



# AGENDA

## IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE REGULAR MEETING

**November 13, 2019  
5:30 PM**

**Irvine Civic Center  
Conference Training Center  
One Civic Center Plaza  
Irvine, CA 92606**

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**Speaker's Card/Request to Speak:** If you would like to address the Irvine Children, Youth and Families Advisory Committee (ICYFAC) on a scheduled agenda item, please complete the [Request to Speak Form](#). Speaker's Forms are located on the table at the entrance to the Meeting Room. Please identify on the card your name, address and the item on which you would like to speak and return to the Recording Secretary. The Request to Speak Form assists the Chair in ensuring that all persons wishing to address the ICYFAC are recognized Your name will be called at the time the matter is heard.

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### CALL TO ORDER

### ROLL CALL

Committee Member:	VACANT	Irvine Unified School District Rep
Committee Member:	Luz Arellano	Tustin Unified School District Rep
Committee Member:	Wendy Bokota	Irvine Prevention Coalition Rep
Committee Member:	Brooke Cazier	Appointed by: Councilmember Kuo
Committee Member:	Theresa Collins	Appointed by: Councilmember Shea
Committee Member:	Dina Eletreby	Appointed by: Councilmember Khan
Committee Member:	Diane Gale	Member-At-Large
Committee Member:	Lily Freeman	High School Youth Action Team Rep
Committee Member:	Christine Ito	Member-At-Large
Committee Member:	Zhihai Li	Appointed by: Councilmember Fox
Committee Member:	Branda Lin	Community Services Representative
Committee Member:	Christina Liu	High School Youth Action Team Rep
Committee Member:	Ense Kwan	Appointed by: Councilmember Carroll
Committee Member:	Dayna Money	Irvine Child Care Committee Rep
Chair	Lauren Johnson-Norris	Community Services Representative

### PLEDGE OF ALLEGIANCE

Scan this QR code for an electronic copy of the Agenda and staff reports.



## **INTRODUCTIONS**

1. New Committee Member Introductions – Community Services Superintendent Adam Buchanan

## **PRESENTATIONS**

1. Challenge Success – Lisa Schneider, Northwood High School

## **ANNOUNCEMENTS**

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Announcements are for the purpose of presenting brief comments or reports, are subject to California Government Code Section 54954.2 of the Brown Act and are limited to 15 minutes per meeting.

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1. Irvine Unified School District Programs
2. Topics of Interest

## **COMMITTEE UPDATES**

1. High School Youth Action Team report

## **ADDITIONS AND DELETIONS TO THE AGENDA**

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Additions to the agenda are limited by California Government Code Section 54954.2 of the Brown Act and for those items that arise after the posting of the Agenda and must be acted upon prior to the next Committee meeting.

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## **PUBLIC COMMENTS**

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Any member of the public may address the Committee on items within the Committee's subject matter jurisdiction, but which are not listed on this Agenda during PUBLIC COMMENTS. However, no action may be taken on matters that are not part of the posted agenda. PUBLIC COMMENTS are scheduled for 30 minutes and are limited to 3 minutes per person. If you wish to speak, please complete a Speaker's Form and submit it to the Recording Secretary.

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## **COMMITTEE BUSINESS**

- 1. APPROVAL OF IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE MINUTES FOR MEETING HELD AUGUST 28, 2019**

### **RECOMMENDED ACTION:**

Approve the minutes of the regular meeting of the Irvine Children, Youth and Families Advisory Committee held August 28, 2019.

## **ADJOURNMENT**

Adjourn to a regular meeting of the IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE, Wednesday, February 26, 2020, 5:30 p.m.

**NOTICE TO THE PUBLIC**

At 11:00 p.m., the Irvine Children, Youth and Families Advisory Committee (Committee) will determine which of the remaining agenda items can be considered and acted upon prior to 12:00 midnight and will continue all other items on which additional time is required until a future Committee meeting. All meetings are scheduled to terminate at 12:00 midnight.

**STAFF REPORTS**

As a general rule, staff reports or other written documentation have been prepared or organized with respect to each item of business listed on the agenda. Copies of these materials are on file with the Committee liaison and are available for public inspection and copying once the agenda is publicly posted, (at least 72 hours prior to a regular Committee meeting).

If you have any questions regarding any item of business on the agenda for this meeting, or any of the staff reports or other documentation relating to any agenda item, please contact the Committee liaison at (949) 724-6642.

**SUPPLEMENTAL MATERIAL RECEIVED AFTER THE POSTING OF THE AGENDA**

Any supplemental writings or documents distributed to a majority of the Committee regarding any item on this agenda after the posting of the agenda will be available for public review in the Community Services Department, One Civic Center Plaza, Irvine, California, during normal business hours. In addition, such writings or documents will be made available for public review at the respective public meeting.

**SUBMITTAL OF INFORMATION BY MEMBERS OF THE PUBLIC FOR DISSEMINATION OR PRESENTATION AT PUBLIC MEETINGS**

Written Materials/handouts:

Any member of the public who desires to submit documentation in hard copy form may do so prior to the meeting or at the time he/she addresses the Committee. Please provide 15 copies of the information to be submitted and file with the Recording Secretary at the time of arrival to the meeting. This information will be disseminated to the Committee at the time testimony is given.

**CITY SERVICES TO FACILITATE ACCESS TO PUBLIC MEETINGS**

AMERICANS WITH DISABILITIES ACT: It is the intention of the City of Irvine to comply with the Americans with Disabilities Act (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance beyond what is normally provided, the City of Irvine will attempt to accommodate you in every reasonable manner. Please contact the Committee liaison at 949-724-6647 at least 48 hours prior to the meeting to inform us of your particular needs and to determine if accommodation is feasible. Please advise us at the time if you will need accommodations to attend or participate in meetings on a regular basis.

**COMMUNICATION DEVICES**

To minimize distractions, please turn off or silence all personal communication devices.

**MEETING SCHEDULE**

Regular meetings of the Committee are held quarterly on the last Wednesday of every third month at 5:30 p.m. unless otherwise noted. The Committee agenda is posted in the Police Department for public viewing. Meeting agendas and approved minutes are kept current on the City website at [www.cityofirvine.org](http://www.cityofirvine.org).

I hereby certify that the agenda for the Irvine Children, Youth and Families Advisory Committee meeting was posted at the main entrance of City Hall and in the posting book located in the Public Safety Lobby, One Civic Center Plaza, Irvine, California on November 7, 2019 by 5:30 p.m. as well as on the City's website.

  
\_\_\_\_\_  
Committee Liaison

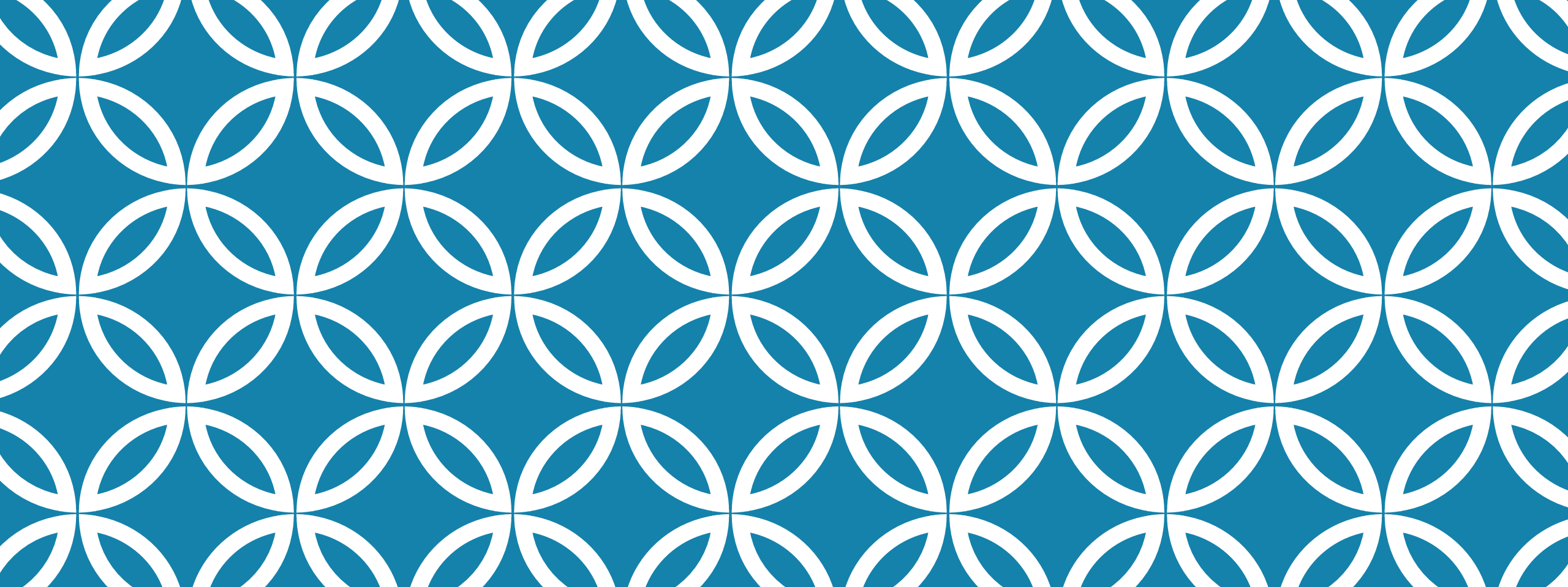


## **PRESENTATION**

### **Challenge Success**

(There is no report associated with this item.)





# **Challenge Success at Northwood High School**

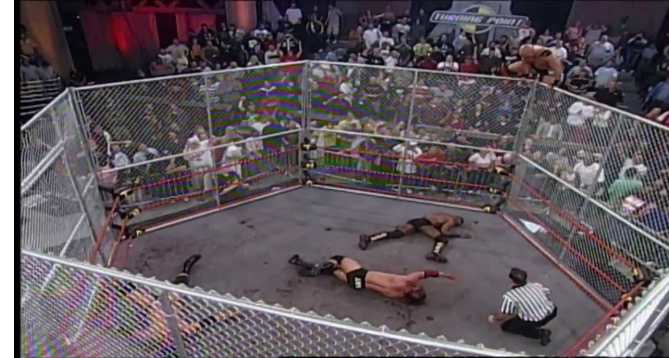
November 13, 2019

How do you define success for your student?

How would you define what success looks like for your student when your student is 40 years old?



# COLLEGE PROCESS



What families feel the process is like



What the college process is actually supposed to look like

# WHY CHALLENGE SUCCESS?

“At **Challenge Success**, we believe that our society has become too focused on grades, test scores, and performance, leaving little time for kids to develop the necessary skills to become resilient, ethical, and motivated learners. We provide families and schools with the practical, research-based tools they need to create a more balanced and academically fulfilling life for kids. After all, success is measured over the course of a lifetime, not at the end of a semester.”

The logo for Challenge Success, featuring the words "CHALLENGE" and "SUCCESS" stacked vertically in white, bold, uppercase letters on a dark red square background.

CHALLENGE  
SUCCESS

# WHY DOES IT MATTER?

*"I wish my teacher knew that I might not remember what they taught me, I will remember how they treated me," NHS sophomore.*

*"I wish my teacher knew that when they show the slightest disinterest in helping me, I will never ask for help again," NHS senior.*

**"I wish my parents knew that I listen to what they say even though it looks like I'm ignoring them,"  
Northwood HS junior.**

# NHS CHALLENGE SUCCESS VISION

Our school  
community values  
engagement,  
balance, and  
growth.



# CHALLENGE SECTIONS

Overall Findings  
SURVEY FINDINGS AND DATA COLLECTED

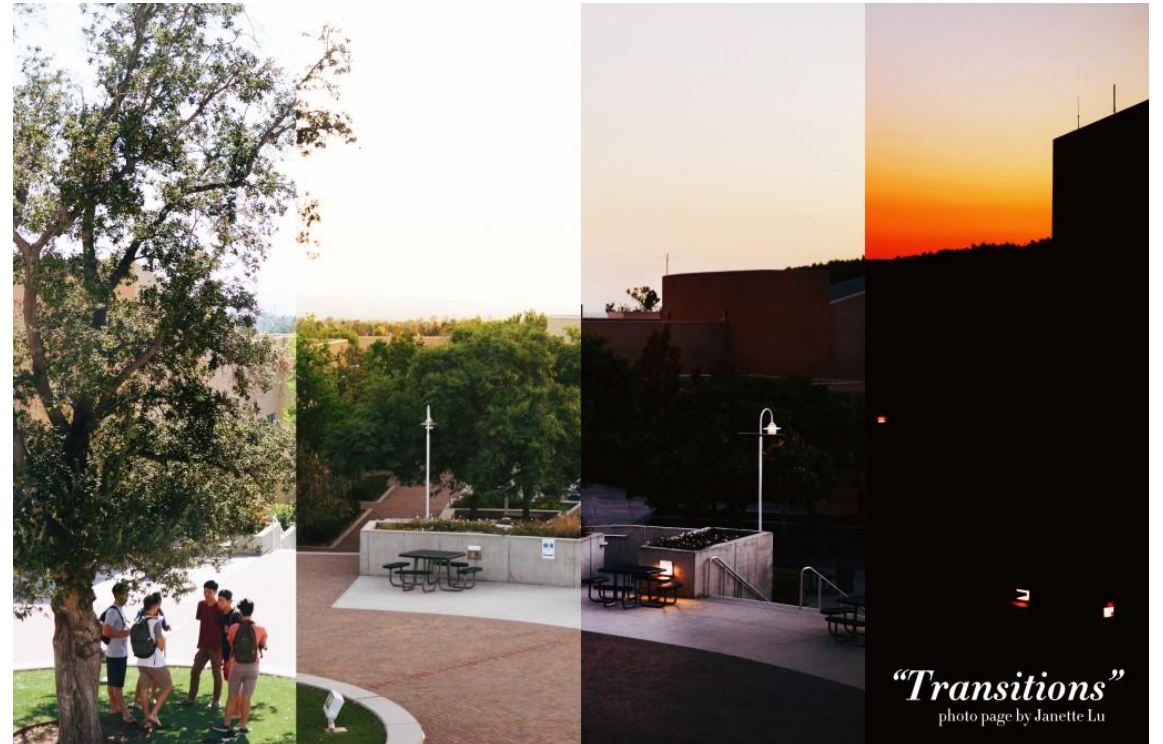
challenging  
 academic big nice  
 educational difficult  
 good  
 diverse friendly  
 competitive  
 boring school  
 stressful interesting stress  
 exciting  
 challenge



1. *Difficult or stressful*
2. *Competitive*
3. *Fun*
4. *Challenging or Rigorous*
5. *Caring or Welcoming*
6. *Academic*
7. *High Quality*
8. *Interesting or Engaging*

# MAIN FINDINGS...

1. Kids are stressed and their days are filled.
2. Expectations are high.
3. They need more sleep!!!



# Summary of Survey Results

79% of participants reported they were often or always stressed by schoolwork.

68% of participants reported that schoolwork often or always kept them from having time with family and friends.

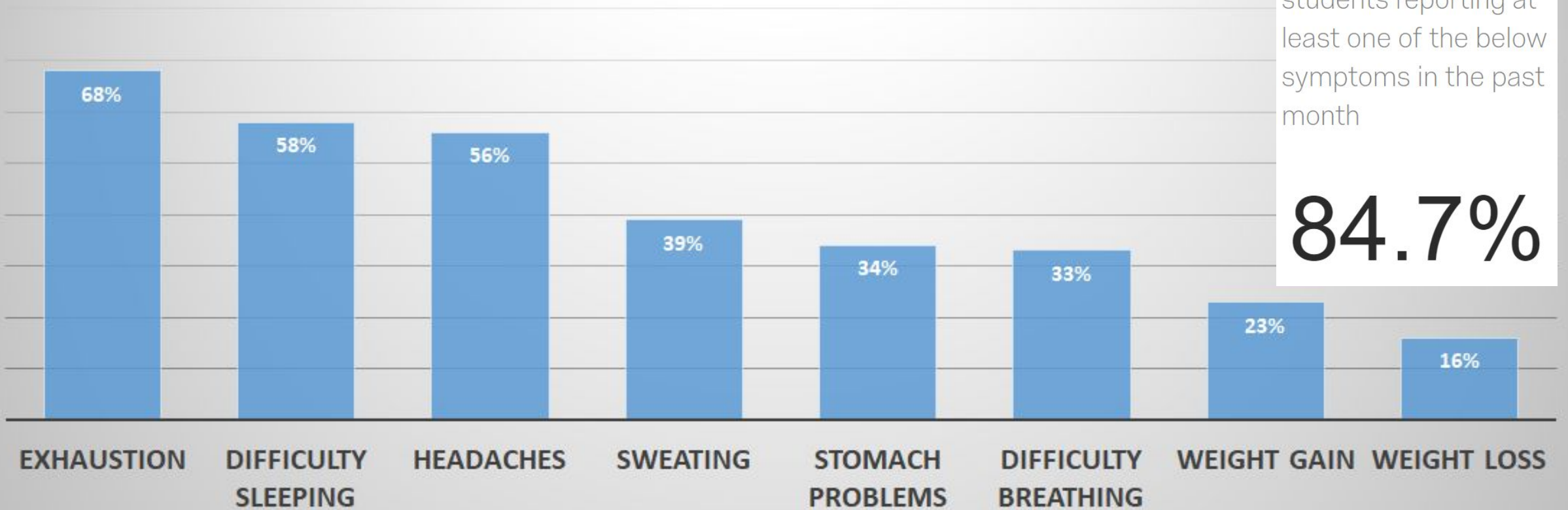
74% of participants reported that schoolwork often or always kept them from getting enough sleep.

65% have felt forced to drop an activity because of the amount of schoolwork they have.



**“I wish my parents knew that I try my best to be a good child to them and literally one of my biggest fears is to disappoint them,” Northwood HS senior.**

**Percentage of students reporting each of the following stress-related health symptoms**



Percentage of students reporting at least one of the below symptoms in the past month

**84.7%**

# Students' Perception of Parents' Goals by Grade

**"I wish my parents knew that all the pressure they put on me causes me to have depression and anxiety, and causes me to lose motivation because I don't feel like I can reach their standards," Northwood HS junior.**

	<u>9<sup>th</sup></u>	<u>10<sup>th</sup></u>	<u>11<sup>th</sup></u>	<u>12<sup>th</sup></u>
Parent Mastery Orientation	4.04 <sub>(.85)</sub>	3.98 <sub>(.85)</sub>	3.95 <sub>(.84)</sub>	3.75 <sub>(.91)</sub>
Parent Performance Orientation	3.53 <sub>(1.10)</sub>	3.66 <sub>(1.07)</sub>	3.61 <sub>(1.04)</sub>	3.42 <sub>(1.06)</sub>
Parent Expectations	3.42 <sub>(1.02)</sub>	3.39 <sub>(.91)</sub>	3.30 <sub>(.96)</sub>	3.27 <sub>(.95)</sub>

Student perceptions of their ability to meet parent expectations



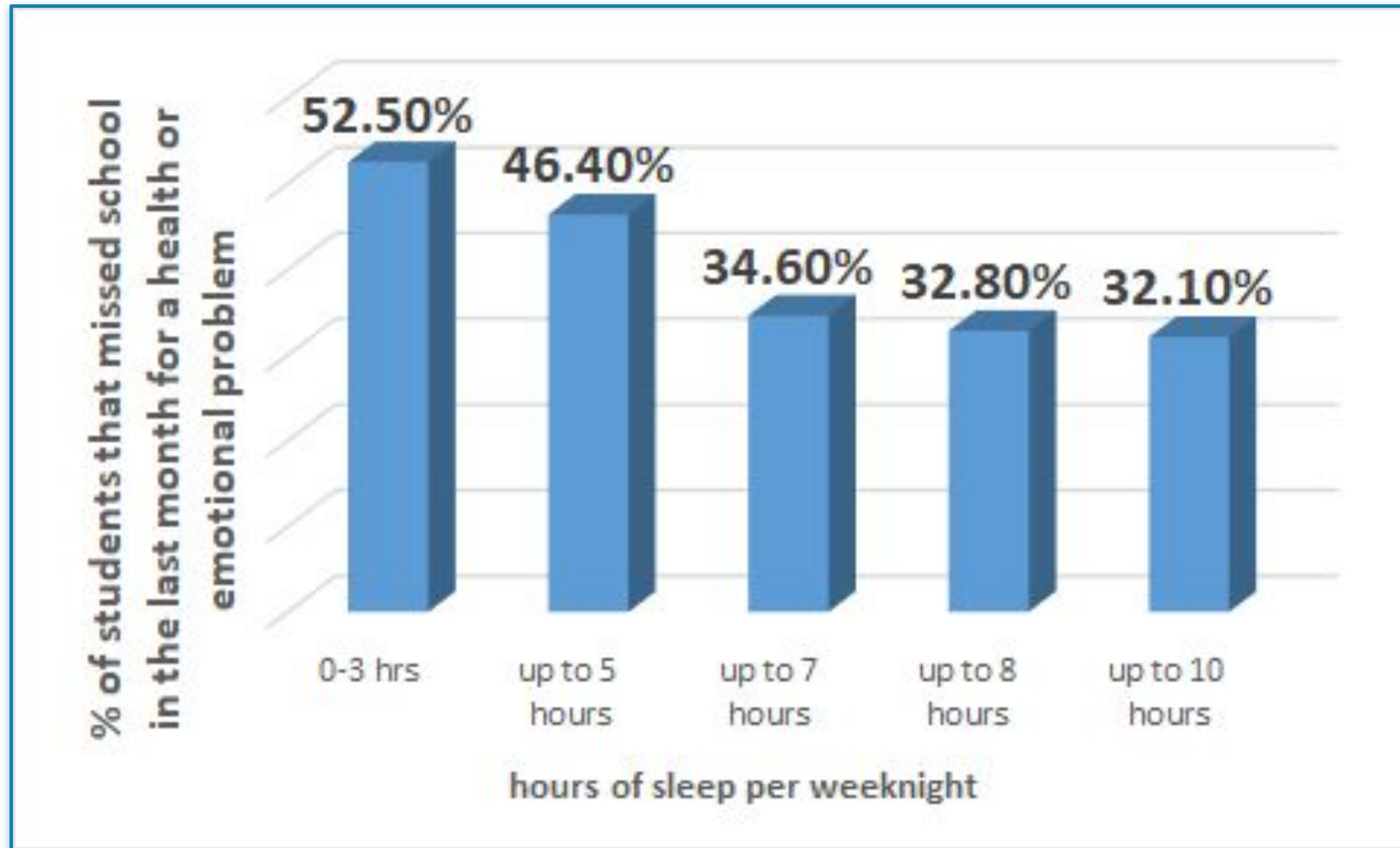
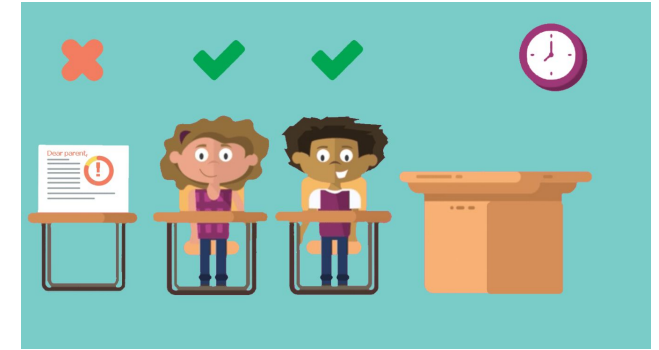
# ACADEMIC ENGAGEMENT

- **48% of the students report “full engagement” or “purposefully engaged.”**
- NHS students report cheating less often compared to comparable schools.
- **NHS students report reading for pleasure during their freetime.**



*“I wish my teacher knew that sometimes a little compliment/encouragement means a lot! Not saying that my teachers aren’t encouraging, but it would definitely help me feel better when I get a bad grade to know that someone knows that I’m failing and is willing to give help,” NHS senior.*

# Sleep and School



# WHAT DID OUR KIDS TELL US?

“I wish my parents knew that I’m trying to grow up and take on more responsibilities, but I mess up sometimes,” NHS senior.

**“I wish my parents knew that I’m super grateful for everything they do for our family, even if I don’t show or express my gratitude,” NHS sophomore.**

“I wish my parents knew that I actually try but fail,” NHS senior.

“I wish my parents knew that I try my best to be a good child to them and literally one of my biggest fears is to disappoint them,” NHS senior.

# HOMEWORK!

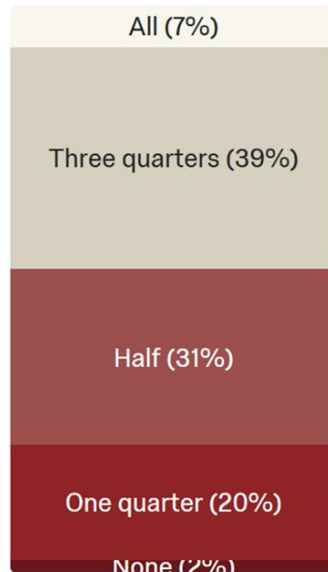
Average hours of homework on weekdays

3.3

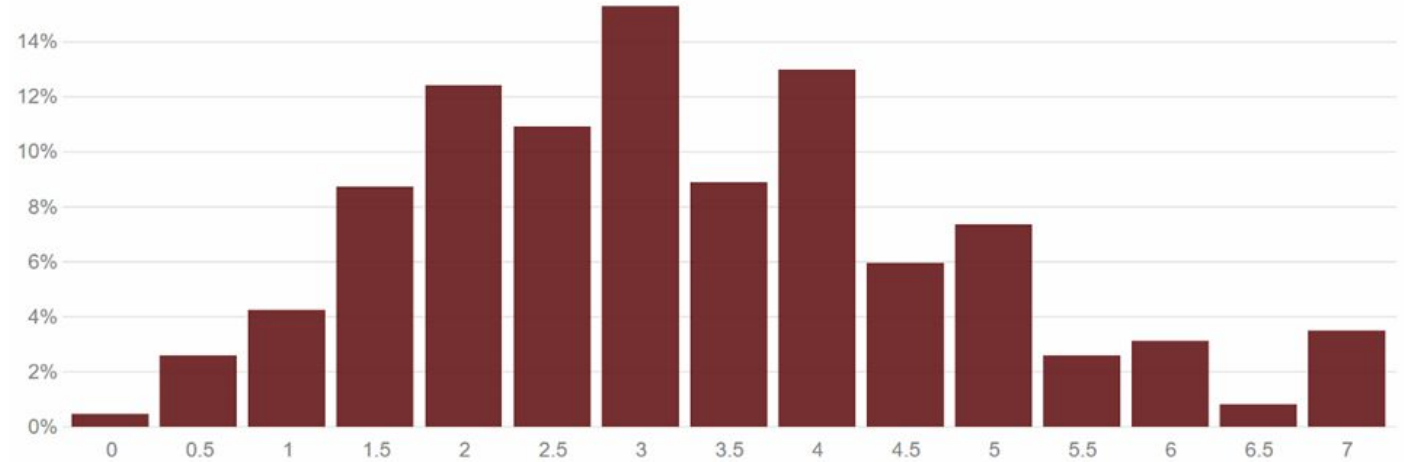
Average hours of homework on a weekend

3.1

How much of their homework do students find useful?



Average weeknight homework, distribution of responses



Have students had to drop an activity they enjoy because of schoolwork?



# BUT...

Students report engaging in the following:

70% listen to music

55% texting/chatting, Snapchat

54% eating dinner

39% are on Instagram, other social networking sites

34% watching TV, YouTube, Netflix

28% talking to family or friends in person

**13% are just doing their homework**



Average hours of **non-school HW** on  
weekend

**1.7**



# Extracurricular Activities at NHS

## Why students participate

64% chose enjoyment

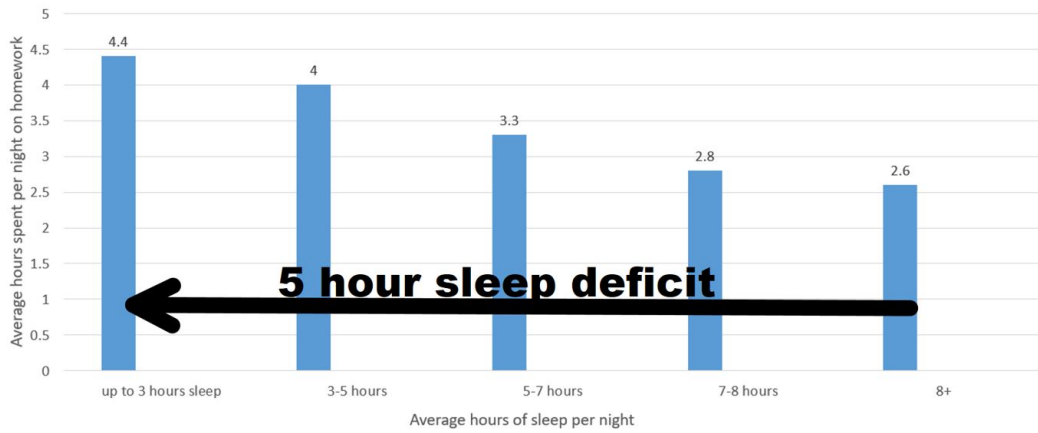
19% chose "resume-building" ("looks good on college applications")

4% chose social reasons ("I can hang out with my friends")

4% chose "parents/guardians want them to"

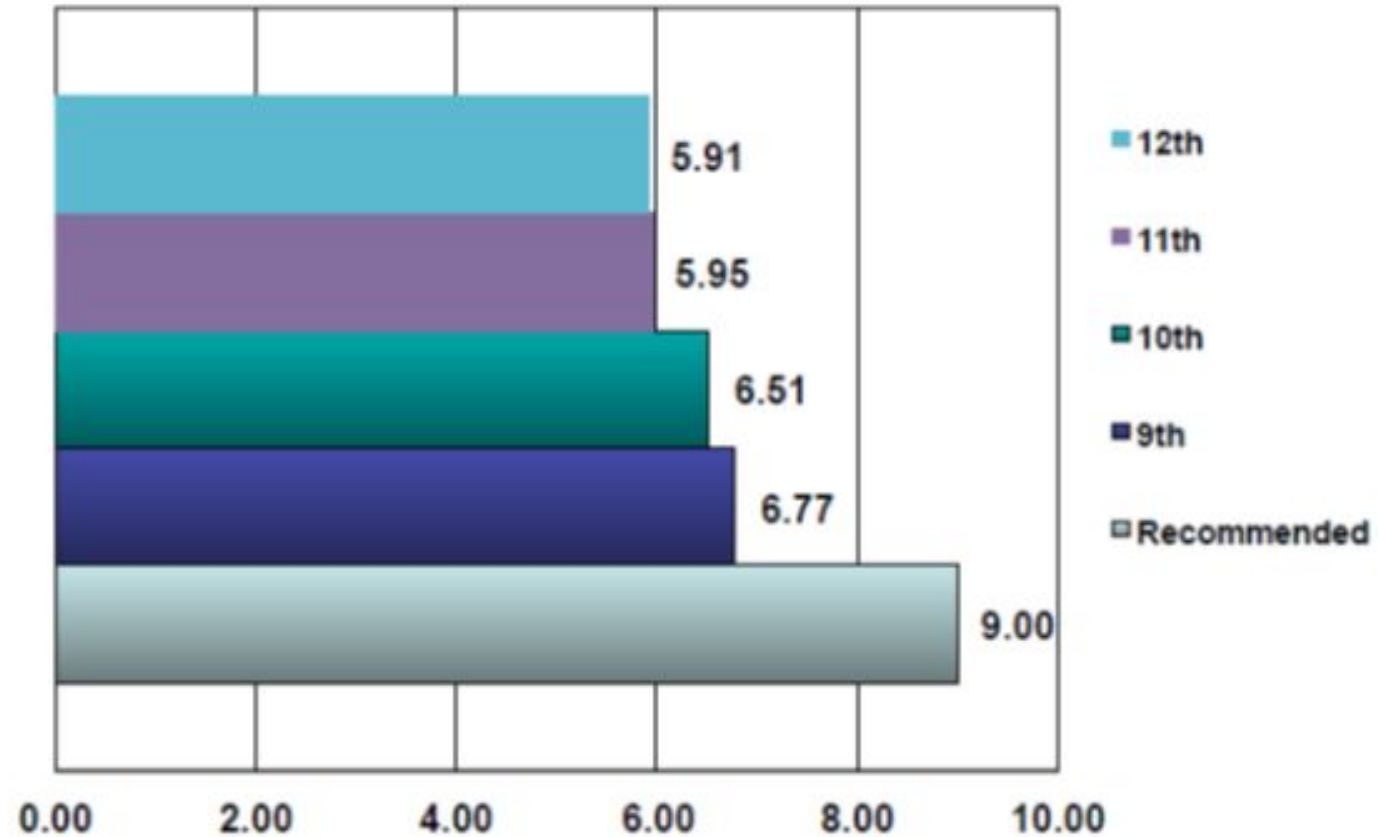
4% chose learning new things





Average Hours of Sleep  
per Night

**6.25**



AVERAGE HOURS OF SLEEP BY GRADE  
LEVEL ON A TYPICAL SCHOOL NIGHT

Student perceptions of their ability to **meet parent expectations vs hours of sleep**

0-3 hours sleep



0-6 hours sleep



all respondents



# What have we done over the last two years?

- ❖ Review HW Policy
- ❖ Establishment of Academic Breaks
- ❖ Expand College Options
- ❖ Letter to the Community
- ❖ Counseling on the Importance of Balancing Schedules
  - Time Management Tool
- ❖ Athletics Summit
- ❖ Student Shadowing
- ❖ Cell Phone Pockets
- ❖ Later Start Time for Final Exam Schedule
- ❖ State of the Student (Formerly Wellness Day)
- ❖ Finals Before Winter Break
- ❖ Parent Nights – Well Balanced Student, Dialogue Night
- ❖ [Website](#)
- ❖ Team went to Stanford for fall and Spring Challenge Success Conference



# Northwood High School

*Home of the Timberwolves*

*"For the good of the Pack"*

Welcome to Northwood, future Timberwolves!

In a few short months, you will walk onto our campus as members of the Class of 2023, and while you may feel all sorts of ways about this, we want you to know just how excited we are to have you here. Northwood is a special place and we hope that as a member of the pack, you'll see why. You are joining a community that tries hard to live out our core values of compassion, mutual respect, and integrity. They are important to us, and we hope they are important to you.

On that note, here are just a few more things to keep in mind on this subject of hope.

Let's call it, "**We hope...**"

1. **You will find a place to belong.** No matter where you find it, in or out of the classroom, in the Arts, Athletics, clubs, student government or even at the Oak Tree, we hope you feel like you belong. Because you do.
2. **You will discover your passions.** Going to high school is an opportunity to realize what truly drives and motivates you. We are proud to say that NHS has a lot to offer, and we promise we'll keep looking for ways to build on what we have in place, but it's up to you to take us up on it. Don't be afraid to take the risk.
3. **You will not be afraid to fail.** If we can guarantee one thing, it's this: there will be struggles along the way. There will be moments you'll forget your homework, perform poorly on an exam, lose a game you thought you'd win, forget a line in the play or play the wrong note in the musical, et cetera, et cetera. But don't let these seeming failures keep you from trying. We become better as a result of going through tough times. Besides, mistakes are wonderful opportunities to learn. So don't be afraid to try new things or to get involved. Your school needs you!
4. **You will communicate when you need help.** The truth is we could all use a little help from our family members, our friends, our teachers, our counselors, and yes, even other students. The upperclassmen aren't as scary as you think! So don't be afraid to reach out for help and support when you need it. You never know: you may be helping someone else in the process.
5. **You will be kind to your parents and your family.** They, like you, are going through a lot of changes. And some of these changes are scary. This being-in-high-school thing will sometimes be difficult for you, but keep in mind: it's probably not easy for your parents or your family to see you grow so quickly so fast. No matter how much you may want to argue or prove you're right (or to beg to stay out with friends for just a little longer), try to understand where they're coming from and choose kindness.
6. **You will become good and responsible citizens.** Erika Christakis, a person who writes for a living, believes that the goal of the public-education system "is about preparing people to work together to advance not just themselves but society." We tend to agree with her. We hope that one day, the learning experiences we provide you not just in our classrooms but also in our school community will somehow translate to and prepare you for learning experiences in the real world. Making a positive difference in our shared world would be nice, too.
7. **You will be healthy.** Practice healthy habits. Start by getting enough sleep. You're better off waking up earlier than staying up later (and really, there's no point in staying up late to finish an assignment only to fall asleep in class the next day in front of your teacher). Also, find (more) productive uses for social media. Don't get too caught up in the number of "likes" you get or who is Snapping or DMing whom. Be yourself—it will always be the best version of you.
8. **You will be happy here.** This one is sort of obvious, but it's important to mention nonetheless. And don't forget: Have fun!

We look forward to meeting you. We can't wait for you to be here.

Sincerely,

The NHS Staff

The logo for Challenge Success, featuring the words "CHALLENGE" and "SUCCESS" in white, stacked vertically on a dark red rectangular background.

## CHALLENGE SUCCESS

# NHS Challenge Success Initiative

*Our school community values engagement,  
balance, and growth.*

### Why Challenge Success?

Our recent partnership with Challenge Success ([www.challengesuccess.org](http://www.challengesuccess.org)), an initiative from Stanford University's Graduate School of Education, has further equipped us to address what has become an issue of growing nationwide concern, that "our society has become too focused on grades, test scores, and performance," that "our kids are out of balance." By broadening the definition of success, we hope to equip all NHS students to be resilient, engaged learners who exemplify our core values of compassion, integrity, and mutual respect.

### Here are a few things that parents and family members can do at home:

- **Ask** your student about how much sleep he/she gets a night. While research recommends 8-10 hours/night in order to maintain health and to promote brain development, the Challenge Success survey reports that Northwood High School students average 6.25 hours/night.
- **Ask** what else your student is doing while he/she is engaged in homework. Survey results show that our students are less efficient than students at comparable schools. For instance, 70% of our students are listening to music; 55% are texting/chatting or are on Snapchat; 54% are eating dinner; 34% are watching TV, YouTube, or Netflix. Only 13% are just doing their homework.
- **Ask** about **why** your student participates in the activities he/she does. 19% of our students reported that their participation in extracurricular activities was for the sole purpose of résumé building. While this percentage may seem low, results from comparable schools suggest that even 12% is high.

### Upcoming Events (Dates TBA):

**Dialogue Night** – A family night designed to help facilitate honest conversations about ways to manage better the stresses in our students' lives and to confront more effectively the various pressures in our school community.

**Well-Balanced Student Night** – A community-wide event designed to help families learn how to establish healthier home environments, to reduce academic stress without sacrificing achievement, and to increase resilience, creativity, and well-being in our teens.

Visit the Northwood High School  
Challenge Success website:

<https://northwoodhigh.iusd.org/students/challenge-success>



ABOUT  
CHALLENGE  
SUCCESS

*Challenge Success is a non-profit organization affiliated with the Stanford University Graduate School of Education. We partner with schools, families, and communities to embrace a broad definition of success and to implement research-based strategies that promote student well-being and engagement with learning.*

A “FIT” OVER RANKINGS

Why College Engagement Matters More Than Selectivity

Based on the Challenge Success survey data of more than 100,000 high school students across the country, we know that the college admissions process can often be a top source of stress and anxiety for students. While many schools, counselors, and parents encourage students to focus on finding the “right fit” college, this advice can be difficult to follow without a better understanding of what “fit” means and what matters most — both for learning and engagement in college — and for life outcomes beyond college.

This paper reviews and synthesizes key research in order to address many of the important questions and concerns we hear from students, parents, and schools about the college admissions process: What do college rankings really measure? Are students who attend more selective colleges better off later in life? What is “fit” and why does it matter?

What the research shows:

**RANKINGS ARE PROBLEMATIC.** Many students and families rely on college rankings published by well-known organizations to define quality. The higher the ranking, the logic goes, the better the college must be and vice versa. We find that many of the metrics used in these rankings are weighted arbitrarily and are not accurate indicators of a college’s quality or positive outcomes for students.

**COLLEGE SELECTIVITY IS NOT A RELIABLE PREDICTOR OF STUDENT LEARNING, JOB SATISFACTION, OR WELL-BEING.** We explore the research on whether attending a selective college predicts important life outcomes and find no significant relationship between a school’s selectivity and student learning, future job satisfaction, or well-being. We find a modest relationship between financial benefits and attending more selective colleges, and that these benefits apply more to first-generation and other underserved students. We also find that individual student characteristics (such as background, major, ambition) may make more of a difference in terms of post-college outcomes than the institutions themselves.

**ENGAGEMENT IN COLLEGE IS MORE IMPORTANT THAN WHERE YOU ATTEND.** Colleges that provide ample opportunities for students to deeply engage in learning and campus community may offer the key to positive outcomes after college. For instance, students who participate in internships that allow them to apply what they learn in the classroom to real life settings, students who have mentors in college who encourage them to pursue personal goals, and students who engage in multi-semester projects are more likely to thrive after college.

There is no question that the college admissions process can be stressful. We hope that this paper prompts students and families to examine what college success means to them and to question common assumptions about college selectivity. A good fit is a college where a student will be engaged — in class and out — by what the college has to offer. With over 4,500 colleges in the United States, there are many schools from which to choose. We encourage students and families to look beyond rankings in the college search process, and instead to seek a school where students can participate fully in academic, civic, and social life in order to thrive both during the college years and beyond.

Download the full paper at [www.challengesuccess.org](http://www.challengesuccess.org)

**"Our school community values engagement, balance, and growth."  
—Northwood High School Challenge Success Vision Statement**

Dear future members of the Northwood High School community:

For the past two years, NHS has partnered with Challenge Success ([www.challengesuccess.org](http://www.challengesuccess.org)), an initiative from Stanford University's Graduate School of Education, to help address an issue of growing nationwide concern, that "our society has become too focused on grades, test scores, and performance," that "our kids are out of balance." And while it may be natural for us to think that our school community is immune to the issues that come with the performance-driven culture that surrounds us and that our children are exceptions to these pressures, results from the NHS Challenge Success survey suggest that we are not. As a school, we bear witness to this culture every single day.

Last year, to get a fuller sense of just how real this issue is, NHS engaged in the "I Wish..." campaign. We started by asking teachers and staff, because this is very much a staff issue as well, to complete the sentence, "I wish my **colleagues** knew...." We then asked students to complete the sentence, "I wish my **teachers** knew..." From there, we asked students to complete the sentence, "I wish my **parents** knew..."

This is a brief yet powerful collection of what the vast majority of our students had to say:

**"I wish my parents knew that I'm super grateful for everything they do for our family, even if I don't show or express my gratitude," Northwood HS sophomore.**

**"I wish my parents knew that I try my best to be a good child to them and literally one of my biggest fears is to disappoint them," Northwood HS senior.**

**"I wish my parents knew that being privileged doesn't mean I'm happy," Northwood HS freshman.**

**"I wish my parents knew that I feel bad when I don't eat dinner at home," Northwood HS senior.**

**"I wish my parents knew that I'm trying to grow up and take on more responsibilities, but I mess up sometimes," Northwood HS senior.**

**"I wish my parents knew that I listen to what they say even though it looks like I'm ignoring them," Northwood HS junior.**

**"I wish my parents knew how much I want to give back to them," Northwood HS sophomore.**

**"I wish my parents knew that all the pressure they put on me causes me to have depression and anxiety, and causes me to lose motivation because I don't feel like I can reach their standards," Northwood HS junior.**

**"I wish my parents knew that I feel bad for getting a B," Northwood HS freshman.**

**"I struggle with myself and mental health. It's difficult when they're always coming down on me and always talking about school," Northwood HS freshman.**

**"I wish my parents knew that there are different definitions of success," Northwood HS junior.**

At the very least, these student responses confirm that the adult figures in students' lives have a unique power to lift up or break down, so if we are serious about doing everything possible to ensure the well-being of our students and to address the root causes of student stress, we need to take a hard and honest look at the power we have to impact student lives and to ask ourselves what we are doing with that power.



We will no longer stand idly by as the culture of comparison and competition goes on to threaten the mental and physical health of those already and those soon-to-be entrusted to us: your children, our students. And while we have taken steps to address these ongoing issues, the road is still long.

We know we cannot do this work alone. In that way, and because it is never too early to start that conversation, this letter is the first of many attempts to establish a foundation for a partnership with our future NHS families.

Even if you or your child has yet to step foot on our campus, we would like to invite you to join us on **Tuesday, February 26<sup>th</sup> at 6pm**, where our NHS Challenge Success team will present, "**The Well-Balanced Student**," a parent information night that will speak to the various ways our school has worked to address issues of student stress and to promote better balance for members of our school community. We will share data regarding our students, research best practices, and parenting tips. We will also talk about what NHS has done to address these issues such as final exam schedules, homework loads, State of the Student Day, the Challenge Success Athletics Leadership Team (CSALT), and our new Thrive NHS Challenge Success student club.

Above all, however, we are looking forward to engaging in conversations with our current and future parent community on how we can better strengthen our partnerships in this vital work on behalf of our students.

We recognize there are very real pressures to maintain Northwood's reputation as a high-performing school, but we wish that together—students, staff members, and families—we will ultimately come to value genuine engagement, balance, and growth for the good of our students and our community. We look forward to seeing you at one of our upcoming events and to partnering with you in seeing this vision through.

Please see the [attached invitation](http://www.northwoodhigh.org/challengesuccess) for more information on the parent information night or visit our website ([www.northwoodhigh.org/challengesuccess](http://www.northwoodhigh.org/challengesuccess)) to learn more about Challenge Success at NHS.

You have received this message because your current address zones you to attend NHS next year. This does not take into consideration any school choice decisions, etc. This event is open to all community members so feel free to invite friends or neighbors.

Sincerely,

The NHS Challenge Success Team

Leslie Roach, Principal  
Eric Keith, Assistant Principal  
Jessica Calbreath, Head Counselor  
Phil Roh, Co-Athletics Director & English Teacher  
Christina Banagas-Engelerdt, English Teacher  
Sandy Banks, History Teacher  
Bryan Hoang, History Teacher  
David Monge, Science Teacher  
Lisa Schneider, Math Department Chair  
Ibeth Ortiz-Jaime, Math & Computer Science Teacher  
Isabelle Mah, Parent  
Beatrice Tseng-Chen, Parent  
Britney Zhang, ASB President  
Kathleen Overbaugh, Student  
Yasna Vaez-Taghavi, Student  
And the NHS Student Thrive Club

**COMMITTEE BUSINESS – ITEM 1**  
**APPROVAL OF IRVINE CHILDREN, YOUTH**  
**AND FAMILIES ADVISORY COMMITTEE**  
**MINUTES**





# MINUTES

## IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE REGULAR MEETING

August 28, 2019

Irvine Civic Center  
Conference and Training Center  
One Civic Center Plaza  
Irvine, CA 92606

### CALL TO ORDER

A regular meeting of the Irvine Children, Youth and Families Advisory Committee was called to order at 5:35 p.m. by Chair Johnson-Norris.

### ROLL CALL

Committee Members Present: 13 Luz Arellano  
Wendy Bakota  
Brooke Cazier  
Dina Eletreby\*  
Diane Gale\*\*  
Lily Freeman  
Christine Ito  
Lauren Johnson-Norris  
Zhihai Li  
Branda Lin  
Christina Liu  
Ense Kwan  
Dayna Money  
*\*Left the meeting at 6:55 p.m.*  
*\*\*Left the meeting at 7:05 p.m.*

Committee Members Absent: 1 Theresa Collins

### PLEDGE OF ALLEGIANCE

Chair Johnson-Norris led the Pledge of Allegiance.

**INTRODUCTIONS**

Community Services Superintendent Adam Buchanan introduced Community Services Supervisor Ryan Painter and Community Services Manager Dena Diggins. Superintendent Buchanan informed the group that, with the retirement of Community Services Manager Darin Loughrey, he will be the Committee’s new staff liaison.

Superintendent Buchanan introduced new committee members:

- Dr. Luz Arellano, Tustin Unified School District Representative
- Lily Freeman, High School Youth Action Team Representative
- Branda Lin, Community Services Commission Representative
- Christine Liu, High School Youth Action Team Representative
- Ense Kwan, Councilmember Carroll’s appointee

**COMMITTEE REORGANIZATION**

Superintendent Buchanan opened the call for nominations for the position of Chair of the Irvine Children, Youth and Families Advisory Committee to serve for a two-year term. Chair Johnson-Norris volunteered to continue her service as Chair; Committee Member Money seconded the motion and by unanimous vote, Chair Johnson-Norris was reelected as Committee Chair.

**Nomination vote carried as follows:**

Ayes: 13 Committee Members: Arrellano, Bakota, Cazier, Eletreby, Gale, Freeman, Ito, Johnson-Norris, Li, Lin, Liu, Kwan, Money  
 Absent: 1 Committee Members: Collins

Newly elected Chair Johnson Norris called for nominations for Vice Chair of the Irvine Children, Youth and Families Advisory Committee. Committee Member Gale nominated Committee Member Bakota for election to the position of Vice Chair. Chair Johnson-Norris seconded the motion and by unanimous vote, Committee Member Bakota was elected as Vice Chair.

**Nomination vote carried as follows:**

Ayes: 13 Committee Members: Arrellano, Bakota, Cazier, Eletreby, Gale, Freeman, Ito, Johnson-Norris, Li, Lin, Liu, Kwan, Money  
 Absent: 1 Committee Members: Collins

**PRESENTATIONS**

1. Sandy Avzaradel, Project Director of Early Childhood OC and Manager of the Early Childhood Mental Health and Wellness Program, provided a presentation on the work of Early Childhood OC and the Early Childhood Mental Health and Wellness Program, focusing on how the projects address family resilience, quality early learning and comprehensive health and development.

Committee discussion included: the reach of the Mental Health and Wellness program to date; how the Early Development Instrument (EDI) is being used as an assessment tool to target interventions to various geographic areas; training interventions provided to preschools; involvement of social services agencies on the collaborative groups and committees involved in program implementation; project funding sources; policy work of Early Childhood OC, including working with businesses to impact human resources policies that impact families; and how Early Childhood OC is addressing families with housing insecurity.

## **ANNOUNCEMENTS**

- Committee Member Bakota announced that Irvine Prevention Coalition, in collaboration with the City of Irvine, Irvine Unified School District, and other community partners, is celebrating Red Ribbon Week from October 21-25. This year's Red Ribbon Week theme is "Life is a Journey, Travel Safely." Activities will include a Pitch-in for Prevention fundraiser at Irvine elementary schools; Red Ribbon at Ruby's event; distribution of Red Ribbon Week healthy choices pledge cards to IUSD students; and Red Ribbon activities in the Kids Village at the Irvine Global Village Festival.

Superintendent Buchanan announced the following:

- The 18th Annual Global Village Festival will be held on October 12 and 13. This is a new two-day format.
- During the next regular Irvine Children, Youth and Families Advisory Committee meeting, the Committee will discuss topic areas of interest for future meeting presentations and/or community education. Some potential topic areas were announced to help stimulate ideas for discussion including: the Challenge Success program conducted at Irvine high schools; technology addiction; mental health during the transition to college; spectrum of support services for youth with special needs; linguistically and culturally appropriate parent education; education on resources and navigating the school district for parents who are new to the area and face language barriers; connectedness in college as a measure of success; anxiety among younger children; and human trafficking.

## **COMMITTEE MEMBER UPDATES**

### **1. Youth Action Team Project Updates**

Committee Members Freeman and Liu provided an update on High School Youth Action Team programs held this past summer and announced upcoming activities:

#### Summer activities

- Summer Volunteer Camp with 52 participants completing over 2,000 hours of service in the community
- Youth Action Team staff training and planning for the upcoming school year

- Volunteer service at City events such as Movies on the Lawn at the Great Park and Sizzlin' Summer Concerts at Mike Ward Community Park

Upcoming Projects (Fall 2019)

- YATsgiving, a new event to bring students together around Thanksgiving for a day of service
- On-campus activities that bring awareness to suicide prevention and mental health resources during suicide prevention month in September
- On-campus forums at every high school to address teen issues such as stress, mindfulness, goal setting, and self-esteem
- Yoga and Boba class as an opportunity for students to socialize and relieve stress
- Friday night social events such as trivia nights and acoustic music concerts
- College tours to various Southern California universities

Committee Members Freeman and Liu also announced that the Youth Action Team is an approved Presidential Volunteer Service Award program. Awards are given to students completing more than 100 hours of service with Youth Action Team. Twelve students received the award last year and more are expected to receive the award this year.

**ADDITIONS AND DELETIONS TO THE AGENDA**

There were no additions or deletions to the agenda.

**PUBLIC COMMENTS**

There were no public comments.

**COMMITTEE BUSINESS**

**1. APPROVAL OF IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE MINUTES**

**ACTION: Moved by Committee Member Lin and seconded by Committee Member Bokota to approve the minutes of the regular meeting of the Irvine Children, Youth and Families Advisory Committee held May 22, 2019.**

The motion carried as follows:

Ayes:	11	Committee Members:	Arrellano, Bakota, Cazier, Freeman, Ito, Johnson-Norris, Li, Lin, Liu, Kwan, Money
Absent:	3	Committee Members:	Collins, Eletreby, Gale

**2. APPROVAL OF IRVINE CHILDREN, YOUTH AND FAMILIES ADVISORY COMMITTEE PROPOSED MEETING SCHEDULE FOR CALENDAR YEAR 2020**

**ACTION: Moved by Committee Member Lin and seconded by Committee Member Kwan to approve the Irvine Children, Youth and Families Advisory Committee Proposed Meeting Schedule for calendar year 2020.**

The motion carried as follows:

Ayes: 11 Committee Members: Arrellano, Bakota, Cazier, Freeman, Ito, Johnson-Norris, Li, Lin, Liu, Kwan, Money  
Absent: 3 Committee Members: Collins, Eletreby, Gale

**ADJOURNMENT**

Moved by Committee Member Lin, seconded by Committee Member Liu, and unanimously carried by those members present, to adjourn the meeting at 7:11 p.m.


\_\_\_\_\_  
LAUREN JOHNSON-NORRIS  
CHAIR

Date Approved: \_\_\_\_\_

\_\_\_\_\_  
LAURIE GRUSCHKA  
RECORDING SECRETARY



# Memo

To: Irvine Children, Youth and Families Advisory Committee  
From: Adam Buchanan, Community Services Superintendent   
Date: November 12, 2019  
Re: **Errata for Agenda Committee Business Item 1 – Approval of Irvine Children, Youth and Families Advisory Committee Minutes for meeting Held August 28, 2019**

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Subsequent to the posting of the November 13, 2019 Irvine Children, Youth and Families Advisory Committee agenda, it was determined that Councilmember Carroll's name was inadvertently misspelled on the August 28, 2019 minutes. The minutes will be revised as follows:

- Ense Kwan, Councilmember Carroll's appointee

## Health

### Kids in High-Achieving Schools Considered 'At Risk,' But Parents Can Help

Ashley Morris still remembers the student who was more than capable of doing a math problem in class. But when it was time to come up with the answer on the board, the girl started sobbing.

"It's not because she got stuck. It was everything else, and that was the tipping point," says Morris, a former high school teacher, including at high-achieving schools, and longtime math tutor in North Carolina. The high school student was simply overworked and overtired.

In her work and discussions with other teachers, Morris says scenarios like these regularly play out in high-achieving schools where the focus is often placed on high test scores and prestigious college acceptances. And despite typically coming from affluent, well-educated families, studies show that children and teens in these high-pressure environments have a greater risk for serious mental health and substance abuse problems.

In fact, according to a National Academies of Sciences, Engineering and Medicine report on boosting health equity for children, students in high-achieving schools should be considered at risk, just like their peers who are living in poverty or foster care or have a parent in prison.

"It starts from grade one and two with competition for the advanced reading track, the travel soccer team, the top-notch record," says Suniya Luthar, Ph.D., professor emerita at Teachers College, Columbia University, who has studied students in high-achieving schools for decades and worked on the National Academies report. "By the time they are in high school, it's nonsensical. They're going on four and five hours of sleep and have absolutely no downtime. This is a very messed up system."

### A New Reality for Students

Categorizing students in high-achieving schools, who appear to have every opportunity, with children who are struggling because they have few advantages may seem counterintuitive, as the National Academies report notes. But Nadine Burke Harris, M.D., a pediatrician and California's first surgeon general, says the science is straightforward. "It's not about demographics," says Dr. Burke Harris, who also worked on the National Academies report. "It's about basic biology: The higher your doses of stress, the worse your outcomes are."

And the National Academies report isn't the first to raise alarms about the stress and resulting negative consequences for students who are surrounded by the intense pressure to excel. It cites other studies, including a 2018 Robert Wood Johnson Foundation report, that called out the same impacts for kids in competitive environments. Elsewhere, studies show higher levels of substance misuse for upper middle class students while time-consuming homework assignments in these communities cause academic stress and physical health problems.

It's not all bad news. Many students attending high-achieving schools do well, says Dr. Luthar. But similarly to other at-risk situations, these students face a higher probability of experiencing stress-related problems without proper support. "What the data says is the likelihood of having serious depression, anxiety, substance abuse, and rule-breaking behaviors is at least two to three times as high, overall, when compared to national norms," says Dr. Luthar.

At the same time, the pressure to compete and achieve has only grown in the last 20 years. As the middle class shrinks, parents believe their children need to attend the most prestigious college to have the best shot at future success—or even to just enjoy the same lifestyle their parents provided for them, says Dr. Luthar. Meanwhile admission to the nation's top colleges is getting more difficult. One study found that the admission rates dropped from about 36 percent in 2006 to about 23 percent in 2018—and from 16 percent to 6 percent for the top 10 schools in the nation.

### **Help Students Take a Breath**

For some kids in the most rigorous school settings, the stress may seem unrelenting, but when they have a loving relationship with a parent or caregiver to fall back on, they can overcome it, says Dr. Burke Harris, an expert on childhood trauma. Here are ways parents can help their kids achieve in a healthy way.

#### **Set the tone early**

The pressure to achieve doesn't begin in high school. Even preschoolers are competing for coveted school placements. Parents need to be aware of the messages they're sending early on.

"Even with a raised eyebrow or change of tone of voice, one can certainly convey high levels of expectations," says Dr. Luthar. "It's very early we need to start being conscious of this."

#### **Look for schools that also focus on well-being**

Academic success should be encouraged, but it shouldn't come at a cost to students. "We want that, and we should have that," says Dr. Luthar, who works with schools on well-being indexes as co-founder of Authentic Connections. "But attend to the other question too: What are you doing to minimize pressures?"

When selecting schools, look for administrators and teachers who value both their students' academic success and their mental health and have the programs and initiatives to back it up.

#### **Pay attention**

Life gets busy, but it's vital for parents to be available for their kids as much as they can, says Dr. Burke Harris, a mother of four boys. "Take the time to connect and really listen and be present," she says. This will help foster a safe, stable, and nurturing relationship needed to ease pressure.

#### **Teach healthy habits**

Stuff happens in life. Parents need to model and encourage habits that will bring kids back into balance when they're stressed out, including regular exercise, a healthy diet, plenty of sleep, and loving relationships.



# Vaping Prevention Parent Workshops

WHAT EVERY PARENT NEEDS TO KNOW

## Session 1:

**November 13, 2019 from 6:00 - 8:00pm**

Jeffrey Trail Middle School - MPR  
155 Visions, Irvine, CA 92606

## Session 2:

**December 3, 2019 from 6:00 - 8:00pm**

The Learning Center - Room 1  
3387 Barranca Parkway, Irvine, CA 92606

There is growing concern about youth vaping, especially on school campuses. Newer, pod-based e-cigarettes are easy to conceal and contain high levels of nicotine, which can disrupt adolescent brain development.

## What You Will Learn:

- What the new types of e-cigarettes look like
- What research says about the risks of youth vaping
- How vaping devices are used with marijuana
- How to talk to your child about vaping
- What prevention resources are available for parents



*Pictured: A JUUL e-cigarette next to a USB flash drive*

## Who Should Attend:

- Parents
- PTSA/PTA
- ELAC/DELAC
- School Site Council

## For More Information:

**Erin Timberman**

949-936-8618

[erintimberman@iusd.org](mailto:erintimberman@iusd.org)

FREE EVENT - NO RSVP NEEDED



# PROGRAMS

As IUSD implements new content area standards and educational initiatives, the Language Development Program staff and teachers continue to design, augment, and support the many programs and services we provide to a very diverse student population and community at-large. We have developed integrated instructional programs for both students and parents that support the whole child, focusing on the language, cognitive, and social-emotional needs of our second language learners and immigrant students. We recognize and appreciate the diverse assets that all students and their families bring to IUSD, and hope to further our leadership in developing a culturally aware and culturally competent district.



Contact Us

Language Development Program  
Community Resources

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