

Charter Schools Leaders Meeting

January 17, 2019

Safety Announcement

In the event of an emergency evacuation:

- Please notify me if you require assistance exiting
- Follow me as we vacate the room and building
- Proceed to the parking lot evacuation area for roll call
- Do not leave until attendance reporting is completed
- We greatly appreciate your cooperation in the event of an emergency



Santa Clara County Office of Education

Santa Clara County Office of Education (SCCOE) is a state regional service agency that provides:

- instructional, business, and technology services to the 31 school districts of Santa Clara County;
- directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy through the Board of Education, authorizes county charter schools;
- provides academic and fiscal oversight and monitoring to school districts and the 22 county board authorized charter schools;
- provides essential services and technical assistance throughout the region and statewide.



County Superintendent



Dr. Mary Ann Dewan

County Board of Education



Peter Ortiz, *Area 6*; Grace Mah, *Area 1*; Claudia Rossi, *Area 7*;
Rosemary Kamei, *Area 3*; Joseph Di Salvo, *Area 4*;
Kathleen King, *Area 2*; Anna Song, *Area 5*





Vision:

Transforming Education through Leadership, Service and Advocacy

Mission:

SCCOE is committed to serving, inspiring and promoting student and public school success

Goals:

Improve access to inclusive, equitable, high-quality education.

Provide quality support to districts, schools, students and communities.

Be a premier service organization.

Values:

Students First

Service

Collaboration

Strengths-Based

Innovation



AGENDA

ITEM	TIME	LEAD
Welcome, Introductions & Upcoming/Past Events	12:30	Dr. Mary Ann Dewan & Khristel Johnson
Suicide Prevention	12:40	Jennifer Del Bono
Science Materials Fair	12:50	Sandi Yellenberg & Jennifer Mutch
Myth Busters : Dispelling myths and separating the truth on charter school operations	1:15	Charter Schools Department
BREAK	2:00	
Myth Busters cont'd: Share out/report on myths	2:15	Charter Schools Department & Charter Leaders
LCAPS	3:00	Charter Schools Department
Recommendations / Next Steps	3:05	All



Welcome!

SCCOE's Charter Schools Department:

Khristel Johnson – Director

Karen Bennett – Administrative Assistant

Dr. Michelle Johnson – Assistant Director

Vickie Teshin-Anderson – Administrator

Christine Carbone – Financial Administrator

Shallu Sharma – Financial Administrator







Jenn Mutch

Science Coordinator

Jennifer_Mutch@scoecoe.org



Jenn Mutch
Science Coordinator
Jennifer_Mutch@sccoe.org

Sandi Yellenberg
Science Coordinator
Sandi_Yellenberg@sccoe.org

1st Myth to Investigate


“Science is not as important to teach to students because math and English are more important for them to succeed in the world.”

That's not what
the data says...


Over 50% of middle school students:

- Don't feel that the science they learn in school is related to the real world
- Don't recognize the names of many influential scientist who's discoveries have influenced their lives

Why It's Time for **NEW** SCIENCE EDUCATION STANDARDS




Science education needs to keep pace with the changing world around us!




We've made major advances in science and technology

Our nation's workforce needs people with STEM skills!




15% OVERALL
17% STEM
2014-2024

STEM employment is expected to grow faster than overall employment




STEM jobs comprise 20% of all U.S. jobs




\$300K
STEM majors earn \$300K MORE than non-STEM majors over their life time

Science knowledge has an impact on the daily lives of all Americans!



Science and technology helps us fight disease, protect the environment, and find new energy sources


Students are not prepared for the future!



37%
In 2014 only about a third of high school students who took the ACT test were ready for college-level science

NEXT GENERATION SCIENCE STANDARDS

Pathway to Success



Learn how you can support science learning in your school and community at www.nsta.org/ngss

NGSS@NSTA
STEM STARTS HERE

1. Top 10 Discoveries of the Decade, Dec. 17, 2002. [Discovermag.com](#)
2. Change the Equation: 2012. VITAL SIGNS: Reports on the Condition of STEM Learning in the U.S., Solving the Diversity Puzzle, Changing the Face of the STEM Workforce. [http://www.nsta.org/2012-06-10-18-the-future-of-stem](#)
3. Understanding Science, 2016. University of California Museum of Paleontology 2016. [http://www.uclibrary.org/understanding-science-how-science-really-works](#)
4. ACT Inc. The Condition of College & Career Readiness 2015.

QUESTIONS/ISSUES



1st Myth to Investigate

“Science is not as important to teach to students because English are more important to succeed in life.”



2nd Myth to Investigate

“As long as students get science in the upper grades, it’s alright if they don’t get access to a rigorous science program in elementary school.”

What Middle School and High School Science Teachers Say

Science instruction can be delayed by several years if students haven't learned how to think like a scientist which includes:

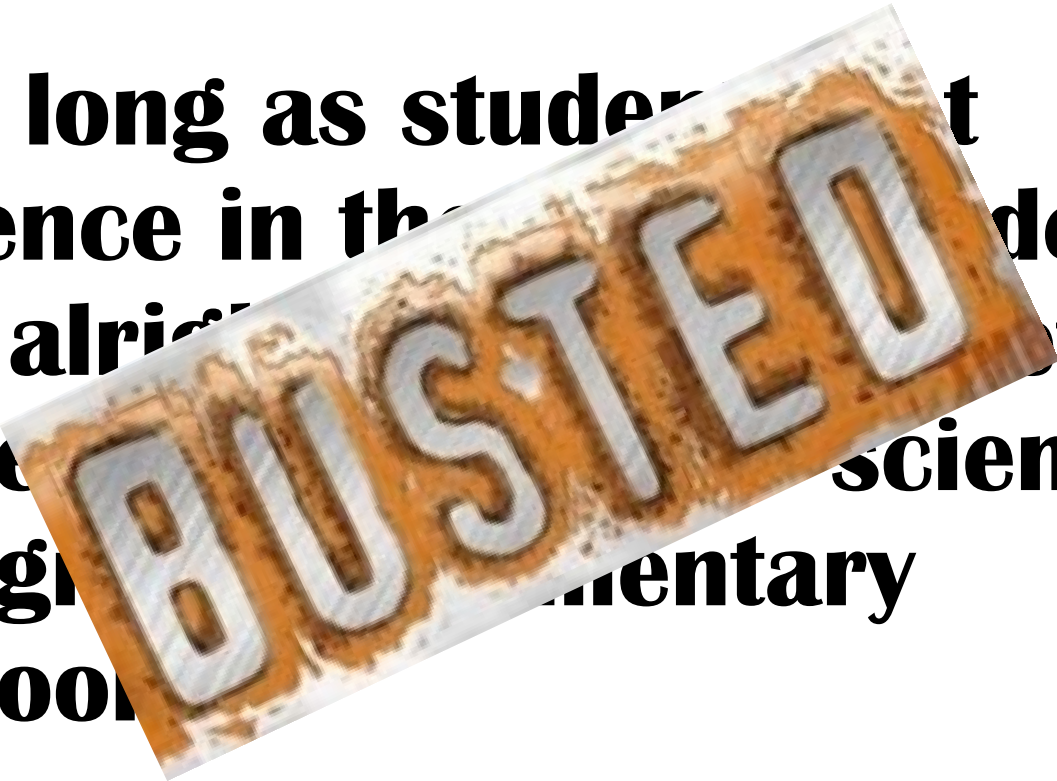
- Distinguishing between observations and inferences
- Know how to measure accurately using a variety of common tools
- Grasp the basic science concepts, practices and connections covered by K-5 NGSS

QUESTIONS/ISSUES



2nd Myth to Investigate

**“As long as students are not
science in the grades,
it’s alright to not
accept science
programs in elementary
schools.”**



3rd Myth to Investigate

“When properly taught, science applies and builds literacy (communication), math, critical thinking and creative skills; often providing engagement that motivate otherwise reluctant learners.”

Teachers at all grade levels concur.

“When properly taught, science applies an experimental method (called the scientific method) to solve problems. It is not a private collection of facts.”



4th Myth to Investigate


**“Teachers can teach Science
through NGS effectively with
materials.”**



4th Myth to Investigate

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**Elementary
K-5 & K-6**

January 29, 2019
9:00 am to 6:00 pm

Secondary 6th-12th

January 30, 2019
9:00 am to 6:00 pm

LOCATION:

Santa Clara County
Office of Education
1290 Ridder Pk. Dr.
San Jose, CA 95131

AUDIENCE:

Teachers, Coaches,
Administrators

COST: FREE

INCLUDES:
Complimentary Lunch
From 11:30 am-1:00 pm

Please register to
reserve your lunch
Elementary Grades:
bit.ly/jan29IM
Secondary Grades:
bit.ly/jan30IM

Santa Clara County
Office of Education

*Science Instructional
Materials Fair*



The instructional materials that the California State Board of Education has approved for K-8th grades will be on display.

Publisher representatives will provide overview presentations of their materials, as well as be available for informal conversations.

Select high school materials will also be exhibited.

This is the **only** time that SCCOE can provide access to representatives of the approved publishers in one location at the same time.

Join us to see the variety of choices available to support students' 3-dimensional learning of NGSS.

CONTENT CONTACT: Sandi Yellenberg
Sandi_yellenberg@sccoe.org
(408) 453-6692

REGISTRATION CONTACT: Esther Chong
Esther_chong@sccoe.org
(408) 453-6959

Professional Learning & Instructional Support Division • Innovation & Instructional


Tuesday,
January 29
Elementary
Only



Wednesday,
January 30
Middle & High
School Only

How to Decide Between Instructional Material Choices

Santa Clara County Office of Education



CA NGSS TIME

Toolkit for Instructional Material Evaluation

ABOUT THE TRAINING

The California Department of Education and California County Superintendents Educational Services Association sponsored this toolkit.

This CA NGSS TIME Training-of-Trainers will:

- Introduce a toolkit for developing a data-driven, in-depth review of any K-12 NGSS Science curriculum. This will ensure that your science textbook adoption process yields the instructional materials which BEST meets the needs of your students and teachers.
- Prepare attendees to lead this toolkit for others in your district.
- Provides professional development which deepens the understanding of 3-Dimensional teaching and learning, even for educators experienced with NGSS.


BUILDING YOUR TRAINING TEAM

Each District Training Team should consist of educators you intend to lead or help lead your science textbook adoption process. These educators should have:

- Some familiarity with the three dimensions of NGSS.
- Experience in teaching and assessing student learning in science at one or more grade levels.

DATE: February 11, 12, & 13, 2019	Register at: Bitly/SCCOE TIME
LOCATION: Snell School 3550 Snell Ave. San Jose, CA	Contact Contact: Sandi Yellenberg 408-453-6692 Sandi.Yellenberg@sccoe.org
TIME: 8:00 am – 3:30 pm	Registration Contact: Esther Chong 408-453-6699 Esther_Chong@sccoe.org
FEES: \$375 for all three days	
INCLUDES: Light Breakfast, Lunch, Materials	

If your district is interested in having members of the SCCOE Team of authorized trainers lead this adoption process for you, please contact:
Sandi Yellenberg
Sandi.Yellenberg@sccoe.org or leave a message at 408-453-6692



Innovation & Instructional Support • Professional Learning & Instructional Support Division

CA NGSS TIME

Toolkit for Instructional Materials Evaluation

- Train Your Science Leaders
- Let us lead your process
 - Consider NGSS Training for teachers before selection process (You can't select what you don't understand fully.)

QUESTIONS/ISSUES

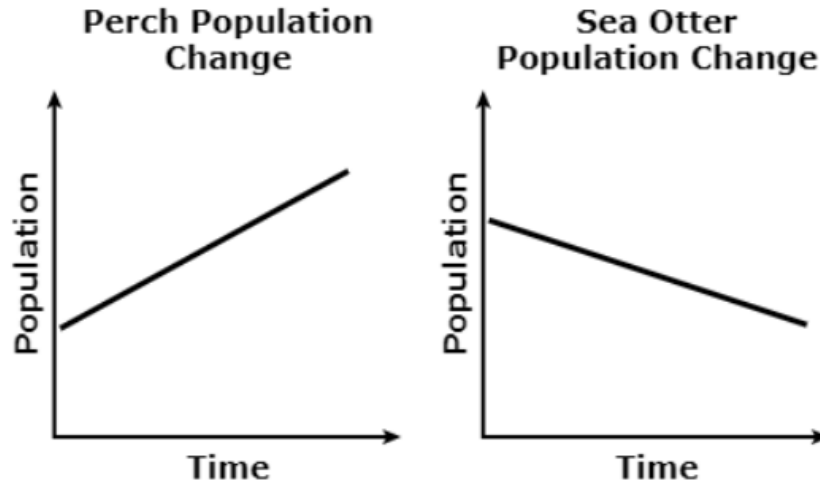


5th Myth to Investigate

“There isn’t much difference between the previous state science test, and the new CAST.”

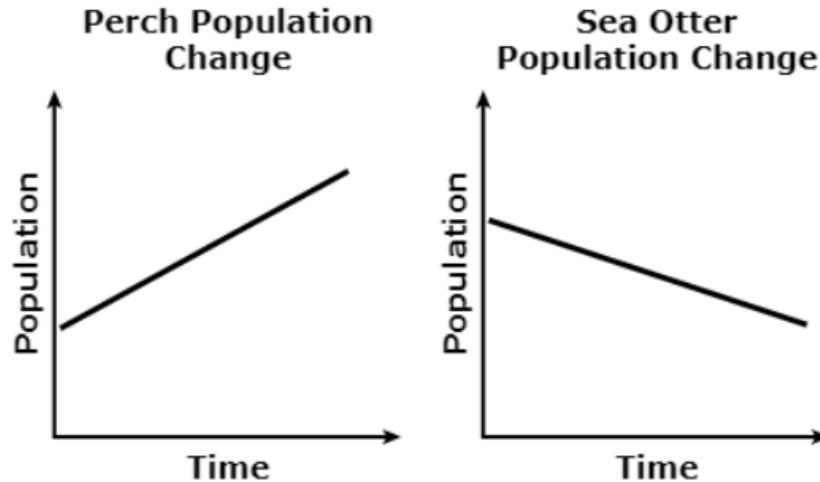
CAST 8th Grade Practice Test Questions

A student studies how populations in a kelp forest ecosystem off the coast of California are affected by changes in their food sources. The two graphs show that a change in a population of perch, a type of fish, also affects a population of sea otters.



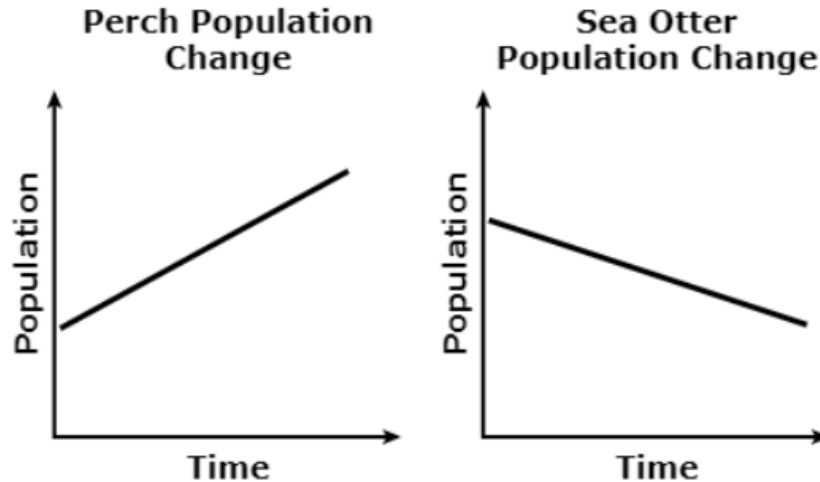
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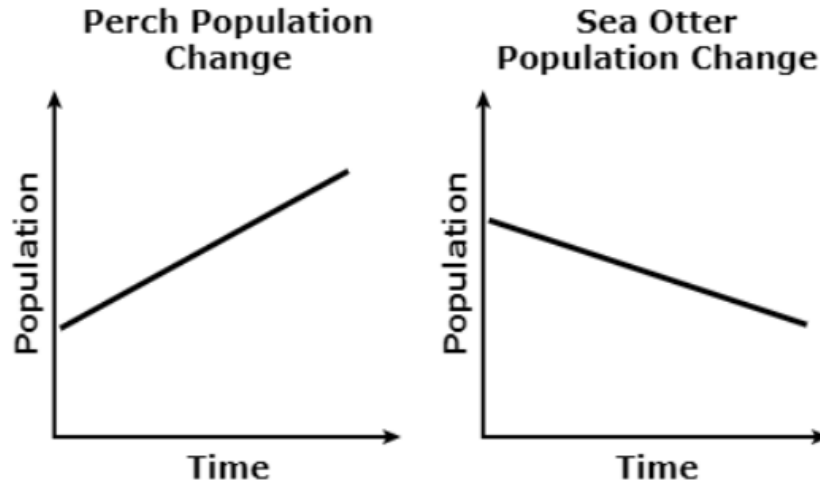
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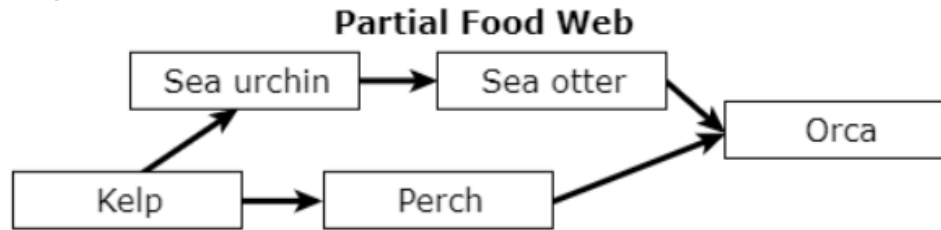
C

A student studies how populations in a **kelp forest ecosystem** off the **coast of California** are affected by changes in their food **sources**. The two graphs show that a change in a **population** of **perch**, **a type of fish**, also affects a population of **sea otters**.





8th grade CAST-continued

The diagram shows a partial food web for the kelp forest ecosystem.



Use the graph and partial food web to predict the changes in the sea urchin and kelp populations as the perch population increases. Place the correct labels in the table shown. A label may be used more than once; not all labels may be used.

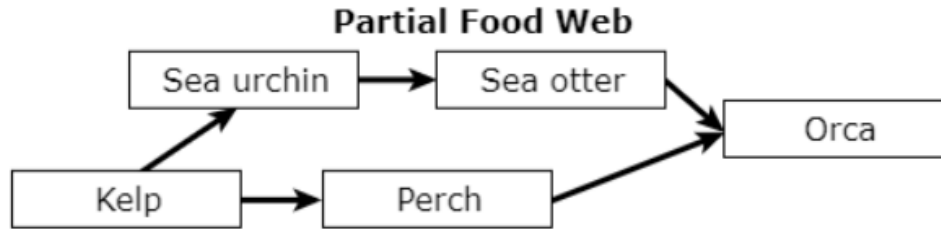
8th grade CAST-continued

Population	Change
Sea urchin	
Kelp	

Increases	Decreases	Remains steady
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8th grade CAST-continued

Population	Change
Sea urchin	
Kelp	



8th grade CAST-continued

Population	Change
Sea urchin	
Kelp	

Increases	Decreases	Remains steady
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The 3-dimensionality of this question:

DCI: LS2.A Interdependent Relationships in Ecosystems

SEP: Analyzing and interpreting data

CCC: Cause and effect: mechanism and explanation

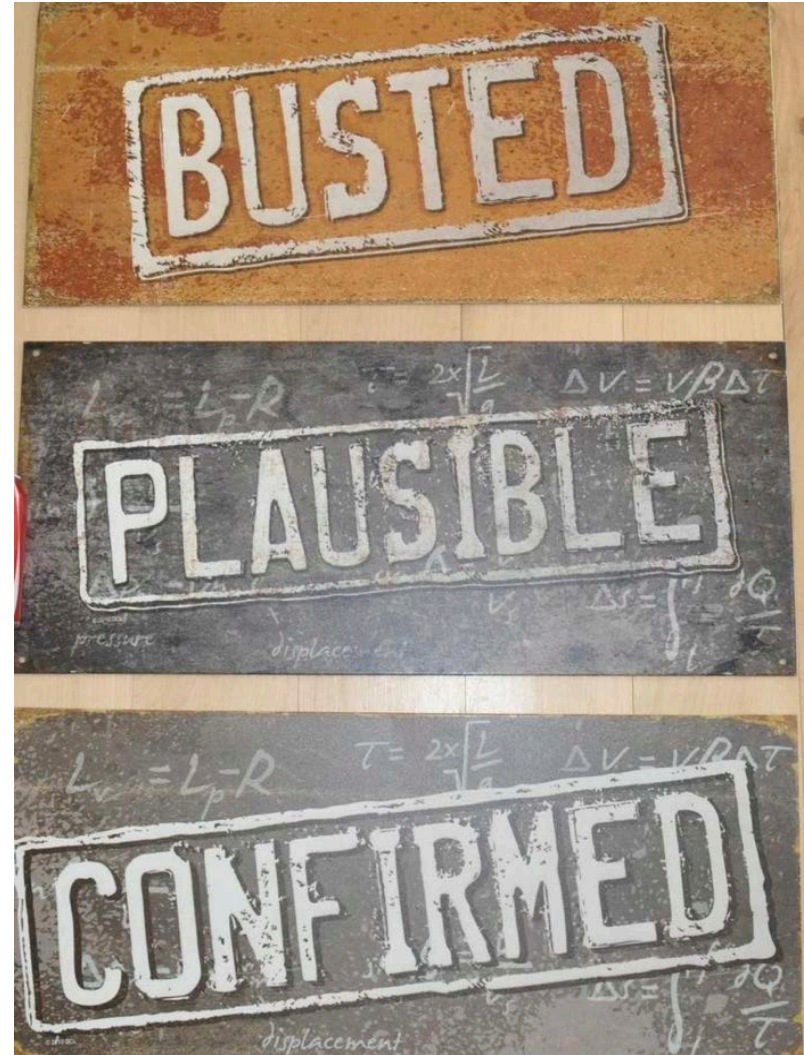
MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

5th Myth to Investigate

“There isn’t much difference between the previous state science test, and the new CAST.”

5th Myth to Investigate

“There isn’t much difference between the previous state science test, and the new CAST.”



QUESTIONS/ISSUES



NO MYTHS HERE!

Training Opportunities for Educators

- Science Materials Fair – Jan. 29 and 30
- CA NGSS TIME - Feb. 11, 12 & 13

NO MYTHS HERE!

Training Opportunities for Educators

- Science Materials Fair – Jan. 29 and 30
- CA NGSS TIME - Feb. 11, 12 & 13
- **Introduction to NGSS**
- **Diving Deeper into NGSS**
- **Teaching through Phenomenon**

NO MYTHS HERE!

Training Opportunities for Educators

- Science Materials Fair – Jan. 29 and 30
- CA NGSS TIME - Feb. 11, 12 & 13

- **Introduction to NGSS**

- **Diving Deeper into NGSS**

- **Teaching through Phenomenon**

Contact SCCOE Science Coordinators to
schedule a training date

Jennifer_Mutch@sccoe.org

Sandi_Yellenberg@sccoe.org

QUESTIONS/ISSUES



Myth Busters:

Charter School Edition

Dispelling myths and separating the truth on charter school operations



Thinking Colors Protocol

Choose a colored post-it, you will

play the role represented by the color during the discussion:

- Neutrality (**grey**): Asks Questions. Given the available information, what are the facts?
- Feeling (**orange**): Responsible for instinctive gut reactions or statements of emotional feeling (but not any justification).
- Negative judgment (**purple**): Seeks mismatches in the discussion by applying logic and identifying flaws or barriers.
- Positive Judgment (**yellow**): Seeks harmony in the discussion by using logic to identify benefits.
- Creative thinking (**teal**): Keeps the conversation going through statements of provocation and investigation.
- The Big Picture (**blue**): Often used by the discussion facilitator, who sets the objectives, keeps the group on task, and sets new objectives.



Example:

MYTH: Charter schools can mandate that parents volunteer time and/or commit funds to the school

Evidence to dispel this:

Handbook, Policies, Website, Welcome Letters, Parent Groups, Reference to Law, Petition Language



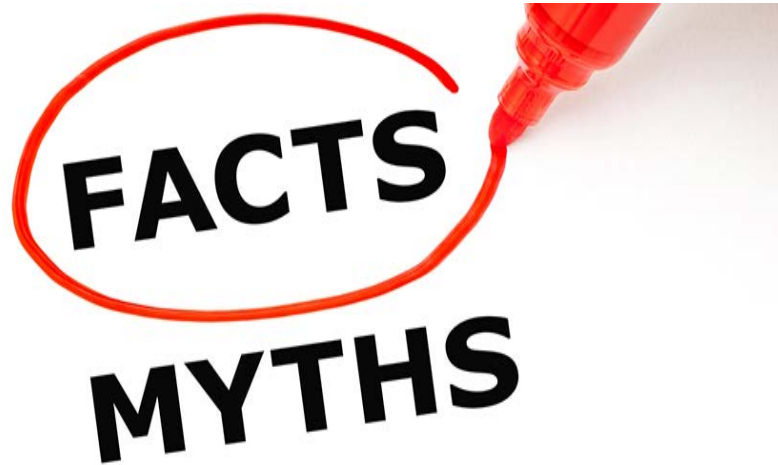
Myth #1

Charter schools are private schools
with public funds



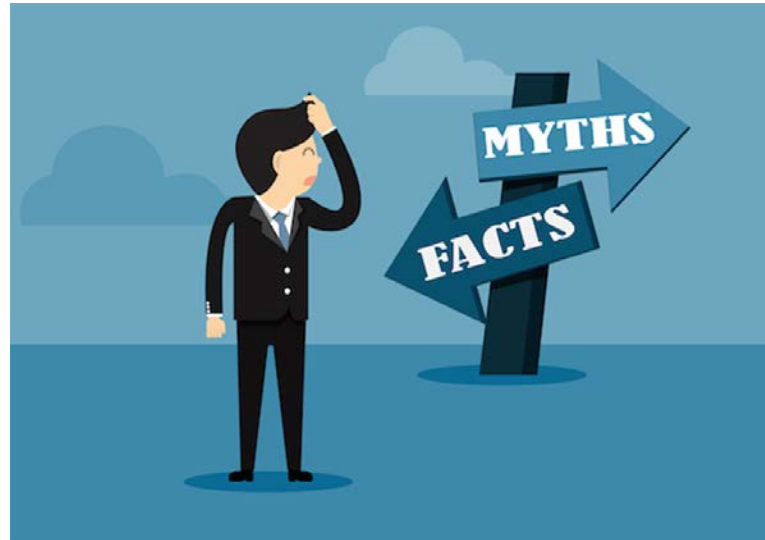
Myth #2

Once a charter school opens, that school remains open as long as it has enough money to survive



Myth #3

Students are counseled out of charter schools



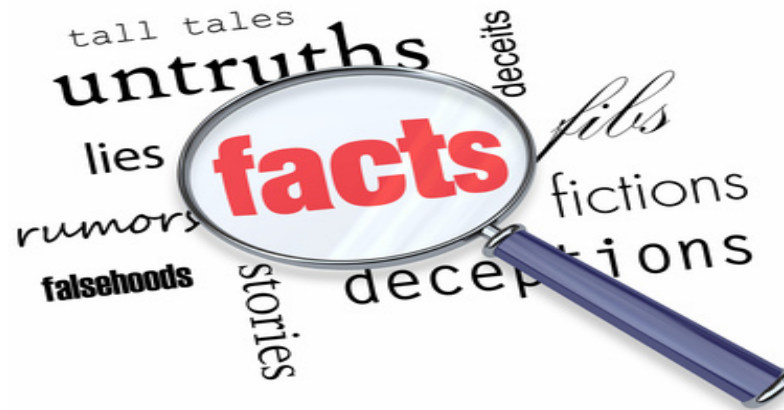
Myth #4

Teachers at charter schools do not need credentials



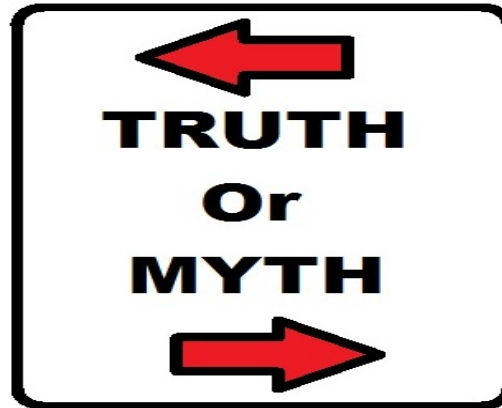
Myth #5

There are no formal procedures for parent complaints at a charter school



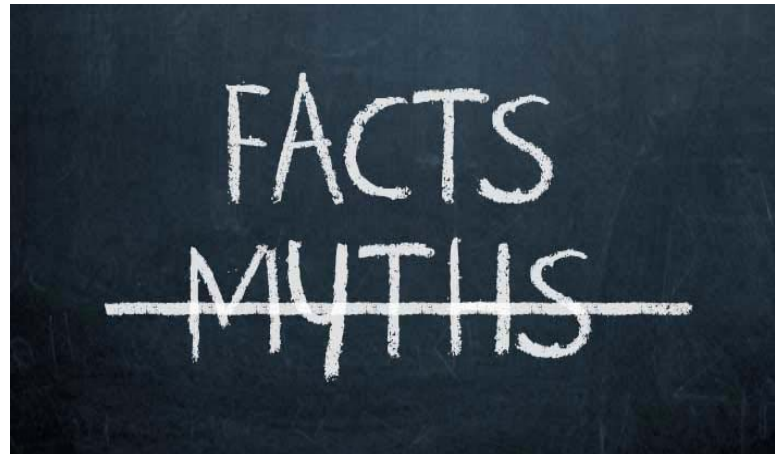
Myth #6

The SCCOE's Charter Schools Department determines which charter schools are approved, denied, or revoked



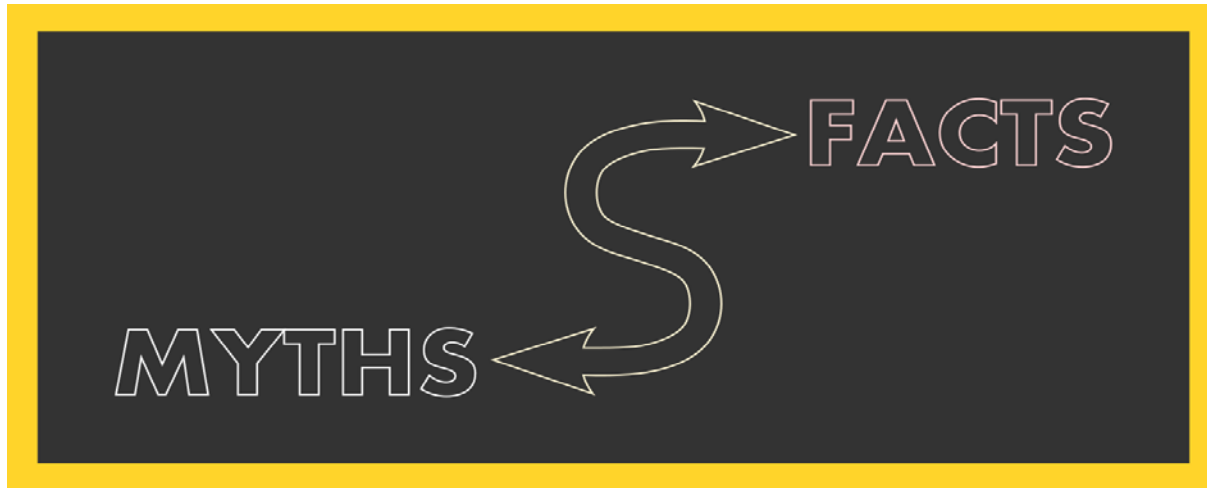
Myth #7

Charter schools do not have to comply with the
Brown Act



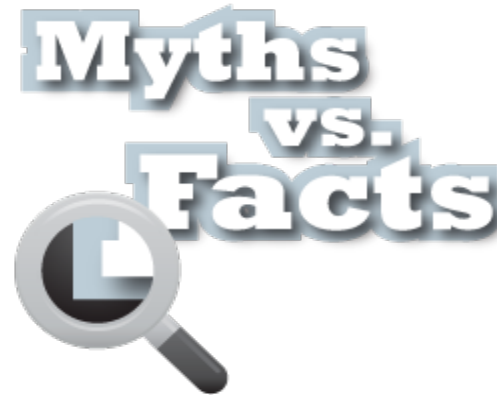
Myth #8

Charter schools are selective of their students as opposed to granting admission to all students



Myth #9

Special Education students are not provided with the full continuum of services in charter schools



Myth #10

Adequate school housing/facilities and maintenance do not apply to charter schools



FALSE
true



Myth #11

Charter schools do not have any formal processes
(finances, SARB, complaints, etc.)



Myth #12

Monthly fiscal reports are simply “busy work” for the charter school and are not reviewed



Myth #13

Under Prop 39, it is the responsibility of the school district to provide all the facilities and provide the upkeep thereof



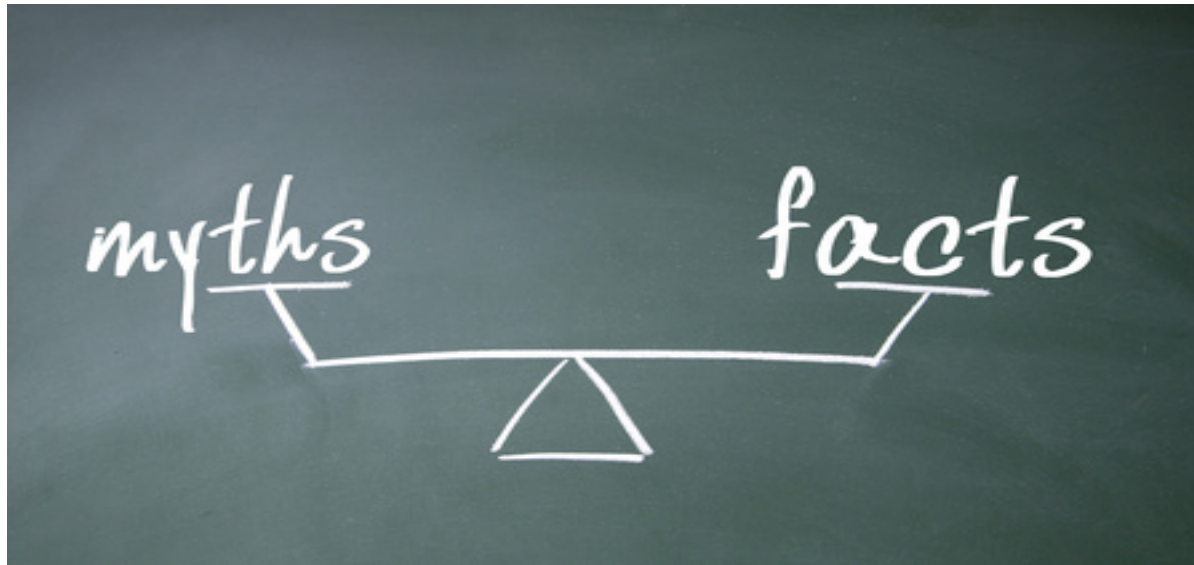
Myth #14

SCCOE can/should/may/etc. “fix” any problem without stepping on the autonomy of the charter school



Myth #15

LCAPs are not required for charter schools



Myth #16

Charter schools are driven by financial gains rather than helping students



BREAK



Recommendations / Next Steps



Closing

- Next Charter Leaders meeting –
Thursday 5/2
- Remember to check the website
- Your feedback is valued!

thank
you!

