



Newport-Mesa
Unified School District

Community Advisory Committee (CAC) Parent Meeting

November 15, 2023



Special Education Administrator Introductions



Sara Jocham, Ed.D
Assistant Superintendent,
Special Services



Elsie Briseño Simonovski, Ph.D
Administrative Director I,
Special Education



Juliana Sauvao, M.A.
Director, Special Education
Resolution/SELPA



Special Education Administrator Introductions



Elke Day,
Preschool Coordinator,
Special Education



Heather Cash, Ph.D.
Elementary Coordinator,
Special Education



Amy Nagy, Ph.D
Elementary Coordinator,
Special Education



Melissa Powell
Elementary Coordinator,
Special Education



Mike Tincup, Ph.D.
Elementary Coordinator,
Special Education



Kim Doyle,
Secondary Coordinator,
Special Education



Myla Maxwell,
Secondary Coordinator,
Special Education



Linda Tworek, Ph.D,
Secondary Administrative Intern,
Special Education



Presenter Introductions



Andrea VanderWal, M.A.
TOSA - Dyslexia Specialist Team+
Elementary Programs



Cassandra Clark, M.S. Ed.
Education Specialist
Secondary SPED TOSA



Celeste Clary, MPH, MA.SpEd
TOSA - TK-12+ Self-Contained
Classrooms (SCC)/Modified
Instructional Programs



Agenda

1. CAC Overview and Business
2. Curriculum and Instruction for Students receiving Special Education services
 1. Alternative Pathway to a High School Diploma
 2. Questions/Comments



What is CAC?

- Partnership between the community, parents, and the SELPA/School District
- Assists in advising the District about the Local Plan, annual priorities, parent education, and other Special Education related activities
- Ensures that the full continuum of services is available to all eligible students within its boundaries



Who can be a member of the CAC?

- Parents comprise a majority of the CAC membership, typically parents of children with disabilities
- Other members may include teachers, other school personnel, other parents, other pupils, and adults with disabilities
- There is a sign up sheet for individuals to become an official CAC member



What are the responsibilities of the CAC members?

Board Member:

- Advises the policy and administrative entity of the District and SELPA on the Local Plan
- Provides support to other parents
- Meets frequently to plan the CAC meetings and activities

Member:

- Encourages community and parental involvement
- Supports activities on behalf of individuals with exceptional needs
- Assists in parent awareness of the importance of school participation
- Provides families an opportunity to share resources and support



How can the CAC help you?

- As parents of students with exceptional needs, you can utilize the CAC to gain parent information and training on Special Education topics
- Reach out to the District administrative staff and/or SELPA Director for support with your child's Individualized Education Program (IEP)
- Become more involved with community activities that support students with exceptional needs



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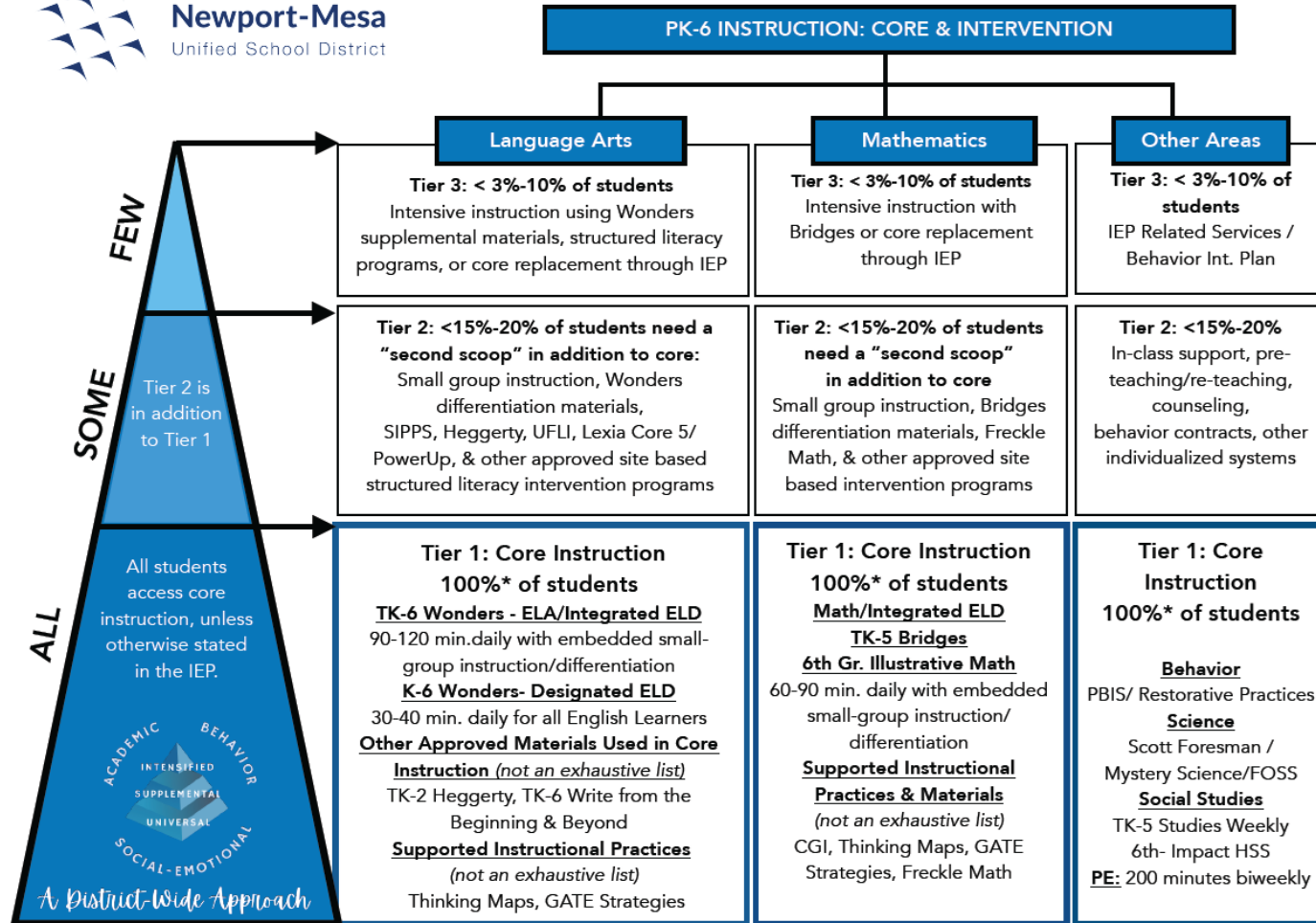
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Elementary Programs

Andrea VanderWal, M.A.

TOSA - Dyslexia Specialist Team+



Reading - Foundational Skills

Education
Specialists use a
Structured
Literacy
approach based
on the science of
reading.



[Bridge to Reading Parent Newsletters](#)



Newport-Mesa
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Reading - Language & Literature



- Standards-aligned
- Provides students with rich texts & digital tools
- Organized in Units with extensive text sets across multiple readability levels
- All stories and vocabulary lessons are accessible from home with text to speech built in



Learning Ally provides online audiobooks for students struggling with reading. They use human narrators that follow highlighted text on screen. Students can read the same books as their peers, allowing them to participate in class discussion with confidence.



Writing

Handwriting Without Tears®

Explicit, direct instruction with purposeful practice for our younger students and/or those who require Occupational Therapy services.



Write from the Beginning...and Beyond



THINKING MAPS®

A developmental, vertically aligned writing program for students in kindergarten through eighth grade.



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Math

K-5th



Building Mathematical Thinkers

Inquiry-based and student-centered, Bridges focuses on developing mathematical reasoning while creating an inclusive and equitable learning community for all students.

6th





Newport-Mesa

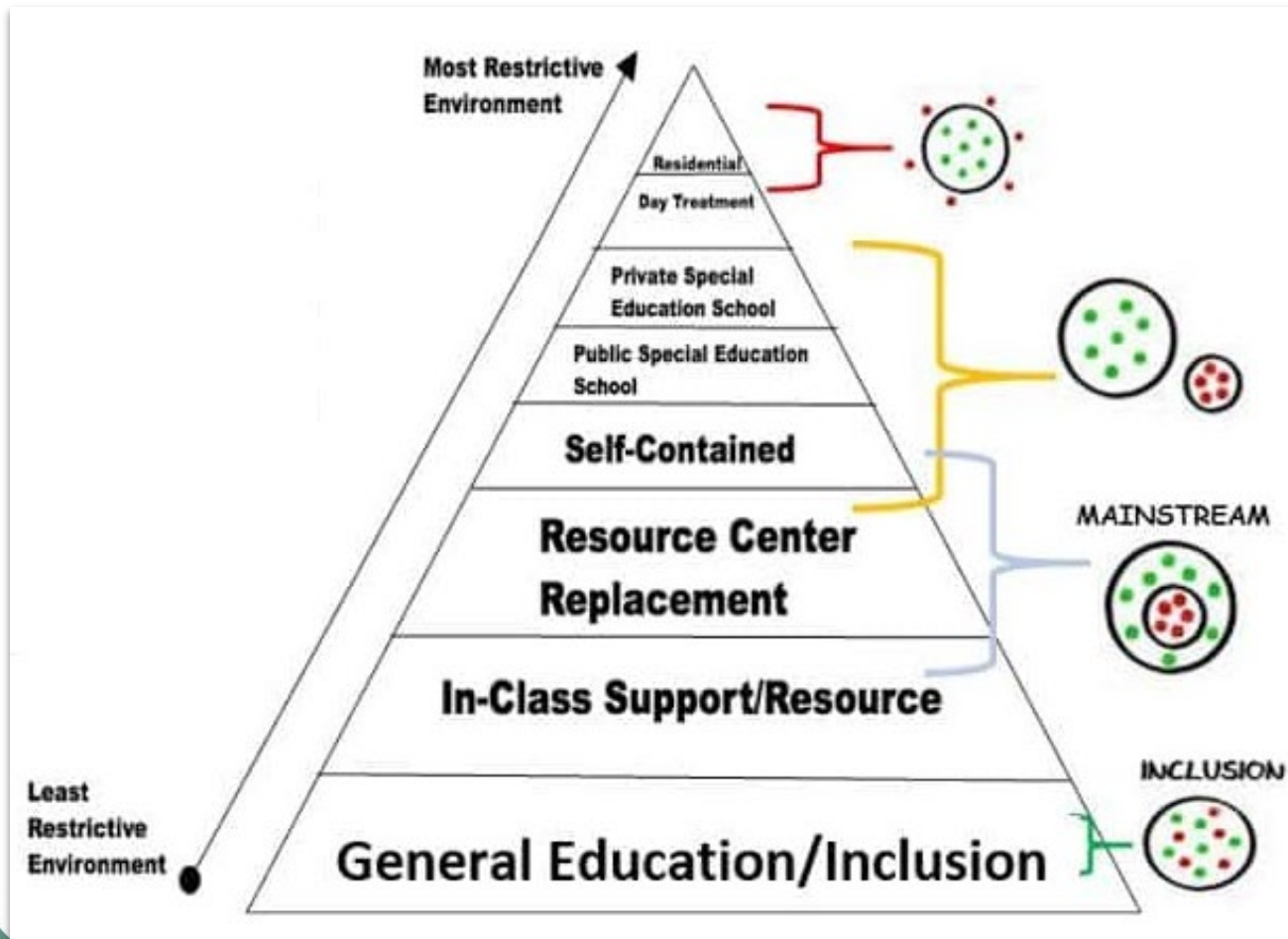
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Secondary Programs

Cassandra Clark

Education Specialist M.S. Ed.

Secondary SpEd TOSA



Secondary Instruction

- Students with mild to moderate disabilities that qualify for special education services generally receive instruction in a general education classroom and/or in a special education classroom.
- The instruction in both these settings is based on the state adopted standards using the district approved curriculum with added accommodations and supports to assist students in accessing general education curriculum.
- Each academic area has several different course offerings with different approved materials.



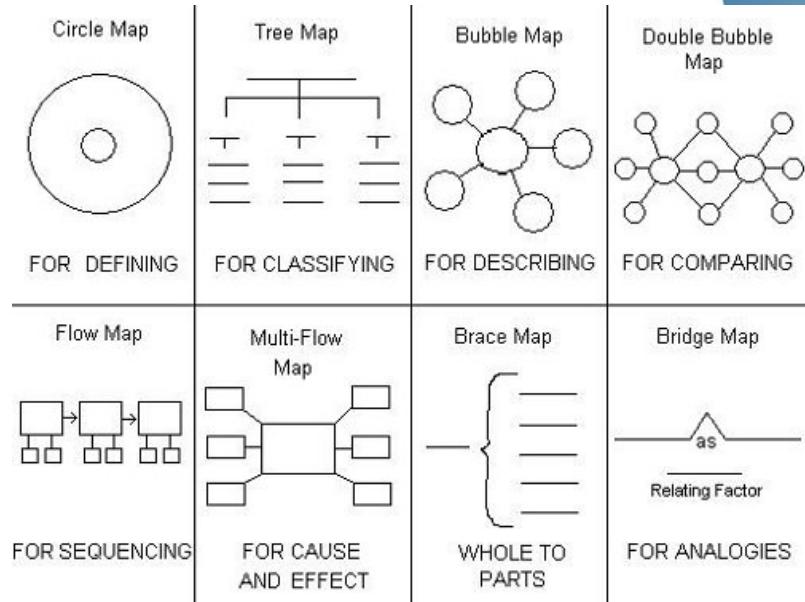
Instructional Strategies

Teachers employ a diverse range of instructional techniques to support students in gaining access to the curriculum. Not one strategy is superior to another. Depending on the concept being taught and the learning outcome desired, teachers can implement instruction using a variety of instructional strategies tailored to the needs of their students. Examples include: Thinking maps, “I do, we do, you do”, Think-pair-share, supplemental software.



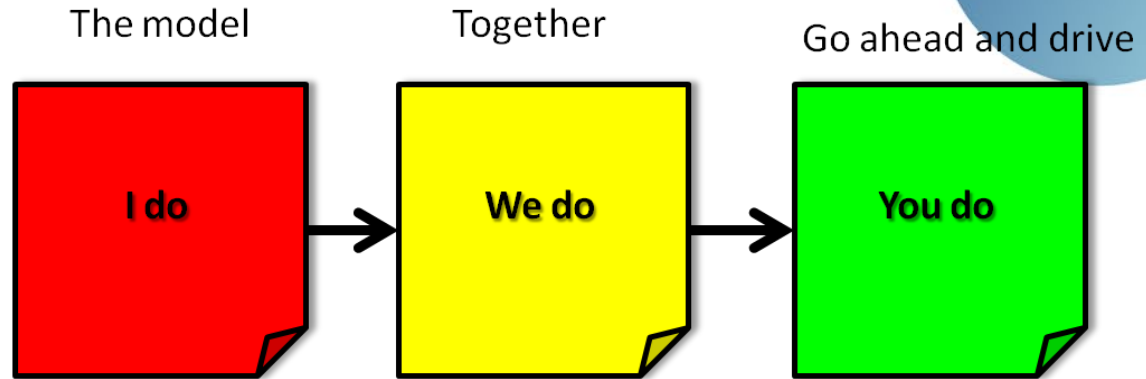
Thinking maps enhance visual learning and concept organization.

Thinking Maps: Thinking maps are graphic organizers that visually represent information and concepts, aiding students in organizing and connecting ideas. These maps can include tools like flow charts, bubble maps, and tree diagrams, fostering critical thinking and comprehension skills.



The "I do, we do, you do" approach scaffolds learning and promotes gradual independence.

"I Do, We Do, You Do": This instructional model involves three stages. Initially, the teacher models the skill or concept (I Do). Subsequently, there is guided practice with the teacher and students working together (We Do). Finally, students independently apply the learned skill (You Do). This progressive approach supports skill development and mastery.



Think-pair-share encourages collaboration and active engagement.

Think-Pair-Share: In think-pair-share, students first individually reflect on a question or prompt (think). They then discuss their thoughts with a partner (pair), fostering collaboration and communication. Finally, pairs share their ideas with the whole class, promoting active participation and varied perspectives.



Graduation Requirements

Subject Area	Years Needed
Applied Skills (3rd year of math/science or an ROP course)	1 semester
English	4 years
Humanities (Fine Art/ Performing Art/ Foreign Language)	1 year
Mathematics	2 years
Physical Education	2 years
Health Education	1 semester
Life Science	1 year
Physical Science	1 year
Social Science (World, U.S., Economics/ Government)	3 years
Electives	80 credits

4-Year College Requirements

A-G Requirements

Subject Area	Years Needed
Visual/Performing Art (F)	1 year
English (B)	4 years
Foreign Language (E)	2 years
Mathematics (C)	3 years
Lab Science (D)	2 years
Social Science (World, U.S., Economics/ Government) (A)	2 years
Academic Elective (G)	1 year



What is A-G?

The A-G requirements not only requires certain classes, those classes are considered College Prep or A-G.

The A-G classes are approved by the University of California system as meeting specific requirements that seek to ensure students have acquired specific knowledge and critical thinking skills to ensure they are prepared to undertake college level courses.

[UC A-G Policy Resource Guide](#)



Secondary Curriculum & Instruction - Newport-Mesa Unified School District

Subject	Publisher	Links
Math	Illustrative Math	Illustrative Math
Comp Lit	Prentice Hall: Timeless Voices, Timeless Themes Assorted supplemental short stories / board approved novels StudySyn for Middle School	High School ELA
History	McGraw Hill/Glencoe	High School History
Science	Open SciEd	OpenSciEd



Supplemental Resources

Depending on the school site and grade level there are many different supporting applications teachers use to enhance instruction. Examples are listed below.

Math Supplemental Apps	ELA Supplemental Apps	General Supplemental Apps
ALEKS	BrainPop	Pear Deck
IXL	Lexia	Vex Robotics
Desmos	Flocabulary	Quizizz
Khan Academy	Vocabulary.com	Canva





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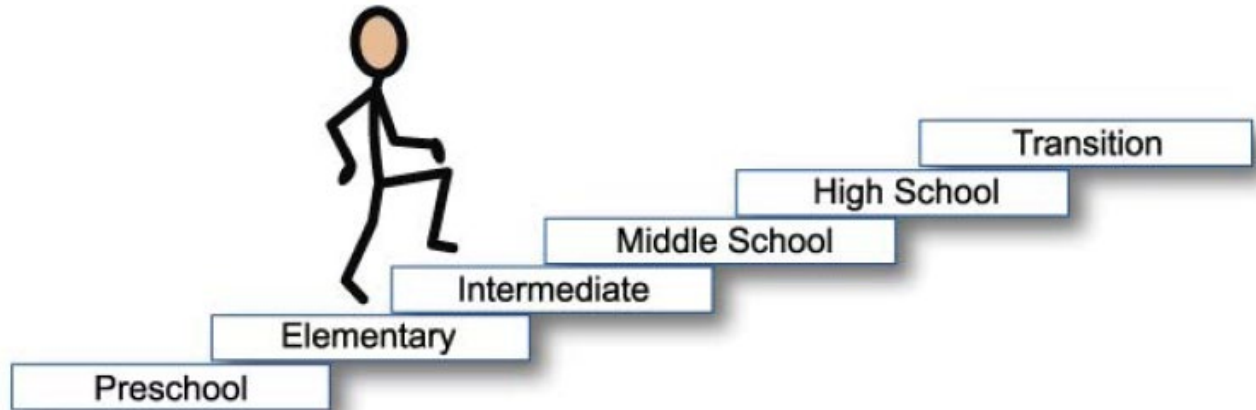
TK-12+ Self-Contained Classrooms/Modified Instructional Programs

Celeste Clary, MPH, MA.SpEd

TOSA - TK-12+ Self-Contained Classrooms (SCC)/
Modified Instructional Programs








Unique Learning System (ULS by N2Y)

- Aligns to Common Core Standards.
- Aligns to mandates of the Individuals W/Disabilities Act (IDEA) for all students to access, participate & make progress in the general education curriculum/content.
- Supports data collection to support IEP goals and track student progress over time.



Unique Learning System (ULS)

● Elementary ● Intermediate ● Middle School ● High School ● Transition

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
						
Living With Rules and Laws	Fast and Slow, Objects Go	Ancient Communities	The Gift of Giving	Healthy Hygiene, Healthy Me	Fighting for Freedom	Studying Weather
Government	Physical Science	History	Transition	Health / Life Science	History	Earth and Space Science

Living With Rules and Laws

Government

Search For Activities

- Provides standards-aligned modified (replacement) curriculum for instruction in Reading/Language Arts, Math, Science and Social Studies.
- Core academics/instructional activities link to life skills, promoting development of independent living skills.
- Topics progress across the TK-12 grade bands.



Unique Learning System (ULS)



Unit Topics – 3 Year Cycle

K – 12 Unit Topics				
2023 – 2024	ELEM (K – 2)	INT (3 – 5)	MIDDLE (6 – 8)	HS (9 – 12)
Unit 1	I Can Follow the Rules (Government) Introduces rules at home and in school.	We Have Rules and Laws (Government) Identifies rules and laws and why we must follow them.	Rules and Laws Keep Us Safe (Government) Explores rules and laws and the people who make them.	Living With Rules and Laws (Government) Explains why rules and laws are important and how they impact our daily lives.
Unit 2	Move It! (Physical Science) Looks at the way things move.	Make It Move (Physical Science) Explores force and motion.	Objects on the Move (Physical Science) Explores the motion of objects by looking at variables such as speed, distance and height.	Fast and Slow, Objects Go (Physical Science) Looks at objects in motion in terms of distance, speed, position, acceleration and time.
Unit 3	People Long Ago (History) Explores why people from the past moved from place to place.	Moving and Exploring (History/Geography) Explores different reasons people move and explore.	Things Have Changed (History) Compares physical and human-made features of the past with those of today.	Ancient Communities (History) Investigates how communities and cultures have changed over time.



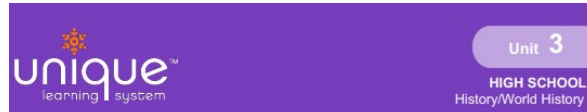
Unique Learning System (ULS)



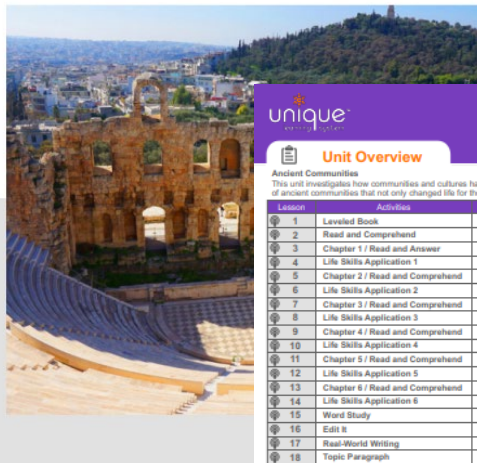
People Long Ago



Unit Overview	
Lesson	Description
1	Levelled Book
2	Read and Comprehend
3	Easy Read Book
4	Read and Comprehend
5	High-Frequency Word Wall
6	High-Frequency Spelling List 1
7	High-Frequency Spelling List 2
8	Word Families
9	Word Rime Spelling List 3
10	Word Rime Spelling List 4
11	Letters and Sounds
12	Vocabulary
13	Sentence Structures and Scrambles
14	Patterned Book
15	Literary Experience - Fiction
16	Literary Experience - Informational Text
17	Writing Time
18	Vocabulary Sort
19a	Number Sense: Number Recognition, Counting and Addition
19b	Number Sense: Subtraction and Place Value
20	Graphing
21	Measures It!
22	Money
23	Telling Time
24	Geometry/Spatial Sense
25	Algebra/Patterns
26	Direction Following
27	Related Content
28	Science Experiment
29	History Timeline
30	Journal Writing



Ancient Communities

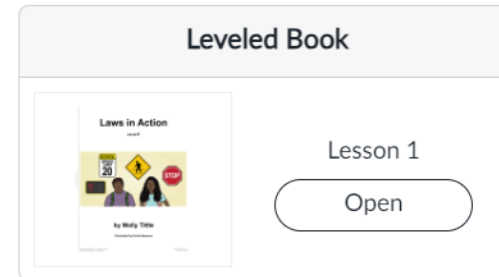
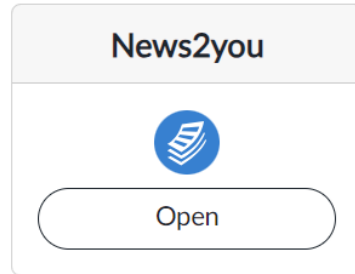
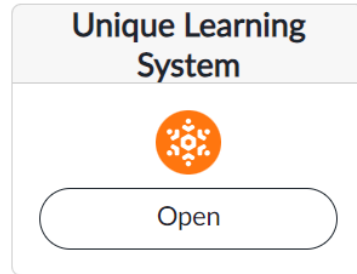


Unit Overview	
Lesson	Description
1	Levelled Book
2	Read and Comprehend
3	Chapter 17 Read and Answer
4	Life Skills Application 1
5	Chapter 2 / Read and Comprehend
6	Life Skills Application 2
7	Chapter 3 / Read and Comprehend
8	Life Skills Application 3
9	Chapter 4 / Read and Comprehend
10	Life Skills Application 4
11	Chapter 5 / Read and Comprehend
12	Life Skills Application 5
13	Chapter 6 / Read and Comprehend
14	Life Skills Application 6
15	Word Study
16	Edit It
17	Real-World Writing
18	Topic Paragraph
19a	Math Story Problems: Addition
19b	Math Story Problems: Subtraction
19c	Multiplication and Division
20	Measure It!
21	Read This Chart
22	Money
23	Schedules and Times
24a	Geometry
24b	Geometry
25a	Algebra
25b	Algebra
26	Related Content
27	Related Content
28	Science Experiment
29	History Timeline
30	Journal Writing



Unique Learning System (ULS)

- Teacher-Driven Student Learning Profiles differentiate instructional activities to meet the unique needs of all students.
- Benchmark Assessments in Reading, Writing & Math can be used to track key academic skills/student progress over time.
- Lessons can be delivered to students via digital (online) or analog (paper/pencil) formats.



News 2 You

- Current Events supplemental curriculum that provides students with additional practice in reading, writing & math, using high-interest current events content.
- Materials are delivered in familiar formats that complement the ULS curriculum via weekly “newspapers” and daily “breaking news” features.

news2you™ WORLD NEWS October 11, 2023



The Fat Bear Week winner is named 128 Grazer.

Fat Bear Week Winner

Katmai National Park in southwestern Alaska has a competition every year. The competition is named Fat Bear Week. Fat Bear Week is a competition to choose the fattest brown bear in Katmai. Katmai announced the 2023 Fat Bear Week winner on October 10. The winner is a brown bear named 128 Grazer. Many people voted to choose the Fat Bear Week winner. 128 Grazer beat 32 Chunk in the final round. 128 Grazer got more than 108,000 votes! This is 128 Grazer's first year winning Fat Bear Week. Being fat helps brown bears while they hibernate. Hibernates means to sleep all winter.

[click here to learn more!](#)

news2you™ WORLD NEWS October 11, 2023



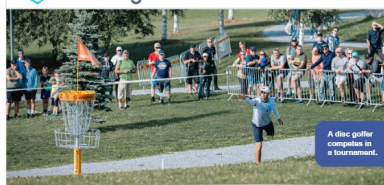
Travis Gienger celebrates having the heaviest pumpkin.

Huge Pumpkin Record

A horticulture teacher named Travis Gienger has set a world record for the heaviest pumpkin. Horticulture is the study of plants and gardening. Travis grew the pumpkin in his backyard in Anoka, Minnesota. He entered the pumpkin in a huge pumpkin contest in Half Moon Bay, California. The contest was on October 9. Judges weighed the pumpkin on a scale and it weighed 2,749 pounds! No pumpkin has ever weighed more than that. The pumpkin that previously held the record weighed 2,702 pounds. People can see the record-setting pumpkin until October 15 at the Art and Pumpkin Festival in California. People can take photos with the huge pumpkin!

[click here to watch a video!](#)

news2you™ October 9, 2023



A disc golfer competes in a tournament.

Disc Golf Pro Tour Championship

A big disc golf tournament is October 12 - 15.

The tournament is named the Disc Golf Pro Tour Championship.

[click here to learn more!](#)

Webbing Name: _____

Choose a wordpicture card to fill in each part of the web.

Why?	What?	Who?
When?		Where?

October 12-15 play disc golf 12 - 15	Charlotte, North Carolina	Disc Golf Pro Tour Championship	disc golfers
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LEVEL 2
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**Questions or Comments
regarding the Curriculum and Instruction for
students who receive special education services**





Newport-Mesa
Unified School District

Alternative Pathway to a High School Diploma

Juliana Sauvao, M.A.

Director, Special Education Resolutions/SELPA

What is the Alternative Pathway to a High School Diploma?

- The CA Legislative body changed Education Code based on a work group study that allows students with a severe cognitive disability to obtain a High School Diploma and still be eligible to receive special education services until the age of 22.
- The work group identified three 'groups' of students: 1- significant cognitive disabilities, 2-moderate support needs, 3-majority of students with a disability.
- The alternative pathway is geared towards the first group of students identified by the work group.



What does the Ed Code say about requirements?

Education Code 51225.31 (b) states the following:

- Entered 9th grade in the 2022-23 school year or later, shall be eligible
- The IEP team has deemed the student eligible to take the state alternate assessments
- The student must complete state standards-aligned coursework to meet the statewide course requirements specified in Section 51225.3



CA State Diploma Requirements

Alternative Pathway to a Diploma

[EC 51225.31](#)

English/ ELA	3 years required 30 Credits
History	3 years required, including: <ul style="list-style-type: none"> • World History/ Geography (10 credits) • US History (10 credits) • Govt/ Economics (10 credits) 30 Credits
Mathematics	2 years required with: <ul style="list-style-type: none"> • 1 year of Algebra* (10 credits) • 1 year any Mathematics course *Student must pass Algebra with appropriate accommodations or modifications to instruction as determined by student's IEP. 20 Credits
Science	2 years required 20 Credits

Humanities/ Foreign Language	1 year required. May include Applied Skills electives and other course of study as determined by IEP 0- 10 Credits (Or Applied Skills)
PE	2 years required 20 Credits
Applied Skills	Work- Based Learning, CTE or Vocational Development. May include Humanities/ Foreign Language electives and other course of study as determined by IEP 0- 10 Credits
Health	Not Required
Standards Requirement s	Student is required to complete state standards- aligned coursework to meet the statewide course requirements in Section 51225.3. For information on the statewide course requirements, please visit the CDE website: https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp .

Total Credits
Required

What are the next steps for implementation?

- The District will provide guidance and training to the administration and IEP teams on the Alternative pathway to a HS Diploma
- IEP teams will determine the eligibility based on the Ed Code requirements:
 - Determine if the student has a significant cognitive disability (areas would be conceptual domain, social domain, and/practical domain)
 - Conceptual domain covers skillset that are needed to communicate, apply academic skills, and manage/accomplish tasks
 - Social domain covers behaviors needed to engage in interpersonal interaction, act with social responsibility, and use of leisure time.
 - Practical domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.
 - Does the student require extensive, direct, individualized instruction aligned to CCSS and substantial supports
 - Rule out additional concerns that the decision is not based on things such as reading level, poor testing performance, disruptive behavior, poor attendance, english learner designation, etc.



Closing

- Where can I find additional information?
 - District Website, Special Education, SELPA
- Next Meeting Dates
 - Wednesday, January 24, 2024; 9 - 10 a.m.
 - Communication & Language
 - Wednesday, March 27, 2024; 9 - 10 a.m.
 - Managing Behaviors & Meltdowns
- Contact Information
 - Sara Pittington, Administrative Assistant II
spittington@nmusd.us



web.nmusd.us/SELPA



Newport-Mesa
Unified School District

Closing

- Questions/Comments about the CAC
- If you would like to provide written feedback, you can send your questions or comments to jsauvao@nmusd.us

