

Irvine Unified School District

Education Advisory Committee Minutes

August 27, 2015

Thursday, 6:30 p.m.

Administrative Center

5050 Barranca Parkway

Irvine, CA 92604

Call to Order: Terry Walker called the meeting to order at 6:36 p.m.

Pledge of Allegiance: Led by Sarah Verdegan

Roll Call: Attendance taken at 6:45 p.m.

Members Present: Betty Carroll, Janelle Cranch, Yanina Feinerman, Christine Haley, Jodie Hoffman, Sandi Lester, Marcela Majia-Martinez, Kathy Michels, Cassie Parham, Susana Sarmiento, Connie Stone, Beatrice Tseng, Paula Venable, Sarah Verdegan, Terry Walker

Members Absent: Hugh Hewitt, Elise Tenen-Aoki

Staff Present: Melinda Glowacki, Lisa Gordon, Catherine Holmes, Alyssa Honeycutt, Stan Machesky, Michele Ogden, Alan Schlichting, Keith Tuominen, Kristen Winn

Next Meeting Date: October 29 at 6:30 p.m. in the District Office Board Rooms

Check-in: Committee and staff members reintroduced themselves.

Approval of Minutes Approve the minutes of the June 25, 2015 meeting as presented. Passed with a motion by Betty Carroll and a second by Jodie Hoffman.

Topics not on agenda:

- Suggestion was made to lay out a calendar of topics for the year.
- Suggestion was made to structure the Education Advisory Committee after the Finance Committee model to include Board Appointed members as chair and vice-chairpersons.
 - Staff will talk with John Fogarty, review Finance Committee model, and discuss whether this model would support the goals of the EAC with the group at the next meeting.

- Question raised regarding SBAC testing: Were students surveyed? We surveyed after the SBAC field test. Students were not surveyed after the actual test. Due to the sheer volume of surveys we administer, IUSD is mindful of survey fatigue (LCAP, Bright Bytes, School Climate). Staff agrees that student voice is important. Given that 11th grade students were tested, suggestion was made that schools could survey seniors about their testing experience.
- Concern was voiced that year-round schools did not have instructional materials for math at the start of school. Staff shared that the year rounds did have their instructional materials; however, all middle schools began with materials from the Irvine Math Project. There were also questions as to why we purchased consumable materials rather than hard bound textbooks. Staff shared that we made the decision to adopt consumable materials so that the publisher can continue to align the materials to the standards and refine the materials for our students. (Publishers are less inclined to revise instructional materials when it requires printing new textbooks so we are typically married to hard bound texts for the life of the adoption.) Staff has met with parents to clarify any misunderstandings. Canvas was not functioning for the opening of year rounds, and that concern has been addressed and resolved.
- Catherine Holmes shared that IUSD continues to value communication as a top priority and continues to encourage open communication. Education Services creates talking points about areas/topics they are likely to receive questions regarding. This allows support staff to respond to basic questions in a consistent and accurate way.

- **Education Advisory Committee Business**

- a. **Bond Feasibility Study**

Terry Walker shared that equity among schools is a Board priority. Investments and incremental steps toward have been made across the district. The Board approved Facilities Master Plan several years ago. Educational Specifications define how we will build schools to support 21st century learning.

The Board is exploring the feasibility of placing a facilities bond on the June 2016 ballot. Terry shared that 600 people who are likely to vote in the June 2016 election were surveyed. Fifty-five percent support is needed to pass bond. Ballot test results were very favorable toward bond. Bond rate would be based on assessed value of home (\$174/\$39 per \$100,000; \$110/\$24 per \$100,000). Monies can be used only for facilities; cannot be used to support program, staff, etc.

b. Revisiting Pre-requisites for Science Courses

Kristen Winn, Director/STEM and Lisa Gordon, Coordinator/Science shared important shifts in NGSS science curriculum and the work being done to develop courses. The state has approved both integrated and discrete sequences. We are in the process of developing new prerequisites, because our math courses are new. (Math courses such as Geometry, Algebra II no longer exist.) We did uncouple math and science prerequisites last year. Unlike the more compressed timeline for Integrated Math pathways implementation, science courses will be designed and implemented over a two to three year period. California is drafting its own framework that will guide teachers in implementing new curriculum and assessments.

Concern was expressed that students may not be able to take AP courses or be prepared for AP exams. Staff explained that vertical planning will ensure that students can access AP courses. Post-secondary institutions and the College Board are aware of the new standards. AP courses will be available in math sequence and ultimately AP exams will align more closely with the new standards.

c. CCSS: Professional Learning

Catherine Holmes, Director/Professional Learning and Curriculum Development, presented an overview of professional learning this year. TOSAs help decrease workload of classroom teachers by developing curriculum, ensuring continuity, fostering collaboration between sites/grade levels, being the bridge between elementary, middle and high school levels, etc. We routinely and intentionally gather data on professional learning. August 24 district-wide professional development day was highly successful across all disciplines and levels.

Additional Commentary

- TOSAs: Clarification was shared re: site-based and district-level TOSAs. Site-based TOSAs may be 50%-100% providing support to principal, instructional leadership, coaching grade levels, etc. District-level TOSAs provide curriculum development, facilitation of meetings across/among/between grade levels or departments, etc.
- Question: How many days are teachers out of the class for professional development? Three days (two non-student days; one day requiring substitute). Depending on his or her position or discipline, a teacher may be out additional

time. After school and weekend professional development opportunities are also being offered as an alternative to missing class time.

- Question: When will Chromebooks roll out? IT has started the process. Chromebooks must be imaged for classroom use, etc. Should start to see them roll out in the next month or so.
- Concern was expressed relative to staffing equity when older schools lose teachers to opening of new schools. Staff shared that we understand why parents would be concerned, and we can't prevent employees from making professional move.

Suggested Topics for Future Discussion

- Model for Education Advisory Committee (chairperson/vice chair similar to Finance Committee)
- Exploring how we prepare our students for the world and help them achieve an appropriate work/life balance.

Adjournment: The meeting was adjourned at 8:36 p.m. on a motion made by Yanina Feinerman and seconded by Beatrice Tseng.