



Michelle Handzo
Assistant Principal
Grades K-2



Rabbi Elissa Ben-Naim
Director of Jewish Life
and Learning



Lindy Goldberg
Director of Admissions



BRAWERMAN EAST

Spotlights



BRAWERMAN
ELEMENTARY
SCHOOL

TIKKUN OLAM

At Brawerman East one of the ways that we engage students in *tikkun olam* is to consider community needs and empower students to take action to address those needs. In the primary grades, each classroom approaches this process in a way that compliments their curriculum and expands student understanding of community.

As a part of their year long study of our school community, Kindergarten students engaged in a project that addressed the question, "How can we welcome people to our school community?" Working collaboratively, Kindergarten students created a map of important places on campus and acted as "tour guides" to visiting Transitional Kindergarten (TK) students from the Glazer Family Early Childhood Center.

In Grade 1, the lens with which students examine community begins to expand beyond our school to include the local community surrounding Wilshire Boulevard Temple. Students took a field trip to the Temple's Karsh Center in order to learn about the services it offers to the local community. While there, students noticed that the food pantry seemed to be

lacking in certain foods so they organized a food drive to replenish the pantry. Grade 1 students have looked closely at food this year, including the availability of space to grow food in the country versus the city. After learning about community gardens and vertical gardens, Grade 1 students decided to grow their own food in a vertical garden in their classroom, to harvest and share with others.

In Grade 2, students continue to expand their understanding of community as they consider the question, "How can we care for our elders?" As part of their year long *L'dor V'dor* (from generation to generation) study, Grade 2 students strengthened their connection to the senior community through their relationships with seniors at The Village Retirement Community. During their visits, Grade 2 students shared their written work and sang songs. In order to continue sharing the gift of music all year long, Grade 2 students worked to build music boxes in the Innovation Lab to give to their senior friends.

BES@home

From the time of the announcement until the launch of *BES@home*, our virtual learning model, totaled a mere four days. In that brief window of time, Brawerman East pivoted to begin delivering daily curriculum and scheduling blasts (emails), pre-recorded content, and live Zoom lessons. The administration and faculty planned a device and materials pick-up so students could begin at home where they left off in the classroom.

Each day and week that passed presented new challenges but also new opportunities for finding innovative solutions. Teachers began scheduling small group lessons and individual student check-ins just as they regularly performed in their classrooms. Specialists continued delivering unique lessons and used creative methods to keep students engaged. The administrative team conducted weekly parent coffees to receive feedback on what was, and what was not, working. The *BES@home* program evolved with constant tweaking and readjusting to provide more engaging content, better opportunities for social connection, and improved meaningful learning experiences for every student.

As the remote learning continued, Brawerman East kept true to its roots. Monday mornings began with All School *Havdalah* on Zoom. The Clergy in Residence program took new shape virtually with cantors and rabbis joining students for weekly lessons and holiday celebrations. And as the end of the school year neared, we prioritized maintaining the joyous recognition of our students during the Spring Concert, *Kol HaKavod*, Sports Day, and Graduation. Teachers, administrators, and Temple staff worked tirelessly to create meaningful and memorable experiences to honor and acknowledge the hard work, growth, and triumph of students and Grade 6 graduates at such a uniquely difficult time.



ADMINISTRATION - EAST



Dr. Tamara Miller
Principal



Noa Grant
Assistant Principal



Chris Donohoe
Director of Admissions

GRADE 6 Israel Trip

The annual trip to Israel is a meaningful capstone journey for many of our Grade 6 students. East and West traveled together for a new type of study-travel experience where Israel was our classroom, our family room, and our synagogue. Thirty-six students and eight members of faculty, along with our extraordinary travel tour educators, experienced the country by camel, donkey, bicycle, and bus. They hiked to the top of *Masada* at sunrise and visited the Western Wall on *Shabbat* to recite the *Shema* at sunset. Being in Israel in mid-February afforded the delegation the opportunity to plant trees for *Tu B'Shvat*, package food pantry boxes for the hungry in South Tel Aviv, and join medical clowns to visit young patients at *Shaare Zedek* Medical Center in Jerusalem. Students returned from their enriching experience ever grateful that they were blessed to go on the trip of a lifetime shared with beloved teachers, administrators, and the school Rabbi to ensure a lifelong connection with the land and people of Israel.



BES@home

Campus is closed; school is in session.

In March we finished an extraordinary celebration of *Purim* and made the difficult decision to move Brawerman into a virtual setting, with *BES@home* becoming our new normal for the remainder of the school year. Equipping all students, families, and faculty with necessary technology, support, and coaching in Zoom, combined with an already existing infrastructure of Google Classroom, allowed us to maintain our academic excellence while upholding our feeling of a tight-knit community. Teachers created daily synchronous and asynchronous learning and invented innovative ways to conduct literacy circles, maintain math groups, social studies, and other core subjects with meaningful enhancement from our specialist content areas. Science became an opportunity for students to conduct experiments with at-home supplies and art transitioned to fundamentals in sketching and painting along with fun crafts to keep students' creativity piqued. Keeping our bodies fit and moving, coaches Zoomed live PE, while a delightful "lunch bunch" allowed important social time for our students to connect and enjoy cross-grade free time while under the careful guidance of staff.

We welcomed our Kindergarten incoming classes, our largest at both campuses in our 21 years, via personally delivered welcome bags and introduced families to our special community and administrative team. Devising a new way to celebrate a virtual Passover, Israel's national holidays, *Shabbat*, our end of year *Kol HaKavod* where students get to showcase their work and projects throughout the year, and Sports Day allowed us to keep the special Brawerman feeling and important touchpoints of the year. Culminating in meaningful graduations at each campus, our classes of 2020, guided by their amazing teachers, created videos and celebrated their journeys at Brawerman in a way they will remember for their lifetimes.



MATRICULATION

Brawerman East and West students matriculate to the top-tier independent schools in Los Angeles.

Secondary Schools	2018-2020
The Archer School for Girls	3
Brentwood School	22
Campbell Hall	3
Crossroads School	10
Geffen Academy	9
Harvard-Westlake School	11
Marlborough School	3
Milken Community Schools	20
Windward School	30
Public	5
Other*	15
TOTAL	131

*1-2 student(s) between 2018-2020 has matriculated to the following schools: The Buckley School, Chadwick School, ESLA, Oakwood School, Pilgrim School, Pressman Academy, Sinai Akiba Academy, Summit View School, Tree Academy, Viewpoint School, Wildwood School, and The Willows Community School.

American University
Art Center College of Design
Bard College
Barnard College
Boston College
Boston University
Boulder Business School
Brown University
Cal Poly, San Luis Obispo
Carleton College
Carnegie Mellon University
Chapman University
Claremont McKenna College
Colorado College
Cornell University
Dartmouth College
Drexel University
Elon University
Eugene Lang College
FIDM
George Washington University
Georgia Institute of Technology
Hamilton College
Harvard University
Indiana University
Ithaca College
Kenyon College
Lewis and Clark College
Loyola Marymount University
Middlebury College
New York University
Northeastern University
Northwestern University
Oregon State University
Otis College of Art and Design
Parsons School of Design
Pitzer College
Pomona College
Princeton University
Purdue University



Rhode Island School of Design
San Jose State University
Syracuse University
Tufts University
Tulane University
University of Arizona
University of California, Berkeley
University of California, Los Angeles
University of California, Riverside
University of California, Santa Cruz
University of California, San Diego
University of Chicago
University of Colorado, Boulder
University of Miami
University of Michigan
University of Pennsylvania
University of Southern California
University of Vermont
University of Wisconsin
Vanderbilt University
Washington University in St. Louis
Wesleyan University

ALUMNI SPOTLIGHTS



DANI ROSENBACH

CLASS OF 2007

After being part of Brawerman West's second graduating class, Dani attended Windward School, graduating in 2013. She then received a dual degree in Communications and Judaic Studies from the University of Michigan, after which Dani joined Teach for America in 2017 and taught special education to middle school students in the South Side of Chicago. While teaching, Dani also enrolled in the Relay Graduate School of Education and earned a Master's in Special Education. Outside of work, Dani enjoys quality time with friends, cooking, working out, and traveling. We are thrilled to welcome Dani back home to Brawerman as an Associate Teacher for the 2020-21 school year!

WHAT IS YOUR FAVORITE MEMORY FROM YOUR DAYS AT BRAWERMAN?

Although difficult to pick just one favorite memory, something that particularly stands out was making the game-winning free throw during a Brawerman Blaze basketball game in 2005. I nervously stepped up to the line, closed my eyes, and proceeded to recite the *Sh'ma*, Judaism's most important prayer, before swishing

the shot. I'll never forget Coach Barry's face when the ball went through the basket. Brawerman instilled within me a love and passion so deep for Judaism that it still permeates my everyday life and informs my identity. I am so grateful to Brawerman for cultivating, growing, and strengthening that love that is always within me.

HOW DID BRAWERMAN HELP PREPARE YOU FOR WHAT YOU ARE DOING NOW?

Through encouraging innovative thinking and leadership, Brawerman helped prepare me to become a successful special education teacher both in and out of my classroom. Brawerman also taught me to always dig deeper into myself and give everything my all, which I do with my students every day. Most importantly, Brawerman showed me the value of having a nurturing education and inspired me to pursue education as a career. I hope that my students are able to take away from their education the same drive and motivation that I carry into our classroom each day.

WHAT VALUES DID YOU LEARN AT BRAWERMAN THAT HAVE IMPACTED YOUR LIFE AS AN ADULT?

I learned many important values at Brawerman that have impacted my life as an adult, but I think the most important ones are responsibility and *tikkun olam*. Not only did I learn to take ownership and responsibility for my actions, but I also realized that I cannot sit idly by and expect other people to fix the world's problems. Rather, I have a responsibility toward something larger than myself, which is why I chose education as my career. I am determined to make a difference every day in my classroom and instill these same values in my students. There is much work to be done to solve the challenges in education, and my journey is just getting started.



RACHEL LURIE

CLASS OF 2008

After graduating from Brawerman, Rachel attended Marlborough School, graduating in 2014 as valedictorian. She then went on to Princeton University, where she majored in Public and International Affairs, receiving the Shapiro Prize for Academic Excellence and the R. W. Van de Velde Award. At Princeton, Rachel was actively involved in the Center for Jewish Life, including as a student representative on the Board of Directors, and was a captain of the Women's Club Soccer team. Rachel graduated from Princeton in 2018 summa cum laude and as a member of Phi Beta Kappa. Rachel is now a Senior Analyst at the Princeton University Investment Company (PRINCO), which invests Princeton's endowment. Since joining PRINCO, she has taken up running, and completed the Fall 2019 Princeton Half Marathon!

WHAT IS YOUR FAVORITE MEMORY FROM YOUR DAYS AT BRAWERMAN?

When I started in Kindergarten at Brawerman, the entire school, which then only had three grades, fit in a circle around the courtyard. My favorite memory is standing in that circle on Friday afternoons and singing *Hashkiveinu*. I think something that will always make Brawerman special is the sense of community, and those were moments when I really felt it.

HOW DID BRAWERMAN HELP PREPARE YOU FOR WHAT YOU ARE DOING NOW?

At Brawerman, learning about Judaism gave me a love of exploring and debating difficult questions. This helped prepare me to think creatively and engage with different points of view, which is something I do often at PRINCO when participating in investment decisions.

WHAT VALUES DID YOU LEARN AT BRAWERMAN THAT HAVE IMPACTED YOUR LIFE AS AN ADULT?

Brawerman instilled in me the value of *tikkun olam*, or repairing the world. I think this impacted how I think about my career. Part of the reason I joined PRINCO was because I knew my work would help pay for financial aid and research at Princeton. With each step in my career, I will continue to think about how I can make a positive impact and help others.



BRAWERMAN GRANDparents

We are thrilled to thank our first ever Brawerman GRANDparents* for their generous support of our 2019-2020 Annual Giving Campaign. Head of School Brandon Cohen hosted a tea in their honor and they were blessed by Rabbi Elissa Ben-Naim at a *Shabbat* celebration. Purposeful connections with grandparents enrich our school community. By connecting *l'dor v'dor*, from generation to generation, we make personal meaning of the world we live in. We look forward to the expansion of this valuable program as it furthers the reach and scope of our school experience while providing additional layers of love and joy.

- Lynette and Derek Brown (*Liv Altshule*, '25)
- Susan and Michael Castle (*Madeleine Ross*, '26)
- Sissy Taran and Colman Daniel (*Bernie Zysman*, '23;
Taryn Zysman, '25)
- Helen and Gary Dosik (*Kayla Nickerson*, '22;
Rebecca Nickerson, '25)
- Linda and Larry Elins (*Layla Sabet*, '23; *Noah Sabet*, '23;
Ethan Sabet, '20)
- David Goldberg (*Charlie Klein*, '21; *Nate Klein*, '18)

- Linda Z. and Thomas I. (z"l) Klein (*Charlie Klein*, '21;
Nate Klein, '18)
- Linda F. Lynn (*Eden Lynn*, '20; *Talia Lynn*, '24)
- Helen and Robert Rosenberg (*Jemma Rosenberg*, '24;
Zoe Rosenberg, '24; *Gavin Rosenberg*, '21)
- Linda and Bill Rouse (*Hudson Messinger*, '25)
- Linda Rae Sher (*Hudson Sher*, '23; *Brandon Sher*, '25)
- Joan and Bill Vogel (*Dorothy Vogel*, '22; *Gavin Vogel*, '18)
- Barbara and Lee Wagman (*Max Ellenbogen*, '26)

*Brawerman GRANDparents donated a minimum of \$1,000 to this year's Annual Giving Campaign.

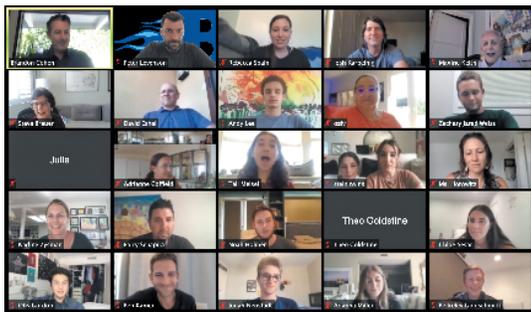
FUNDRAISING & ENGAGEMENT

REBECCA SPAIN DIRECTOR OF ADVANCEMENT



As I reflect on my three years at Brawerman, I am overwhelmed by the *chesed*, or acts of kindness, that I have seen. *Chesed* was an especially fitting theme for the 2019-20 school year. Even amidst the obstacles of coronavirus and physical distancing, our community was stronger than ever and found new ways to show kindness through food and paper good deliveries, phone call check-ins, and continued *mitzvah* meals for our families in need. Brawerman raised funds to support those who were impacted by COVID-19, and because of the money we raised, we were able to adapt to the changing times and cover unexpected expenses, as well as provide additional financial aid for families. I have always viewed Brawerman as more than a workplace or a school, but as a true community that is there for one another through joyful and challenging times.

100% of Brawerman faculty and families at both campuses donated to the Annual Giving Campaign. This is a true testament to the strength and dedication of our community. I want to give a huge thank you to the East and West Annual Giving Co-Chairs for their time and commitment to raising annual giving funds to help support our school. Aside from the essential role of filling the budget gap, these funds also allow us to provide additional programming and trips for our students, as well as offer professional development opportunities for our faculty. I would also like to thank the members of our Endowment Committee for continuing to help bring in new donors who see the value of ensuring that Brawerman is here for decades to come.



Raised more than
\$1.1 million
for our Annual Giving Campaign to help offset operational costs, update the school's facilities, enhance programming, and provide professional development opportunities for our staff.



Received **FIRST-EVER DONATIONS** from current students and alumni students!

Brawerman reached
100% PARTICIPATION
for its Annual Giving Campaign from East and West families and faculty from both campuses.

More than
\$300,000
in new endowment pledges.



More than 50 grandparents attended a virtual session on Mindful Grandparenting during a pandemic.

44 FAMILIES joined the Brawerman Giving Circle by generously donating gifts of \$10,000+ to Brawerman's Annual Giving Campaign.

Raised more than
\$20,000 from Brawerman Grandparents


Hosted a Zoom alumni event for Brawerman Class of 2014 Graduates and their parents.

ENDOWMENT

Brawerman has a total of nearly \$8 million in cash and legacy pledges.

A robust endowment is an essential component for schools in a landscape of rising tuition and scholarship requests. It also allows us to support families and areas of need for Brawerman during times of crisis. This fund is a source of long-term support for the school. The principal is invested, and the yearly income may be used to:

- Provide financial assistance
- Retain and recruit faculty
- Stabilize tuition
- Fund programs

Both Annual Giving and Endowment are critical to Brawerman's success:

- Annual Giving raises funds from all school families every year for current use
- Endowment provides for the future

Endowment gifts of \$25,000 and above will be recognized on our legacy walls on both campuses as well as in Brawerman and Wilshire Boulevard Temple publications. Opportunities are also available to endow special programs at the school.

*This is a school we love.
Let's ensure its future.*



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Lauryn Harris, Gretchen Klein,
Margo Freedman, Jamie Sabet,
Rochelle Glucksman, and Joli Altshule
(Marsha Levin not pictured)

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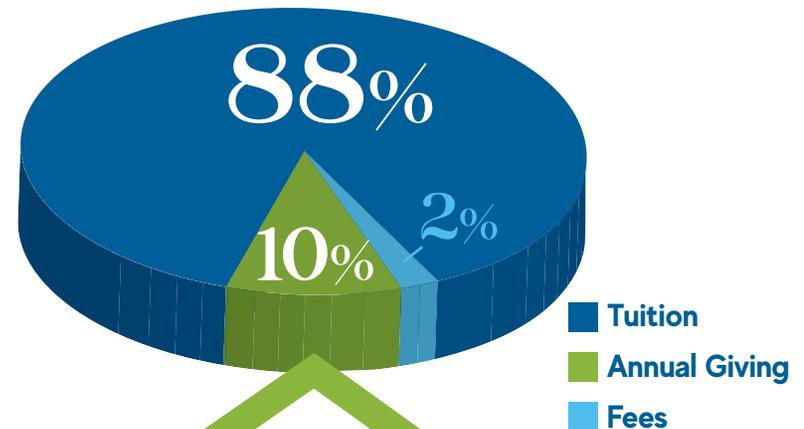
2019-20

Annual Giving Campaign

Brawerman's Annual Giving Campaign (AGC) raised more than \$1.1 million, exceeding our goal of \$950,000. AGC contributions make up 10% of Brawerman's operating budget, which represents 64% of the total proceeds of the Annual Giving Campaign.

The funds raised during the AGC are vital to every part of the annual operating budget and enable Brawerman to continue growing and making investments in our facilities, education specialists, new teachers and administrators, and ongoing, enhanced programs for our students.

Operating Revenues



Annual Giving
\$1,154,382

Operating Budget

64%

Facility Improvements
Professional Development
Specialists &
Additional Teachers
Enhanced Programming
Technology for *BES@home*

36%



2019-20

Annual Giving Campaign

Brawerman reached 100% participation from East and West families and faculty, and we surpassed 100% of our financial goal!

We raised \$1,154,382 to help offset operational costs, update the school's facilities, provide professional development opportunities for our staff, and so much more.



Annual Giving Co-Chairs (West)

Natalie & Steven Taylor, Jamie & Pej Sabet, and Gretchen & Jon Klein



Annual Giving Co-Chairs (East)

Alisha Pedowitz, Carol Warren, Jessica Lewensztain, and Sandy Nasseri

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(\$25,000+)

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2019-20

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2019-20

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support and commitment
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have succeeded without each
and every one of you!







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Michelle Handzo, *Assistant Principal Grades K-2*

Lindy Goldberg, *Director of Admissions*

Rebecca Spain, *Director of Advancement*

For information on how to support Brawerman,
 contact Rebecca Spain at (424) 208-8944
 or rspain@brawerman.org.

BRAWERMAN MISSION STATEMENT

We provide an unparalleled educational experience rooted in Jewish values - inspiring innovative thinking, empowering responsible leadership, and honoring individuality within a nurturing community.

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