OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2019-20 Measure G1
Charter Grant Application
Due: April 17, 2019

School	Oakland School for the Arts	Contact *	Staci Smith
School Address	530 18th St. Oakland, CA	Contact Email	ssmith@oakarts.org
Principal	Staci Smith	Principal Email	ssmith@oakarts.org
School Phone	(510) 873-8800	Recommended Grant Amount**	$12,326.91
2018-19 LCFF Enrollment (6-8)	27	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	235

**Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 (link to 2018-19 approved proposal)

2018-19 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)		Budget Amount
1	2018-19 Proposal was not submitted	
2		
	Budget Total (must add up to Current Grant Amount)	

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)		Budget Amount
1	Step It Up Arts & Academic Summer Bridge Program	$6,326.91
2	Adobe CC licences for 200 students	$6,000.00
3		
4		
5		

	Budget Total (must add up to Anticipated Grant Amount)	$12,326.91

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
100	204	15%	19%	19%	2%	75%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
55	1	11	19	0	1	120	95

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	**Role**
Staci Smith	Principal
Mike Oz	Assistant Principal
Brian Kohn	Executive Director
Arlyle Schultz	Head Counselor
Katy Zaugg	Dean of Students
Matthew Travisano	Artistic Director
Cava Menzies	Step-It-Up Program Coordinator

School Vision (insert here):

OSA will give the world generations of socially aware graduates: profound thinkers, innovative problem-solvers, and ground-breaking artists who demonstrate the essential value of the arts and creativity in all that we do.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music ***(Rubric Score)***	**2017-18 (last yr)**	**2018-19 (this yr)**	***Art (Visual Arts, Theater, and Dance)***	**2017-187 (last yr)**	**2018-19 (this yr)**
Access and Equitable Opportunity	NA	Basic	***Access and Equitable Opportunity***	NA	Basic
Instructional Program	NA	Quality	***Instructional Program***	NA	Quality
Staffing	NA	Basic	***Staffing***	NA	Basic
Facilities	NA	Quality	***Facilities***	NA	Basic
Equipment and Materials	NA	Quality	***Equipment and Materials***	NA	Basic
Teacher Professional Learning	NA	Basic	***Teacher Professional Learning***	NA	Basic
World Language ***(Rubric)***	**2017-18 (last yr)**	**2018-19 (this yr)**			
Content and Course Offerings	NA	Sustaining			
Communication	NA	Developing			
Real world learning and Global competence	NA	Developing			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	**2017-18 (last yr)**	**2018-19 (this yr)**	***Safe and Positive School Culture (SPSA)***	**2017-18 (last yr)**	**2018-19 (this yr)**
2017-18 Enrollment Data (20 day)	91 - 6th Graders	92 - 6th Graders	***Suspension***	0.6%	0.98%
ES Outreach Strategy Actions	The Step-It-Up program is our primary outreach to elementary schools.	The Step-It-Up program is our primary outreach to elementary schools.	***Chronic Absence***	1.6%	2.6%

Programs to support ES students transition to MS	Transition support has been 1) a New Family enrollment in the spring prior to the school year and 2)New Family Orientation the week before school.	Entry - Plans are in place to create Family Outreach to incoming families via the Step It Up program as well as an advisory and peer connections and a Transitions to Middle School course for 1 or more quarters	***CHKS data (district only)***		

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

Community Engagement Meeting(s)	
Community Group	**Date**
Once a month APT (Alliance of Parents and Teachers) meetings for each Art Emphasis on the 2nd Tuesday of each month. The APT meetings are an opportunity for families to connect with Arts staff and faculty in their child's respective Art program.	Monthly August 2018 - May 2019
Parents of Color APT meetings on the 3rd Tuesday of each month. he POC APT meetings are an opportunity for families to connect with other parents, faculty and admin regarding the areas of concern particular to their child's cultural experience within the Art and academic programs..	Monthly August 2018 - May 2019
Weekly communications from APT to parent community regarding developments in the school.	Year long

Staff Engagement Meeting(s)	
Staff Group	**Date**

Monthly Faculty Meetings (All, MS & HS, Arts Chairs)	Monthly/Ongoing
Pathway Development Team Meetings/Monthly Driver Meetings	Monthly/Ongoing

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.

4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
In terms of access/equity, scheduling is set up so that all music students are in music courses in the same 2 period block of the school day. Course sequence is factored into the scheduling of these courses so that students have access to all classes they need to fully develop as a musician. The instructional program has diverse offerings that bring in professional musicians that enhance the educational experience. Students have many performance opportunities outside of school. We currently are in the process of supporting of teaching professionals through the CTE credentialing process and hope to soon have all music faculty CTE credentialed. Our Instrumental Music department has its own facility in the Newberry building at 19th and Telegraph with specialized furniture, relevant equipment, and practice rooms for groups and individuals. Instructional materials are updated regularly and instruments are well maintained. Our Audio Production and Engineering course guides students through advanced music production with current software and state of the art technology. Our music teachers have common planning time commensurate to that of our academic teachers, though we intend to build in more time for collaboration with academic teachers to better develop an integrated program of study.

Budget	**Description of 2019-20 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*

N/A		

2. Art Program

Programmatic Narrative Based on Rubric		
In terms of instruction, facilities, teachers, equipment, and professional development our art program is similar to that of our music program. We have dedicated facility space, high quality materials and equipment, access to community resources and industry experts, shared professional development opportunities, and highly skilled professional artists as teachers that are pursuing CTE credentialing. We intend to focus a portion of our G1 funding on increasing access to this instruction and curriculum to students that are currently focusing in other art forms to better prepare them for careers in the industry. We have engaged in an intensive self-study throughout this school year. Our primary finding is that to best serve our students we need to fully develop an integrated program of study where the passion our students bring to the arts is best leveraged through all aspects of their daily experience. We have found that any many instances our level of artistic specialization needs to be balanced with breadth in artistic exposure to better prepare students for industry. For instance, only our Digital Media students are currently accessing training in Photoshop on our campus while it has been clearly identified that such technological proficiency is critical in all art industries. In addition to this, we are working to develop courses in the core content areas that authentically integrate the arts into the curriculum and assessments.		
Budget	**Description of 2019-20 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$6,000.00	Adobe Creative Cloud licenses for 200 students. Currently only our 20-25 Digital Media students are getting access and training in Adobe programs such as Photoshop and Premier. This would allow us to provide such access to many more students .	As made clear by our industry partners, these technological skills are necessary for most creative fields. We anticipate a heightened engagement as we better prepare our students for creative industries. Students will also learn portfolio creation skills through this process making their learning more relevant. 200 students will benefit from this expenditure. This is directly connected to the following G1 goal: ● Increase access to courses in arts, music, and world languages in grades 6-8

3. World Language Program

Programmatic Narrative Based on Rubric
We offer world language courses in both French and Spanish, but only to our high school students. For middle school students to take language courses they do so through dual enrollment with neighboring city colleges. All students have the opportunity to take complex language offerings in high school and the opportunity to demonstrate their proficiency. There are currently limited opportunities for students to use the target language in a real-world setting.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
As demand has increased for our school our percentage of Oakland residents and students of color has decreased significantly. We have engaged in analysis and implemented our Step It Up team to recruit students of color from Oakland and help these students prepare for artistic audition into the 6th grade. This work has led us to strengthen our relationship with district elementary schools.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$6,326.91	Step It Up summer bridge program designed to support our incoming students recruited through the Step It Up Program to be successful in their transition to OSA. This includes support in the culture of being and arts student, socio-emotional needs, navigating a new structure, basic skills beyond the technical skills, etc. The proposed budget for this program includes compensation for a director, arts faculty, and academic faculty.	Our students of color from Oakland that are supported in the audition/enrollment process through the Step It Up program will have higher academic success, higher attendance, and feel more included in our school community. This will serve approximately 80 students and results can be measured through student grades, attendance, and student culture survey. This initiative is directly connected to the following G1 goals: ● Increase access to courses in arts, music, and world languages in grades 6-8. ● Improve student retention during the transition from elementary to

		middle school.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
We are continuing to improve our restorative practices to decrease the number of suspensions and provide support to better engage students that are chronically absent. Currently our dean of students is leading this initiative, though we recognize that to fully implement a restorative justice program we will need to allocate more resources. We have seen a significant reduction in the overall number of suspensions though we ultimately aim to bring this number to as close to 0% as possible.		
Budget	**Description of 2019-20 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
N/A		

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

2/23 OSA-POC meeting notes

Agenda:

Prep for 2/23 event
Recruitment and student retention
Good for the order

2/23 friday evening BSU assembly
evening assembly will be day assembly repeated- plans to do this in May for Latinos Unidos event

timeline for Friday- YGB performing at end for 20 minutes- contemporary combo will play also (Kv Choice' band)
6:30-8pm-

set up needs- 125 chairs- house space and food space- need minimum 10 people to set up
5 on bar 5 on house
doors open at 6:15
6:30-6:50 contemporary combo plays - folks get food
6:30-6:40 ipod music
welcome 6:40- cat brittney welcome
6:40- contemporary plays
7-7:25- student performances- brittney works on order
7:30-YGB announcement
7:30-7:50- YGB
7:50- POC ask for arts event and POC group members

Julie will sit at door and take money with Aurora Morajas

POC communication

*Julie will take on role as POC communications liason and work with David to get message out regularly- Staci will work with Julie to get message out- will connect with Meg McAdams parent volunteer who runs Konstella- Cat will work with Julie on messaging

*Aurora will get list from Staci to target list of Spanish speaking families- Traci's mom is bilingual as is willing to translate all docs to the families

*OSA-POC can advocate for translation for school wide translations- and how to institutionalize it- current impact for OSA can happen on Konstella

Possible collaboration:

Paulina Gonzales spoke about- son Juliano in 8th grade- belongs to group parents of students with disabilities- over 50% are parents of color- finding disparities among how students of color are being treated- i.e. higher suspension rates- wants to collaborate as allies with OSA-POC-osa's changing demographics and recruitment efforts and what to do about it?

285 apps in january- 90 white 90 AA rest other
recruitment & outreach; create list for recruitment

March meeting agenda
review of 2/23 event
POC outing
POC communication
begin discussion for May event
data to bring- recruitment- applications who applied- where in oakland are our students coming from
action item- christine-kava creating spreadsheet to gather recruitment targets
this year 880- applied- data is being sifted through right now
testing and suspensions update- april meeting

APT: People of Color (P.O.C) Notes for 12/19/17

- **Check-in:** What you like about your child and why?
- **Agenda:**
    - Group Norms
    - Committees
- **Group Norms (Review @ beginning of every meeting)**
    - Allies always welcome, centered on POC voices and our issues are center
    - Confidentiality
    - Step up, step back
    - Keep stack (raise hand, and someone always keeps an eye)
    - Three thumbs consensus model (I support, no, Heck no)
    - Speak YOUR truth
    - Translate meetings
    - Honor youth voices
    - Breath before Speaking, Things can become heated
- **Committees:**
    - Restorative justice
    - Communications
    - Student Voice
    - Recruitment
    - Academic Accountability
    - Social Justice

- Seek help for staff restorative justice training (Ms. Smith's Connect + Ben McBride)- idea to revisit but concern was raised that suspensions and detentions can get lost in the mix

- **Recruitment**
    - Measure N Project
    - Social aspects of meetings and creating community is a huge part of wanting parents of color to come out.

    - Committee Names:
        - Tracey Ortega
        - Toni Stone
        - Carlos
        - TJ Lackey
        - Brittani McBride
    - Recruitment and Community Service hours could be done with students going to Schools for Step-it-up programs
    - Networking about Step-it-up program with our personal sources
    - OSA should find better way of informing parents about activities

- **More Focus on College Readiness & Support**
    - Possible idea around reinstating College Summit: Peer Leaders Program

- **Proposal:**
    - Event for first social gathering of Parents of Color same day as Black History Assembly
    - Assembly Date shooting for: Friday, February 23rd
- **APT Meeting Representative:**
    - Seeking rep for regular APT Meeting
    - Ask Corean Todd
    - Talk to Cat if interested
- **Testing & Suspensions will be agenda for January meeting**
    - Ms. Smith will bring Data
    - Cat and Christine will facilitate
- Bring up event for board in February and role students want to play
- Discuss bullying (" F you B" and the use of the "N word" comment)
- Educate about ethnic studies and history words and the cultural implications
- Student mentoring
- Find balance to address racial targeting and love yourself
- **Next Meeting Date: January 16th, 2018**

APT 11/13/18

Name - Print	Signature
Molly Glockler	
Deidre Martin	
Daniel Hillman	
Adrienne Seal	
Maeve Leckey	
Matt Lipner	
Meg McAdam	
Jason Buckley	
Shannon Brewer	
Cara Menzies	
Jerome Gourdine	
Leila Motley	
Rachel Eshella	
Lola Hanacek	
Monica Montgomery	
Dinah Matticek	
Lilly Kreun	

APT 11/13/18

Name - Print	Signature
Wei-Ling Lee	
Rebekah Evenson	
Yasmin Anwar	
Denise Doyle	

APT General Meeting Sign-Up Sheet
January 15, 2019

Adam Blankman
Jim McSilver
Julie Boe
Philippa Porter
Lilly Krenn
Jon McRae
Kate May
Molly Glockler
Lola Hanacek
[illegible]
[illegible]
[illegible]
[illegible]
Vickie Maloney
[illegible]
Mary Gomes

Laura Nicodemus
Lorraine Dillon
Jason Lockwood
Melinda J. Clifton
~~Howard Fuchs~~
Jennifer Lambert
[illegible]
Erica Vallette
Rachel Estrella
Carin Ramsey
[illegible]

Mark Lecker — President

Lola Hanacek — Parent Education chair

Carin Ramsey — Lit Arts Parent Liaison

Jema Bates — Dance (shadow) Parent liason

Meg McAdam — VP Communications

Brian Kühn — E.D. OSA

APT Board Meeting

February 6, 2019

APT General Meeting Sign-Up Sheet
February 12, 2019

Dawn Rose Thistlethwaite
Bob Tinsman
Rillann Miller
Sandy Swing
PATSY SMITH (WETHY)
Behride Morris
Anne McSilver
Romy Douglass
Molly Arad

Mark Lecker
Amy Morton Braen.
Paola Zuniga.

APT General Meeting Sign-Up Sheet
February 12, 2019

Jennifer Lambert

MILANNIE DOMINGO

Wei Lin Hsueh

APT General Meeting
3/12/19

Margie Callado

Rebekah Evenson

Molly Glocker

Sandy Swing
Melinda J. Clifton
Anne Jankes
MITCH TOBIAS
Allison Vonk
Mark Lecker
PATSY SMITH
Anya Kartavenko
Teresa Taylor
Clarence BERGER-GREER
Carolyn Tsosie
Cindy Rodriguez
Tiffany Castellon
ANDREW DANISH
[illegible]
Erica Vallette
MILANNIE DOMINGO
Cynthia Stewart

APT Sign In

Date: Tuesday April 9 at 6:00

Agenda: OSA 2020, Testing, LCAP, Attendance, Community Building

Parent Name	Student(s) Name
Jim McSILVER	JASPER
Matt Lipper	Mose Lipper
Philippa Porter	Charlotte
Mark Lecker	Aidan Lecker

4/9 Meeting Attendance

Bonnie Shea
RUTH HALPERN
Nelson Max
Dinah Mathick
Jenna Bates
Rebekah Evenson
Cliff Flamer
Abby Klein
Sophie Micop
[signature]
Erica Vallette
Rachel Estrella
Jennifer Lambert
Chris Krenn
Josh Rotenberg
[signature]

Time	Item	Materials
	Committees Resources: Advisory ● Growth Culture ● Circles ● Restorative Practices/Justice Assessment ● Equitable Grading and Cresendo ● Envision Learning Partners - capstone WLE example min 1:20-6:00 ● OSA arts exemplars Integrated Program of Study ● Claremont High School WBL exemplars: ● OSA exemplars Integrated Arts Instruction ● PBLworks ● UCCI ● OSA arts exemplars	
	4/11/2019 Driver meeting Agenda 1. Scope of Work draft 2. Debrief Conferences - Linked Learning - AME Recap a. CTE - what does industry need… soft skills (We are calling these “essential” skills.) b. Scope and implementation, arts take the lead 3. Sub Committees and next steps a. Advisory b. Block , PBL, - arts lead - they are experts in POL and authenticity c. IPOS d. UCCI - content creation - mapping and codified curriculum, how do we create some examples… i. UCCI - has courses... ii. PBL works - design e. Emphasis to 2 pathway migration i. What does block time look like? 1. What are arts technique that are used 2. What does math look like in blocks? a. This could happen at department meeting	

b. May do math pd this Spring
i. 1st monday of may

3. language

ii. What are the strengths of the arts
iii. Revisit 11/12 vertical map and how does it integrate
1. What over laps and redundancy

4. Key Next steps for DT:
   a. Form new committees
   b. Do discovery work for each - -
5. Artifacts and deliverables from Pivot

*measure N: update

Artifacts - (Grad profile, and comm presentations

- Staci - prezi from Integrated (sent)
- Mike - pos - pending
- Arlyle - sent
-
- Matt
  - Exemplars of arts integration
  - WBL happening

Show folks

SPCA - timeline of how we communicated with folks…

*** Assessment and performance

3/18/2019 Staff Meeting - looking at student data, the process is creating Home (community) by listening to student voices…

- Advisory… lots of past examples from teachers +/-... need to define/create…
- Add to timeline -
  - What we did with whole staff
  - Leadership team
  - Surveys
- How do we do this for all students? Several comments was ,,,, “I already do this”

3/15 DT debrief and next steps:

1. Reviewed student survey data that was a response to the presentation/prototype created

Debrief:

- Pump the breaks… not ready for finalize … Matt - community must be fully built
    - More feedback
    - Same page, another loop with students to clarify questions
- Monday (2:30) - might stop by:

Matt

- Why are we here (connections) at OSA - this can point to schedule or wbl or
-

Staci - frame about salary

Mike -

- 10 groups will look at a single questions, students and parents
- Create a poster of what they heard, gallery walk with note catcher
- Trends, something not considered
- Surprises
- Any mis-info? Clarify...no salary cuts…

Next steps -

- New committees
    - Supports
        - Intervention (emotional, academic, arts)
        - Academic - tier 3 , 2-3 grades behind , w/o
        - Advisory
    - Integrate Arts - with actual teacher with cohorted with arts teacher
- Student lunch feedback session
- Report to community (parents)

Conf - Matt, Phillip, Katy, Staci

CTE while Deeper Learning… Matt and Jean

2/15/2019

Convening: 2 or 3 folks to talk about culture or implementation plan…

- Home, Groove, Edge
- Feedback for Pivot - nomenclature is overwhelming to folks, even though they are doing the practice, we have heard this from two schools so far...KP - remember to share with folks at pivot...

Monday -

- 70 % in favor

Draft big buckets for Thursday:

8:30 Zoom Call on Tuesday?

Agenda

Connector and Welcome (5 mins)

Saturday Update

March 18th Dec

Implementation and PD Plan
Linked Learning Silver (35 mins)

- 3 pillar groups, each group gets a pillar (5 mins)
- Create pillar in their own words and bullets poster (15 mins)
    - What are we already doing?
    - What are we excited about? What are most important areas for our school community to begin working on?
    - Questions? What are the challenges for us to do this work?
- Report out (15 mins)

Implementation Timeline and whole staff engagement/learning (30 mins)

- Take posters and vote what is most critical with stickers
    - Spring/Summer (green)
    - 2019/20 (yellow)
    - 2020/21+ (red)
- Everyone grab their posters and review feedback -
    - what are 3-5 things we need to do learn, do more discovery, create technical
    - What can we prototype?
    - Focus on green and yellow stickers
- Leadership team (or Mike's suggestion to create an implementation team) will take feedback and create a draft implementation plan that reflects feedback.
-

*Staci/Mike - Do you have any timeline of implementation draft already created?

Bell Schedule (30 mins)

Committee Reflections (25 mins)

- Guiding Questions
    - Are we staying student centric?
    - What are your next steps?

	- Are we designing structures that serve all students?	
	2/11/19 Staff Meeting - Fishbowl schedule committee ● Schedule committee has taken the feedback from other sub-committee and doing fishbowl of them working through a schedule proposal Kenny's thoughts: Student input - suggestion from Cava, maybe Mary's leadership class could do a focus group on this… Student focus… 3 to 4 classes per day Cava's hybrid hybrid suggestion Middle School vs High School schedule Reuse minimum day...maybe two per month that are even shorter… so you can go deeper with PD and staff meeting Training...PBL What are absolutes… why are we making the change? What specifically isn't working? More education on what LL is at OSA - doing a ton, still need some more… Lots of ways to collaborate and co - do classes There are a handful of resistance… what kind of support or further discussion is needed to support/hear their need.	
	1/31/19 Driver Monday Meetings and Sub-committee follow-up 1st: ● Follow up from staff enrollment ● Went great, everyone signed up ● Grad Profile is ready and good ○ Suggestion - have kids make visual/contest ● 2nd Monday ● One hour sub-committee will work ● to have draft proposal by Friday ● So Bell schedule will work 3rd Monday 2/11 (1:30-3:45)	

	● Fish Bowl digestest (think through) ● KP Attend and Robert Attend 4th Design Team (Thursday ● Bell schedule presents ● Design Team - Convening Parents of Color - enrollment in design process is not showing up for in person conversation Filming - doesn't work... Monday afternoon is slammed, can we do morning? Schedule - Arlye Shultz and Brian Kohn ● 4x4 ●	
5 5 5 60 60	1. Welcome (Staci) 2. Connector (Kenny) 3. Update from Measure N (Mike) 4. Review of Linked Learning and Silver Certification (Mike) 5. Instruction - Frame (Staci and Kenny) a. Update on Committee work (Staci) b. Why PBL (Kenny and Staci) c. World Cafe project based learning Gold Standard Design Elements from the Buck Institute of Education (Kenny) d. Unpack a project of a current OSA integrate project or exemplar to identify the design elements (Kenny) e. Debrief, take-aways, and next steps (Staci) 6. Committee Workshop time a. Instruction i. Debrief morning experience ii. Spring Prototypes? iii. Plan/schedule PD needed to get staff ready for a Fall launch 1. Block scheduling 2. Integrated Projects 3. Assessment, protocols for active learning… b. Pathway Design i. c. Graduate Profile i. Revise draft ii. Assessment/Rubric for Senior Capstone d. Schedule/Calendar i. Share work from scheduling workshop	Standards Design Ele Note Pad Exemplar

	ii. Create some model bell schedule and calendars iii. Research and plan backwards for the training needed to prepare teachers for longer classrooms	
30	7. Share out and Next Steps	
15	Appreciations	

1/10/19 Driver Meeting

1. Module 3b: Instruction will be the focus for Thursday's design team meeting
    - PBL intro world cafe activity followed by an analysis of one of the projects they have done at OSA.
    - Workshop time by committee
        - Instruction committee will look into setting goals and creating a PD plan for this spring
        - Pathway and Grad profile - focus on revising based on last sessions feedback
        - Schedule - more work is needed here…
2. Mike is going to invite Preston to visit and tour the school informally and use it as a time to check in regarding the plan to get off probation.
3. Master Schedule workshop is in support DT's work…
4. Brian made progress with staff on Monday by setting a vision on equity which includes both support as well as changing their admission/audition policy.

Request - Mike requested Pivot to do a presentation on Linked Learning, how is supports equity, and how OSA is already doing alot of this work. It might be this Monday, but likely the following week's staff meeting. Kenny will prepare a presentation for review.

12/13/18 Driver Meeting

OSA Design Team meeting agenda -

- Connector
- Mike update
    - Discovery share out from Convening school visits
    - Overview of each committee
    - Survey data
    - Measure N meeting
    - Parent Group - very excited
    - Overall focus and pathway/grad profile is overall
    - Site visit on Advisory
- Presentation -
    - Grad Profile
        - **Discussion**, feedback, adoption
        - Additional input… other students
        - Visual - activity, how to structure
        - Next Steps: focus groups to look at grad profile, YMOC and other groups
    - Pathway Design and activities/experiences
        - Discussion, feedback, adoption
            - 5 things that need to happen - narrow this down
                - 2-4 pathways

        - Advisory - many ideas, 2:20 student/ staff
        - Cohorted Classes - 1 to 2 per grade level
        - CTE sequence completion and WBL experiences
        - Flexibility to artistic emphasis
      - Is this in alignment with Grad profile? Wows and Wonders and additions -
      - How do we get
      - Entreprenuerial
    - Next Steps - survey of students, what additional folks
- Subcommittee planning time and report out: how does the grad profile affect your group
    - Schedule and Calendar
    - Integrated Project
    - Pathway
    - Grad Profile
- You can join more sub-committees, encourage parents
- Design Team students lead focus group (Mike)

- Pivot Todos:
    - ABL - Laura and Robert
    - Linked Learning Silver and Gold (presentation)
    - Budget Measure N - no middle school no oakland residents
      - Do classes need to be 100% oakland students to get funded…
      - SPSA budget
        - CTE Funding overlap with Measure N

12/6/18 Driver Meeting Agenda

1. Oceanside Debrief
    a. Monday debrief - reported out Oceanside visit panel, a great to enrol staff, open minded about time, cohorts.
2. Measure N updates
    a. CTE was established
    b. Student support changed
    c. Funding questions...
3. Subcommittees: Grad profile, pathway design, and Integrated Projects
    a. What support is needed to move the work forward… how can Mike, Staci, and/or Kenny support this work?
    b. Grad - can we have a draft ready for feedback?
    c. Pathway - can we have a modified pathway plan ready that includes the work from last meeting? What additional data do we need to inform this process?
    d. Integrated Projects - can we identify prototypes to do this spring?
        i. Set prototype with exhibition for this spring
        ii. Set PD plan based on new pathway and schedule to get teachers ready for Fall whole school roleout.
        iii. Or do looking at student work consultancy at a staff meeting
4. Schedule - January…
5. Monday whole school involvement.

Convening 11/15/18 notes

Subcommittee tracking

11/2/18 Driver Check-in

DT Agenda (11/8)

5 mins - Connections (Kenny)
2 mins - Goals and Agenda (Kenny)
5 mins - Staci and Mike Frame day (let's talk more on this Tuesday)

- Discovery informs design (Staci?)
- Ideation involves iterative process with user (students and teachers and families)
- Fall, Winter, Spring/Summer Scope (Mike)
    - Walk away goal is that sub-committees have action plan (leadership, dates, check-ins,)

60 mins - Grad Profile (Kenny)

- Robinson school video (5)
- Frame Challenge (2)
- Discovery and Interpret (15) – answer traits questions on inside of gingerbread person
- Ideate and Prototype (15) – what trends to you see….
- Feedback and Refinement – share out you person (15)
- Final question – what is needed to get there? (5)

35 mins – Subcommittees (Mike)

- Reconnect with your groups and identify key trends, additional data
- Identify next steps – use tracker

10 mins - Debrief, next steps, and appreciations (Mike and Staci… kenny takes notes)

Time Management:

- Pivot will only have one facilitator, Kenny, speaking, Mike and Staci will co-facilitate at level they deem appropriate
- Kenny will arrive early with bagels and coffee
- Tables - could be arranged to form 4 groups
- Tech – I plan to get there early… no google slides
-

Connections
Updates - Mike

- Calendar for Fall and Schedule retreat

- Scope and Sequence.

Staci/Mike - frame need for work

Small Groups Discovery/Interpret- (student experience, schedule, integrated proj, and pathway design

- relook at data from last month as well as any additional data
- Interpret - create highlights on chart paper followed by gallery walk.
- Set time for more discovery and schedule of next steps
    - Need to set up more guidance and set parameters
        - Profile - share with their groups
        - What they will be looking for in their meetings
        - Emails, agenda, etc - project plan…
        - Be prepared to report back and have structure for the reporting back...

Dec 7th Measure N presentations - need a leader from each sub-group to talk about he work they are doing to further implement and deepen our impact…

- Also, good to visit other schools both locally and CA

Vision/Mision

1. What should [school name] graduates ***know***?
2. What should [school name] graduates ***be able to do***?
3. What should [school name] graduates ***be like***?

ESLR's - unpack what you see, how does this connect with your ideal graduate?

Start Planning backwards - what experiences do you need to provide to get your ideal graduate? What more discovery do we need?

possible equity issue (as mentioned by Measure N commission), make sure we know this is an iterative process, a lot of this in already in place already....

Scope

Month	**Design Team Meetings**
September	Mission, Vision, Purpose

October Nov/Dec	•Discovery •Mission and Vision statements •Pathway themes •Master schedule that supports the arts integration
January February March	Instruction and WBL •Integrated program of study •Work based learning partnership opportunities •School wide student supports structures •Senior Year Work-based learning planning – prototype capstone
Spring and Summer	Instruction/Assessment •School wide instructional model/CTE integration/Community College Culture professional development •School wide systems, rituals, and routines *April and May - Curriculum development and assessment as it is tied to grad profile and backwards plan -, this process is new to arts teachers on how create these plans and then codify the process
Fall 2019	Assessment •School wide assessment system • Culture •School wide systems, rituals, and routines •Restorative Practices •Student supports • Instruction and WBL •Integrated program of study •Work based learning partnership opportunities • • • •

10/25/18 Driver Meeting

1. Data Collection -
    a. check with Jig regarding tool to return feedback
    b. What additional data do we need to discover?
    c. See data collection below…
    d. What more interpreting do we need to do in two weeks?
2. Talk about ESLRS and Grad Profile
    a. A'nya, Secrease, Wendy, Philip, Chantel
    b. Visioning
    c. Student forum
    d. Issues related to MOC - lens for all work...
3. Arts Academic integrated projects -
    a. Staci, Isabel, Guerin, Chris
    b. What next steps - Home project (Matt)
    c. Focus group on a collaborative project that went well - teachers and students
        i. 7th Eng and Theater (MO) - monologue project
        ii. See if 4-5 other projects as well
    d. Teacher Data -
        i. Planning time - when, how much, how was it managed
        ii. Successes
        iii. Challenges
        iv. Look at student work
        v. Rubric
        vi. Design Elements - overview analysis
    e. Student data
        1. Check different emphasis
        2. Were you engaged?
        3. Who did you work with different emphasis? Student choice?
    f. Share exemplar with teachers, get input on what emphasis they would want to partner with and what support they would need.
4. Schedule
    a. Talisha, Linda, Emiliano, Brian, Cava, Arlyle,
    b. Next steps - explore UT and bell schedules
        i. Saturday Retreat - work plan update, staff are set for change 12/15
        ii. Survey integration exemplars, visiting HTH and Odys,
        iii. Set sub - committee and attend convene
5. Pathway Development
    a. Paola, Katie, Justin, Mike, Leila, Jean-Francois, Matt
    b. Next steps - visit schools and Katie share BAA video (follow up Katie by KP video and exemplars)
6. Review big buckets for next Design Team meet

a. Data to inform ideations

7. Design Brief updates
    a. Where is there language related to equity and how Measure N will incorporate that as a priority?
    b. SEL
    c. Was there another addition?
8. Convening
    a. Survey Link
    b.
    c. See below...

Data/Information to Gather by [insert date]	*Discovery Method/Stakeholder Group*	Design Team Members (and/or others)
PW - what they want to achieve/vision	*forum - student*	Cava, Leila. Linda
authentic exemplar - community and industry	*PBL - home project*	Pivot can help, PG,Matt A'nya, wendy
Visit schools, share BAA video	*PW -*	Katy, students too, Leila
Explore UT strategies	*Schedule*	Vinh, Talisha, Arlyle
Issues for MOC	*forum and other questions, site visits*	Cava, Emiliano, Patric, Justin, linda

Fall Convening 2018:
We are looking forward to our November Beyond High School network convening. In anticipation of this and to best design our time together, please complete a short survey:
https://goo.gl/forms/3fKHAoG2xuK7FgBH3

Please see some basic information below and a more detailed agenda will follow.

When:

Our upcoming convening will be held on November 14th-16th 2018

Where:

Members of the Pivot team will be coming to Oceanside on Tuesday night (November 13th). Wednesday morning's optional site visit will likely be in San Diego. Wednesday afternoon's convening opening and all of Thursday's activities will all be in Oceanside. Friday morning's site visit will be in Paramount.

Convening goals:

- Connect with other educators in the Beyond High School network
- Be inspired by and learn from other schools and pathways
- Deepen our understanding of growth culture
- Reflect, refine, and deepen design work for Linked Learning implementation and certification

Schedule:

November 14th

- High Tech High site visit (9 am)
- Network opening (3:00 pm)
- Network reception (5 pm)

November 15th

- Oceanside school site visit (8 am)
- Shared learning on growth culture and unlocking time
- Team design time and cross team consultancy
- Other TBD (see survey link above!)

November 16th

- Optional morning site visit to Odyssey STEM Academy in Paramount (8 am)
- Possible afternoon site visit TBD
- In process of setting up visit to an Arts school.

Student Experience Data

1. What do you see?
    a. *missing a lot of answers, many kids did not answer survey, missing many student voices*
    b. *Lack of support for mental health only 14% gone to mental health… 44% struggle with mental health*

c. *Few students arrive at school rested..*
d. *Students don't treat each other with respect 40% didn't agree that they are respected*
e. *Home with both parents… Black students 60% do not come from home with both parents… different home environments*
f. *Counselors are busy but only reaching a small number of students… structural challenges may contribute to this*
g. *60% of students mental health issues… likely not getting support*
h. *Low amount of men of color and the isolation they experience (pg 2-3)*
i. *Pg 6 40% identify as something other than straight, how are we serving this population and do we talk about it*
j. *People may not know that there are counselors or other resources, not as adverstised.*
k. *Pg. 13 87% of kids have positive relationship with teachers, but 58% do not feel like kids are known outside of class.*
l. *Same feedback about administrators pg. 17*
m. *Pg 16 students who feel teachers don't know them outside of class is too high for arts*
n. *Pg 13 and 23 Depression, there is a structure on the underneath side, how many counselors can we have and what is our infrastructure that helps supports being known and the isolation that comes up.*
o. *41% of students engage in disruptive behavior, how do students view themselves and what it does for their ability to learn and thrive and how to shift this perception.*

2. *What else came up that we want to know more about?*
    a. *Relationships with teachers and people skipping class… how are they connected?*
    b. *What are the classes that are exhibiting more disengagement with students*
    c. *Creating listening forums to learn more from particular populations and groups?*
    d. *Create a culture of feedback in school and how to give and accept feedback…*
    e. *I want to know more about my students and what is happening at home and we are guessing a lot about our students home life and need to know more to better support our students*
    f.
    g. *Do students feel their grades reflect what they have learned in class… I got good grade but I was only doing busy work and not really learning.*

10/11/18 Driver Meeting

Agenda -

1. Connections - 5 Things in 87 Seconds or rock paper scissors
2. Design Brief (LF) and intro Robert
3. Updates - Measure N
4. Mike/Kenny frame discovery
5. Watch video - IDEO
6. Whole group looks for patterns in student survey data

7. Folks select one of four groups to look at data, notice patterns, answer guiding questions, and present out to whole group.
8. Presentations - Are there any additional noticings or interpretations from other groups? What opportunities do we see? What additional discovery data should we gather?
9. Next steps and sub-committees
10. Reflections, Debrief, Appreciations, Closing

School Culture:

- Data - Whole group with look at student survey (MO has already distributed).
- Questions:
  - What do you see? Do see any patterns? Are there themes or trends in the data?
  - What surprises do you see? What feelings come up when you see the data? What excites you? What frustrates you?
- Now What…?
  - How do we use this data to increase equitable experience for all students?
  - What questions do we want to explore more?

*Someone will be taking notes of comments (Robert or Laura)

Schedule	**Integrated Projects**	**Pathway Design**	**Grad Profile (ESLRS)**
Data - Abl survey (MO) Questions - What do you see? Do see any patterns? What surprises do you see? Is there themes or trends in the data? What feelings come up when you see the data? What excites you? What frustrates you? What is currently driving the schedule and time? What opportunities do you see? Obstacles?	Data - teacher survey, Q 1-9. (PG) Questions - What do you see? Do see any patterns? What surprises do you see? Is there themes or trends in the data? What feelings come up when you see the data? What excites you? What frustrates you? What are we currently doing? What opportunities do you see? Is there authentic purpose to current projects?	Data - Program of Study, Exemplars of Arts Integrated , Industry Partner lists (MT/KP) Questions - What do you see? Do see any patterns? What surprises do you see? Is there themes or trends in the data? What feelings come up when you see the data? What excites you? What frustrates you? For Ideate Phase: How many pathways do we need? How will LL manifest itself in the academic classes? How will academic standards manifest themselves	Data - ESLRS (MO) Questions - What do you see? Do see any patterns? What surprises do you see? Is there themes or trends in the data? What feelings come up when you see the data? What excites you? What frustrates you? How are we using this now? What relevance is there to our current LL focus? Do you notice themes? Opportunities?

		in art? classes	

To do list: all should review modified agenda based on Pivot team meet on Tuesday.

Kenny	Mike	Phillip	Matt
• Exemplars arts integrattion, POS, and industry list • modified slide deck • Wordle • UT insight report • Coffee and pastries • Share google slide deck COB Wednesday with mike	• ESLRS • School Culture Data • Set ChromeBook with Sound for presentation	• Teacher Survey Q 1-9	

1. Unlocking Time - Mike will review, make recommendation for any changes to questions as needed and will facilitate/frame for staff purpose of survey. Plan is to give survey at Monday's staff meeting. UT will respond with report before Thursday.
2. Debrief PBL teacher survey - Philip will get the data into a presentable format.
-
3. Organize Discovery Data - for Development Team meeting
    - Local Plan -
    - Schedule Survey
    - PBL Survey
    - Community Industry Partners list
    - Student Survey
      [1]

4. Review current Grad Profile - Mike is getting digital versions and creating presentable data for the group
5. Measure N - Site Visit - Mike and KP discusses, and Mike will take it from here...

Resources:
BIE Design Elements

[1]

[3rd Grade Project overview]

9/27/18 Driver Meeting Agenda

Wifi Password: pivotlearning, pathways

Check-In
Debrief Design/Development Team Meeting

1. Mike creates a binder of their journey
    a. Photos
    b. Artifacts
    c. Documents
    d. Wordle is a good doc for mod 1

2. PBL staff meeting: intro to PBL
    a. Sub- committee with Gideon?
        i. Survey current pbl best practices
        ii. Current integration with arts
        iii. Thoughts for Pd calendard this year
        iv. 10/11 will present at driver meeting

Plan Design/Development Team Meeting

3. Wordle and documentation of their process
4. Design Brief
    a. Basic calendar and deliverable s
    b. End goals and check points

5. Discovery & Interpret
    a. IDEO video? (3 min clip on discovery
    b. What data will you bring to the meeting?
        i. School- level quantitative data
            1. Culture survey - kids don't see connection to y
        ii. Student survey data
        iii. Industry partners that exist, work-based learning that's happening
            1. Mike doc - current wbl experience (shadows, ad hoc
            2. Creative art science (current using inhouse arts teachers)
        iv. CTE sequence, college-prep courses, where is integration happening?
            1. All in a-g
            2. AP and honors
        v. Teacher survey data -
            1. Matt is doing this
            2. Gideon is on it
        vi. Arts industry data, Oakland, Bay Area? (Matthew)

1. None now as school
2. Matt will fine more date in union related folks - maybe jig too…
3. Survey arts teachers about industry data

c. Activity for looking at the data and interpreting it
d. Deciding what other discovery data is needed and creating a plan for getting it

Next Meeting(s)

1. Vision/Mission (3rd meeting) - mike
2. Grad Profile (3rd meeting) - counselor Snyder and Shultz, should own it - mike
3. Strategic plan - mike

Dev Team:

OSA debrief:
Icebreaker was fun
Sub-com:
Schedule Longer periods
- research 4x4 schedules
PBL
Discovery:
Graduate Profile as part of the discovery
Student survey - Mike can manipulate… as needed
Industry Related data - connect with Matt

Calendaring and logistics
- add Matt to driver
- Phillip Gideon - Chief Academic Officer and lead for PBL
- Establish Sponsor meetings

Driver Meeting: 9/13/18

Driver Meeting:

1. Introductions & Check-Ins
    a. Intros
    b. General check in and fun fact about you
    c. Something you learned this summer
2. Review Goals and expectations
    a. Design Brief
    b. Pathway definition-- part of design work-- how open? Two main pathways with sub-pathways? Anything set in stone?
        i. Fashion?
        ii. Arts?

        iii. sub-pathways?
    c. What was OUSD's feedback?
3. DT: Who is committed to attending? Are there any updates or issues that need attention...
    a. Families
        i. Students
        ii. Parents
    b. School Community
        i. Teachers- arts and academic
        ii. Leadership - Matt
    c. Industry Partners
        i. Current
        ii. Potential
    d. Other Community Partners
        i. Community College -- Kenny will reach out to Michael Torres at Laney
        ii. Other?

4. Review and Discuss Design Team Meeting Agenda
5. Do we want to review any discovery data at the first DT meeting?
    a. Survey (Student) completed: link here
    b. SPSA
6. Work Plan Updates/Additions
    a. Driver Meetings (Thursdays - 2nd and 4th - calendar)
    b. Design Team Meetings (Thursdays - 3rd of Month)
    c. Sponsor Meetings
    d. Convenings? Save the dates
        i. November 14-16 in Oceanside. 3-4 members of design team. Details coming soon.
        ii. February 7-8 in Marina. 3-4 members of design team.
        iii. March 19-21, Linked Learning Conference in Palm Springs
    e. PBL and integrated projects PD
    f. WBL experience prototypes
7. Learning Walk with Drivers (tour) - What are we currently doing? What links are already happening? Where is there integrated PBL currently? Where are the gaps?
8. Reflections, Appreciations, Closing

Agenda Design Team Meeting-

Module 1:
Slide deck -

Draft Agenda and facilitator guide

- Launch design team with all necessary stakeholder groups
- Introduce change design process
- Linked Learning Overview
- Discuss/plan stakeholder engagement strategy and tactics
- Plan discovery work
- Discuss potential sub-Design Teams (tasks, timeline, and participants)

Resources:

Design Brief

Work Plan

OSA website

OSA Pathways Listening Campaign, March 5th

Roles:
- Lead Facilitators - Aurora and Mike
- Note taker- Brittany or Melinda Clifton
- Pause checker/ Timekeeper- Krystell
- Translation- Paola

TIME	AGENDA	Facilitators
6:30-6:50pm	Potluck Dinner	
6:50-7:00pm	Introductions: Name, name of student and grade, one word that describes your future hopes for your child?	Aurora
7:00-7:10pm	Executive summary of the 4 Pathways Subcommittees.	Mike and OSA Students
7:10-7:30pm	Split into 4 groups. 3-4 minutes to read Pathways Subcommittee proposal Group Questions: 1. Do these changes to the proposal meet the needs of our students, especially the most marginalized students? 2. How is this proposal supporting equity and inclusion at OSA? If not, what do you suggest? 3. What would you like to add to proposal that will better serve students of color and those most marginalized?	Aurora Group Facilitators: Cava- Bell Schedule Paola- Pathways Design Juliana - Graduate Profile Krystell- Integrated Program of Study
7:30-7:55pm	Share out with Whole Group	Aurora
7:55-8pm	Closing and Appreciations	Aurora

Agenda 4/18/19

Agenda:

Connector, framing, and updates (30),

Updates (10),

New Sub -committees(50),

Committee reflection and next steps (30)

*** I will frame the sub-committee work as a rapid fire prototyping process by starting the discovery work on Thursday, recruiting new members, and having a plan together for May 16th final meeting for this year.**

I will be creating a google doc with links to various discovery documents and sources like UCCI site… and others , but just serve as a start, and hopefully the groups will start adding to it.

Agenda 3/14/19

Goals

§Review Data from family, students, and staff

§Create next steps and priorities based on data

Agenda:

Connector, framing, and updates (10),

Data Dive and Sharing(50),

Sub -committees(50),

Committee reflection and next steps (10)

Data Dive:

1.Sit in Sub-Committees…
2.Student data:
1.IPOS 1-5
2.Integrated Academics (you choose…)
3.Grad Profile 5-9
4.Schedule – 10-15

5.All – 16 Last thoughts
3.Answer the questions on the slide, while using of all three pillars as filters.
4.Repeat with parent data
5.Prepare a 3-5 min share out of findings

Agenda 1/17/19

Time	Item	Materials

5 **5** **5** **60**   **60**

f.

g.

World

h. **Cafe project based learning Gold Standard Design Elements from the Buck Institute of Education (Kenny)**

i.

j.

Unpack

k. **a project of a current OSA integrate project or exemplar to identify the design elements (Kenny)**

l.

m.

Debrief,

n. **take-aways, and next steps (Staci)**

o.

16.

17.

Committee

18. **Workshop time**

19.

a.

b. **Instruction**

c.

i.

Debrief

	Spring **Plan/schedule** **Block** **Integrated** **Assessment,**	ii. **morning experience** iii. iv. v. **Prototypes?** vi. vii. viii. **PD needed to get staff ready for a Fall launch** ix. 1. 2. **scheduling** 3. 4. 5. **Projects** 6. 7. 8. **protocols for active learningâ€¦** 9. x. d. e.	

	Pathway f. **Design** g. i. h. i. **Graduate** j. **Profile** k. i. **Revise** ii. **draft** iii. iv. **Assessment/Rubric** v. **for Senior Capstone** vi. l. m. n. **Schedule/Calendar** o. i. **Share** ii. **work from scheduling workshop**	

	iii. iv. **Create** v. **some model bell schedule and calendars** vi. vii. **Research** viii. **and plan backwards for the training needed to prepare teachers for longer classrooms** ix. p. 20. 21. **Share** 22. **out and Next Steps** 23. **Appreciations**	

Agenda 10/20/18

OSA Design Team meeting
agenda -

15 mins

-
- Connector (10 mins)

-
-
- Staci and Mike update (10 mins)
-
    -
Discovery share out from Convening school
    - visits
    -
    -
    - Overview of each committee
    -
    -
    - Survey data
    -
    -
    - Measure N meeting
    -
    -
    - Parent Group - very excited
    -
    -
Overall focus and pathway/grad profile
    - is overall
    -
    -
    - Site visit on Advisory
    -
-
-

-
-
-

Presentation -

-
-
    -
    - Grad Profile (30 Mins)
    -
        -

Discussion,

        - feedback, adoption
        -
        -
        - Additional inputâ€¦ other students
        -
        -
        - Visual - activity, how to structure
        -
        -

Next Steps: focus groups to look at

        - grad profile, YMOC and other groups
        -
    -
    -

Pathway Design and activities/experiences

    - (30 Mins)
    -
        -

- Discussion, feedback, adoption
-

5 things that need to happen - narrow

- this down
-
  - 2-4 pathways
  -

Advisory - many ideas, 2:20 student/

  - staff
  -

Cohorted Classes - 1 to 2 per grade

  - level
  -
  - CTE sequence completion and WBL experiences
  -
  - Flexibility to artistic emphasis
  -
-
-

Is this in alignment with Grad profile?

- Wows and Wonders and additions -
-

-
- How do we get
-
-
-
Entreprenuerial
-
-
-
    -
    -
Next Steps - survey of students, what
    - additional folks
    -
        -
-
-
Subcommittee planning time and report
- out: how does the grad profile affect your group (30 mins)
-
        -
        - Schedule and Calendar
        -
        -
        - Integrated Project
        -
        -
        - Pathway
        -
        -
        - Grad Profile
        -

    -
    -
    -
    -
    -
    -
-
- Reflections and next steps from each sub-committee (10 mins)
-

POC Minutes 3/5

Pathway Structures

-By combining emphases and combining into two pathways we create the condition to implement structures that connect students from multiple sub-pathways.
- Shared experiences
- School leadership can now more strategically implement resources in an equitable way for all students in a pathway.
- Coherence, alignment, and integration. Structures need to facilitate these qualities so it does not become confusing.
- Taking art courses as electives outside of their emphasis.
- Block schedules
- How does 5th academic period provide opportunity for extended arts experiences
- Flex period allows time for all the extracurricular activities that currently happen during lunch or after school. This includes club meetings, assemblies, etc. Like a student prep period.
- Family engagement should be improved with advisory. Student led conferences.

Graduate Profile

- Should be memorable, brandable, easy to connect to.
- R.E.A.D.Y
- Reflection, engagement, advocacy, dedication, your voice/your journey
- How do we know if a student is living up to these expectations?
- Are these indicators of success/college and career readiness.
- Captures the middle ground well but may need more specifics about artistic and academic success.
- Should middle and high school have separate profiles.
- Sub committee specifically wanted one for both school.
- Apathetic students? How do we make sure that they don't get lost. Students with barriers, are they appropriately involved?
- What mechanisms are in place to measure R.E.A.D.Y.
- Middle school students that do not go to high school at OSA need to be considered.

Integrated Program of Study

- Access to art across pathways
- Academic courses cohorted by pathways. Assignment can be assigned from the art class and submitted to the academic class.
- Having to purchase curriculum to support cohorted classes.
- Practical application of pathway content including entrepreneurship and career technical skills.
- Will make a well-rounded artist.
- What are the priorities in deciding upon new courses to offer? Can students of color be the focus of this?

Bell Schedules

- Two day or four day block?
- Not everyday looks the same, blocks meet on alternating days.
- Previous experience: less transparent from parents perspective in terms of what was going on daily. Needs to be presented properly.
- For certain courses it is great, for others it not as supportive to the subject matter. Math and foreign language tend to not like it.
- What is most important to our population of people?
- How do absences play into this?
- Cava: Seems great for her student because it's a less to manage on a daily basis. Concern is, will the homework be doubled because of the day off?
- Concerns about apathetic students.
- As school becomes more diverse how are these structures addressing this.
- If students are coming in from Title 1 schools, we need way more structure.
- Specific curriculum needs to be discussed