Edison School
SSC Minutes
March 15, 2022
Zoom Link

Members Present: *Mark with X*

	Glenn Aitkens		Carl Randecker
	Misha Chellam		Greg Sahakian
	Regina delRosario		Tara Shelton
	Emily Grunt		Kim Weberg
	Sarah Hinds		Amy Youngman
			Public:

AGENDA ITEMS	DETAILS	PERSON	TIME
Logistics and Framing Deck	• Call to Order / Roll Call / Guests • Ice Breaker: What is your favorite way to receive feedback? • Approve February Minutes Today we WILL… - Review draft SPSA Goals and Actions aligned to LCAP Goal 2. - Provide feedback to inform revisions.	Greg	5
Constructivist Tuning Protocol	1. **Presentation:** 10 minute presentation of current SPSA plan aligned to LCAP Goal 1. 2. **Clarifying Questions**: 3 minutes to ask yes/no questions to clarify. 3. **Reflection**: Participants take 2 minutes to review notes and reflect on feedback that would be most helpful to the presenter (option to reference pgs. 10-11 in SPSA). 4. **Warm/Cool Feedback**: 10 minutes of positive and/or critical feedback. Presenters listen and take notes. 5. **Presenter's Response**: 5 minutes for presenters to respond to comments and questions. **Presenter Notes**: ☐ . ☐ .	Amy & Greg	30 - 40

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Logistics and Reminders	**SSC Meetings** (3rd Tuesday of month) • **September 21st** - framing and purpose of SSC, review of grounding documents (site plan, ELOG funds, etc.) • **October 19th** - Street Data, Satellite and Map Data analysis • **November 16th** - Stamp focus for Street Data collection, finalize Street Data process and questions • **December 14th** - *meeting not held* • **January 18th** - Initial analysis of Teacher Survey • **February 15th** - Secondary Analysis of qualitative reading data alongside teacher survey data. Reflect/Consider opportunities. • **March 15th** - Feedback on LCAP goal 2 • **April 19th** - Final input on School Site Plan • **May 17th** - Considerations for SSC next year, including focal students study	Amy	5
Adjourn	***Feedback**: What worked/what didn't?*	Amy	2

Meeting Notes in blue

"**Street data** is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. Street data is asset based, building on the tenets of culturally responsive education by helping educators look for what's *right* in our students, schools, and communities instead of seeking out what's *wrong*.

Street data embodies both an ethos and a change methodology that will transform how we analyze, diagnose, and assess everything from student learning to district improvement to policy. It offers us a new way to think about, gather, and make meaning of data. It calls for what Paolo Freire deemed a pedagogy of liberation (Freire, 1970)."
--Shane Safir, *Street Data, A Next Generation Model for Equity, Pedagogy, and School*

Transformation