

**MINUTES OF THE REGULAR MEETING/STUDY SESSION
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
November 28, 2018**

Convene Closed Session

President Vestal called this Closed Session Meeting to order at 5:01 p.m. in the History/Quiet Room of the Harbor High School Library, 300 La Fonda Avenue, Santa Cruz, CA.

Public Comments for Closed Session Agenda Items

None

Convene Open Session

Board President Vestal called this Regular Meeting Open Session to order at 6:11 p.m. in the Harbor High School Multi-Purpose Room, 300 La Fonda Avenue, Santa Cruz, CA.

Attendance at Meeting

Sheila Coonerty	Deedee Perez-Granados	Cindy Ranii
Jeremy Shonick	Patty Threet	Claudia Vestal

Deb Tracy-Proulx – participated via teleconference for the Closed Session portion of the meeting only

Kris Munro, Superintendent
Dorothy Coito, Assistant Superintendent, Educational Services
Patrick Gaffney, Assistant Superintendent, Business Services
Molly Parks, Assistant Superintendent, Human Resources
Carolyn Post, Facilitator
Members of the Audience

Welcome and Format

Board President Vestal welcomed those in attendance and explained the format used for this Regular Meeting of the Board of Education.

Agenda Changes

None

PUBLIC COMMENTS

Three speakers addressed the Board of Education to encourage the Trustees to take a stand against the new Wi-Fi tower that is scheduled to be installed on the George Wilson Tire property close to the Soquel High School campus, and to protect the health and well-being of all students/children/community members by limiting exposure to wireless technology. Reports, pamphlets and leaflets were provided for distribution to the Board Members.

GENERAL PUBLIC BUSINESS

Consent Agenda

Dr. Perez-Granados moved approval of the Consent Agenda, consisting of: Item 5.1.1. Personnel Actions – *Classified*; Item 5.1.2. Revised Classified Job Description: Executive Assistant II. Dr. Ranii seconded the motion. The motion was approved by the following roll call vote:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes
Shonick – Yes Threet – Yes Vestal – Yes

Closed Session Items

6. Report of Closed Session Actions

1. The Board of Education conferred with Legal Counsel regarding anticipated litigation: two cases. Case: California Voting Rights Act – Demand Letter received by the District. Case: Office of Civil Rights.
2. The Board of Education heard an update from and provided direction to Ms. Parks regarding negotiations with the SCCCE for 2017-18.

ITEMS of BUSINESS to be TRANSACTED and/or DISCUSSED

7.1 Study Session: Curriculum Open House

Superintendent Munro introduced the first annual Curriculum Open House Study Session for the Board of Education. The Superintendent is pleased that our Trustees have chosen to receive information each school year regarding the evolution and delivery of curriculum to students. Small groups of three or four Trustees and Cabinet members will rotate through seven curriculum stations to learn about Elementary Science, Middle School Science, High School Science, Elementary Social Science, Middle School History/Social Science, High School History/Social Science and Computer Science for all grades. On behalf of the Trustees and Cabinet, Ms. Coito expressed her deep appreciation for the participation of the Teachers and Staff present this evening to provide this important information.

Teacher/Staff Presenters:

Science Teacher on Special Assignment: Heather Murphy

Elementary Social Science: Renee Golder

Elementary Science: Joanne Brown, Kathy Chaput, Elizabeth Lindsley

Middle School History/Social Science: Erin Brandon

Middle School Science: Dorothee Ledbetter

High School History/Social Science: Marissa Ferejohn, Cathy McDougall

High School Science: Janna Bedell, Karen Van Hecke

Computer Science for all grades: Renee Figura, David Norman

Rotation Stations Summaries:

Elementary Science

Ms. Golder presented information on the thinking behind Next Generation Science Standards and Science as a context for learning for all students. *Elementary School Science Detectives* might use this process to identify two mysterious bottles of liquids: 1) take notes (use all your senses except taste); 2) share ideas with a partner; 3) add ice to the liquids (does it float or sink?) and make a new observation; 4) construct an explanation; 5) read the materials provided by the teacher to gain insight and revise the explanation; 6) finalize your understanding in an argumentative writing using claims and evidence.

Middle School Science

Ice Cubes Challenge

Thought Experiment – think about this on your own and record your ideas:

Find two cups of water on the table. One is labeled “salt water,” the other is labeled “fresh water.” If you place two ice cubes in each cup at the same time, and don’t stir or disturb the cups, in which cup do you predict the ice will melt the fastest? What makes you think that? Explain your reasoning for why you think that will happen. Once everyone has recorded their ideas, discuss your ideas with the group.

Do the Experiment—with your group

Gently place two ice cubes in each cup, and carefully observe what happens. Do not stir or disturb the water in the cups, or remove the ice cubes during your observations. Describe what you notice as the ice cubes melt. Check the ice cubes about every 30 seconds to 1 minute to observe the progress. Which melted fastest after about 3 minutes? Why do you think that happened? Discuss your ideas about what you think is happening with your group. Record your ideas.

Additional Observations to help develop an Explanation

Add a couple of drops of food coloring to each cup without disturbing the water in the cup. Compare what happens in each cup. Does this help to explain the results? Explain what you and your group think is happening.

High School Science

Here is an overview of High School Science: Practices (What Scientists Do); Core Ideas (What Scientists Know); Crosscutting (How Scientists Think)

Science and Engineering Practices (SEP)

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Observation

Disciplinary Core Ideas (DCI)

- Life Science: 1) From molecules to organisms – structures and processes; 2) Ecosystems – interactions, energy & dynamics; 3) Heredity – inheritance and variation of traits; 4) Biological Evolution – unity and diversity
- Physical Science: 1) Matter and its interactions; 2) Motion and Stability – forces and interactions; 3) Energy; 4) Waves and their applications in technologies for information transfer

Crosscutting Concepts (CC)

- Patterns
- Cause and Effect

- Scale, proportion and quantity
- Systems and Systems Models
- Energy and Matter
- Structure and Function
- Stability and Change

Computer Science for all Grades

What is Computer Science? (CS)

The study of how to use computers and computational thinking to solve problems.

1. Can involve programming, creativity, self-expression, and problem solving.
2. Computer science concepts include: a) Computing systems, b) Networks and the internet
c) Data and analysis, d) Algorithms and programming, e) Impacts of computing
3. Computational Thinking involves: a) Decomposition - breaking a problem into smaller pieces, b) Pattern Recognition - recognizing similarities between things, c) Abstraction - pulling out specific differences to make one solution work for multiple problems, d) Algorithms - creating lists of steps to solve problems

CS for All and Justification

Some students are introduced to CS at home, in extra-curricular activities, or are simply intrinsically drawn to it. By infusing CS into core content areas, we can expose all students to CS, allowing them access to: 21st Century Skills to navigate an increasingly techy world, a job market with increasing demand for CS-related workers, AP CS in high school or CS college courses, and gives them an opportunity to incorporate CS into identities and use CS with a purpose.

Alignment with MTSS

1. **ELs:** CS provides frequent exposure to tier 2 and tier 3 vocabulary as well as 21st century skills that helps them access college prep curriculum
2. **Math:** CS builds computational thinking (see above) and students' ability to understand coordinates, spatial relationships, variables, and functions
3. **Literacy:** CS builds data literacy, and supports their ability to understand, write, and revise steps in complicated processes.
4. **School Connectedness:** CS is not only a way to solve problems; it involves and often requires creativity and self-expression as a means to this end. In a world where students are so connected to their devices both in and outside of the classroom, computer science affirms the world in which students live, and provides them with an opportunity to turn something they consume on a daily basis into something both academic and generative.

Current Grant work and District-level progress

Our teacher-led committee has designed a 3-8 CS Scope and Sequence based on the California CS standards. We have also developed an activity chart, allowing even those with no CS background to incorporate CS standards into their content in meaningful ways. We have also created .2 CS coach positions at Gault ES and Branciforte MS.

Site-level progress.

1. Westlake ES has CS built into a science rotation for 4th grade students

2. Gault ES has inspired teachers using coding to teach storytelling, and is utilizing a CS Coach with ASES after school program to build rapport with elementary teachers.
3. Mission Hill MS is creating a CS rotation for their READ program time
4. Branciforte MS has had a CS intro exploratory for 6th grade since 2016 that reaches half of the student body. This year it added 2 sections of a 7-8th grade coding exploratory and is working with the science department to infuse CS into their curricula - 8th grade robotics unit is planned for January.

Elementary Social Science

The Common Core State Standards (CCSS) require three shifts in English Language Arts/Literacy:

- Regular practice with complex text and its academic language
- Reading, writing, and speaking grounded in evidence from the text, both literary and informational
- Building knowledge through content-rich nonfiction

In Elementary school, 50% of the texts children read, including those read aloud by the Teacher, are informational. By Spring 2019, Elementary programs will have a literacy curriculum (based on the inquiry approach) which will be used to inform instruction in all subjects.

Middle & High School History/Social Science

ACCESS FOR ALL LEARNERS: The History-Specific Academic Literacy Model

Overview:

For history teachers, the recent incorporation of Literacy in History/Social Science into the English-Language Arts (ELA) Common Core has prompted the integration of reading and writing skills into instruction. With an increased emphasis on informational texts and a renewed emphasis on college readiness, citizenship, and the interconnectedness of the world, the reposition of history is an attempt to better prepare students for the rigors of college and the demands of the workforce. In this context, history courses are integral to engage students more deeply in the study of history as a discipline. Additionally, the study of history offers a unique entry point for English learners because of the greater potential for the subject matter to reflect the life histories of students, affirming their presence in the learning community. This prompts teachers to design their courses around inquiry, and elevate the role of disciplinary thinking into the History/Social Science classroom.

EDUCATION and SCHOLARSHIP:

Historical Literacy: Students will acquire content-area specific literacy strategies in order for them to gain overall higher-literacy skills.

Historical Thinking: Teachers will design inquiry-based instruction to establish the fundamental thinking habits of a historical mind. This will allow students to develop higher level thinking capacities around:

- Historical significance
- Evidence
- Continuity and Change
- Cause and Consequence

- Historical perspectives
- Ethical dimensions

Academic Literacy: Students will read primary and secondary sources, deconstructing the texts to synthesize ideas gather and organize evidence to support a claim and incorporate analysis into written justifications and explanations.

Access for ALL Learners: Teachers will use discrete learning strategies to increase student understanding of academic literacy, language development, and historical thinking.

Backwards Planning: Teachers will formulate a year-long inquiry question to inform planning, develop unit level questions, incorporate learning strategies (historical literacy/historical thinking/academic literacy/access for all) into lesson planning, and reflect on units through the review of student work, modifying instructional practices for future lessons.

Study Session Debrief:

The Trustees and discussed the rotation stations and their experiences, including: surprises and new information, new learning, ideas for next year.

Meeting Evaluation:

Superintendent Munro passed out a meeting evaluation form. Trustees will email their feedback to Carolyn Post.

8. Adjournment of Meeting

As there was no further business for the Trustees, Board President Vestal adjourned this Regular Meeting at 8:43 p.m.

Board Meeting Schedule Information

1. The Regular Meeting on December 12, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
2. The Regular Meeting on January 16, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
3. The Regular Meeting/Study Session on January 23, 2018, 6:30 p.m., will be held in the Harbor High School Library, 300 La Fonda Avenue, Santa Cruz, CA.
4. The Regular Meeting on February 6, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
5. The Regular Meeting on February 20, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
6. The Regular Meeting on March 6, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
7. The Regular Meeting on March 20, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
8. The Regular Meeting on April 17, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
9. The Regular Meeting on May 15, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
10. The Regular Meeting on June 12, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

11. The Regular Meeting on June 19, 2019, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

* ***For more details about this meeting, please visit our district website and listen to the meeting recording:***

<http://www.sccs.santacruz.k12.ca.us/about-us/board-of-education/agendas-a-minutes.html>

Respectfully submitted,

Kris Munro, Superintendent
Santa Cruz City Schools

Claudia Vestal, President
Board of Education