

**Irvine Unified School District**

**Community Advisory Committee (CAC) Minutes**

**February 19, 2015**

**Thursday, 9:00am**

Early Childhood Learning Center (ECLC)

1 Smoketree Lane

Irvine, CA 92604

- Call to Order:** Executive Director, Mark Miller called the meeting to order at 9:00am
- Members Present:** Donna Cathy, Lisa Phillips, Emily Yao, Jane Fuentes, Terri Hajmohd, Barbara Forkish, Saleena Hashwami, Lannie Orduhl, Hongjan Liu, Rob Dust, Wendy Sorensen, Nida K, Robyn Webb, Jongyan Du, Elly Surey, Renee Johansson, Vanessa Jarvis, Ya Fang Ting, Jamie Brandt, Janet Cook, Board Member Ira Glasky
- Members Absent:** None
- Staff Present:** Mark Miller, Erica Hawkes, Melanie Hertig, Crystal Bejarano, Rebecca von Duering, Roxanne Borges, Michelle Reynolds, Rebecca Gallow, Lisa Wilson
- Next Meeting Date:** Thursday, March 19, 2015

**Adoption of Agenda**

**Community Advisory Committee Business**

1. Opening Commentary and Objectives – Mark Miller, Executive Director  
Executive Director Miller welcomed committee members.  
  
Objectives to be met by the committee are:
  - Serve in an advisory capacity to the families of special education students
  - Review and discuss updated SELPA information
  - Participate in workshops related to special needs
  - Act as a resource person to the community
  - Function as liaisons between agencies and families
  
2. Introductions  
Committee members and special education staff introduced themselves to the group, and shared their background/connection to IUSD.  
Mark Miller, Executive Director, introduced special education staff and IUSD Board member Barbara Forkish, CAC President, introduced CAC Board members
  
3. CAC Feedback
  - Transitions
  - The process of implementing services
  - Communication on all levels
  - Curriculum/instruction
  - Collaboration
  - Support with full inclusions
  - Identifying areas of need

4. Special Presentation – Lisa Wilson, IUSD Teacher on Special Assignment, Common Core

a. CCSS: Common Core State Standards

Lisa Wilson, TOSA, shared information regarding the structure, sequence and general content of standards, as well as key instructional shifts. Common Core State Standards are designed to produce higher-level learning of academic skills. Key components are: 1) build strong problem-solving skills, 2) include real-life (functional) application, 3) prepare the students for college and careers after high school, and 4) provide more meaningful interaction with peers. The standards value the cumulative progression of skills more than content.

b. CCSS: Math Standards Overview

Lisa Wilson, TOSA, also presented an overview of the Math standards. The standards for mathematics strive to: 1) aim for clarity and specificity, 2) stress conceptual understanding of key ideas, 3) balance mathematical understanding and procedural skill, and 4) are internationally benchmarked. The common core standards for mathematics are divided into two categories, mathematical practice and mathematical content. Mathematical practice is derived from mathematical habits that recur throughout the grades. Mathematical content focuses on procedural skills that vary at each grade level. In result, the standards are able to assess the student's procedural skill with understanding as it relates to mathematics.

c. CCSS: English and Language Arts Overview

Lisa Wilson, TOSA, discussed an overview of the English and Language Arts (ELA) standards. The ELA standards are designed and organized to cover five key components: 1) reading, 2) writing, 3) speaking and listening, 4) language, and 5) media and technology. The language standards include the essential "rules" of standard written and spoken English. The vocabulary standards focus on understanding words and phrases, their relationships and their nuances, and on acquiring academic vocabulary. Parents are encouraged to have their child read age-appropriate information text and to be curious about words. It was clarified that research, media skills, and understandings are embedded throughout the standards, rather than assessed in a separate section.

d. Smarter Balanced Assessment

The Smarter Balanced Assessment is technology based. The assessment is an integrated system (formative/interim/summative) design with evidence of student performance. The assessment focuses on high rigor and relevance, while incorporating teacher involvement. The scores of the assessment are progression-based; the amount of response items has increased, and includes performance tasks.

e. CCSS and the Impact on IEPs and IEP Teams

CCSS provides better access to the general education curriculum. Goals can be directly connected to the CCSS through academics, language, pragmatics, and other services. This also creates an opportunity for more collaboration on goals.

5. Closing

Executive Director, Mark Miller, shared that future agenda topics will include: Navigating the IEP Process and Transitions. These topics will carry forward to the next two Community Advisory Committee meetings.

6. Adjournment

The meeting was adjourned at 10:30am

7. Next Steps

Send reminder for March 19, 2015 meeting

Update membership list

Discuss interest for Community Advisory Committee open Secretary position.