

SCUSD CAC
Executive Meeting
5/2/2021

2.1 Public Comment

- Kenya Martinez: African American Advisory Board will have meetings in the next few months looking for community members to be on their parent advisory board.

3.1 Next steps on obtaining direct answers from SCUSD and the SELPA regarding the special education assessment backlog, potentially including filing a complaint with CDE

- Kenya Martinez: We have the option to file a complaint with CDE as an advisory body. The executive board can file one and parents can file one, both individually and as a group. We can bring this before the general membership.
- Geo Linares: Assessment backlog dashboard is in the process of being created and it will be available to the general public.
- Rose McAuliffe: Speaking about delayed assessment data, we understood the District would give us budget data at the end of May. We have been working collaboratively on this for two years now (CAC budget subcommittee). We are frustrated.
- Dennis Mah: It has taken us a long time to get information on the backlog. This committee wants to support students, and we assume the District wants to, too. But something appears to be holding District staff from sharing with the CAC. The numbers we are asking for regarding assessments are simple: number of assessments done and number still waiting. Not posting it seems to be a matter of a purposeful lack of transparency.
- Taylor Kayatta: Recommend asking the CAC general membership to support a letter to CDE.
- Kristen Jordan: We need a clear goal of what we want before we write a letter to CDE.
- Kenya Martinez: If the CDE is willing to withhold federal funding, parents and/or the CAC representing 7K students needs to file a complaint to make sure we are doing something. We need to show that we are not ignoring the issue. The District has a child find obligation that they have not met.
- Dennis Mah: I'm not even sure if the Board knows that the District staff are not getting their job done. The District's counsel said they would put up a dashboard, but it's been a few weeks and it's still not up. The delay indicates to me that the District staff are not serious about this. Special Education is required whether or not the District loses federal funding, and it's not clear if the Board understands that if federal funds are pulled the general fund will need to be used. The CAC's job is to advise the school board, but we also advocate for children with disabilities. If we don't file this complaint, who will?
- Angie Sutherland: CDE needs to be pressured to not make threats that they will not follow through on. I have not heard about any district losing their funding. But CDE and the Board need to be pressured.
- Taylor Kayatta: We should draft a letter to bring to the general membership to edit and adopt and then vote on whether we want to submit it to CDE.
- Dennis Mah: If we want to get the Board members' attention, two things work: lawsuits and the press. If we write a formal letter and/or contact the Bee, we can achieve our goal of getting these assessments started. We need to do more than nudge.
- Rose McAuliffe: The District recently sent an email to all teachers, not just Special Education teachers, asking if they wanted to do assessments. This has caused confusion. But in either case the District should be outsourcing assessments if needed.

- Taylor Kayatta: Does the current MOU allow outsourcing assessments? It seems that it does not. Only the distance learning MOU did. A: Geo Linares – I don't know.
- Renee Webster-Hawkins: A letter will likely put pressure on the district to get assessments. But we need to be specific about what we are asking for and why the CDE would file a complaint in light of our role. An additional element of any complaint should also be organizational; recent requests from CDE to staff for information – that information has not been provided. Whoever at the District and/or SELPA is choosing to not provide this information is specifically interfering with the CAC's ability to do its job – actively being thwarted in performing its role. Regarding the Board (especially the new members), they may not know they are responsible for the SELPA.
- Adrianna Beshara: I want to voice public support (as a parent) – I have had specific and direct effects in how the District has handled my son's special education needs. I had to file a fair hearing with the District since assessment requested in August still has not occurred. The attorneys at the fair hearing said that COVID prevented the assessment. I know they were supposed to file a plan by February to handle assessments for kids like my son by July, but now it looks like that will not happen.
- Suggestion: To bring to the general meeting the question of whether we should file a complaint with CDE, and to bring a draft letter. Use Kenya's letter from another group as a starting point. Kenya, Dennis, Renee, and Taylor to draft the letter. Also to suggest to the members that we apply pressure to the District by going to the press and informing Board members of the possibility of losing upwards of \$60 million for violating federal requirements.

3.2 Potential cuts to the Special Education budget

- Rose McAuliffe: I heard there were cuts in the upcoming SCUSD budget in the area of special education. Can the District share with us what is happening in this area?
- Geo Linares: I am not aware of any cuts at this time. We are still looking through what grants and entitlements we will receive.

3.3 LCAP feedback and specific innovations to support SWD growth

- Benita Shaw Ayala: We got an email from Stephen Ramirez-Fong asking if the CAC wanted to provide additional detail to the LCAP.
- Kristen Jordan: Special Education students are general education students first. We need to be sure their needs are being met generally.
- Renee Webster-Hawkins: The culture in this District of siloization will be hard to undo. Memories are short at the Board level. There is an incredible amount of pressure that the District finds itself in as a result of collective bargaining issues. We should assume that any CAC recommendations previously made to the LCAP coordinator or otherwise have been forgotten. We need to polish these recommendations and restate them again, as a call to action.
- Dennis Mah: Is the LCAP looking at how to spend the COVID relief dollars? Renee: No, it does not appear so. LCAP PAC requests to include this information appears to be shielded from Board members so parents and groups like CAC may need to discuss this with them directly.
- Decision: No additional action to be taken at this time; no new collective response to Stephen.

3.5 Date for next executive meeting

- June is the last executive meeting. Tuesday, June 1st at 6pm accepted for the executive meeting.
- We meet one time in the summer for planning for next year. Date TBD.

3.6 Report to the School Board

- Request to Geo Linares to have our time moved up to right after public comment. At this Thursday's meeting, we are scheduled for 11:20pm! Jesse Ryan had moved all advisory committees forward at one time to before public comment, but that was later reversed. It is not just about our time (and the difficulties of waiting sometimes until midnight to speak), but also the ability of the public to hear our message since many members of the public will not be willing to stick around until midnight. Geo will look into it. Dennis suggested that CAC members also individually contact the board members to ask them to vote to move our time up. CAC to also send a combined email to all board members from the CAC email address.
- Kristen Jordan will give the comment on May 6th.
- Discussion items: 1. Summer learning options (learning options for the whole summer, and not necessarily just a summer-long traditional full day ESY). 2. Warning shot about potential CAC letter (note that it will be on our next agenda). 3. LCAP aligning with local plan; use of one-time COVID funds to re-think how we do education in our district. 4. Thank you for 4th R decision. 5. Will there be Distance Learning next year, and if so how will it work?

3.7 SELPA Legislative Day

- Last in-person legislative day was in 2019. Executive members were invited first, then general members until slots filled out. Held at least 5 positions at a table. This is a great opportunity for parents to meet with their legislators and discuss specific bills or their children generally.
- This year's legislative days is being put on by the Coalition for Adequate Funding for Special Education. In the past this was put on by the state CAC organization, maybe alternating with other hosts.
- Idea this year is to keep it small so that the Zoom meetings are not unwieldy.
- Geo Linares: If the past practice was to keep it at 5, we can likely do that again this year.
- Who wants to go this year: Angie Sutherland, Rose McAuliffe, Kristen Jordan, Taylor Kayatta.

3.8 Upcoming 2021-22 Special Education Budget

- Rose McAuliffe: In line with budget cuts we talked about in 3.2. Addressed above.

3.9 Extended School Year Update

- Geo Linares: ESY is happening this year. Guidance from state and federal government says that ESY definition has not changed. How you qualify is based on IEP team, that is the same. ESY dates are already set: June 28 – July 23rd. M-F 8-11:30. Working with facilities and child developments to identify sites for the program. Each IEP team will have to identify what level of learning loss occurred for each student and what services they need to recover (compensatory services). Additional summer learning options still under discussion.
- Kristen Jordan: Is the expectation that every IEP team will be able to hold a meeting prior to the ESY to identify learning loss? Geo: No. This will occur all throughout next year.

4.1 Preparation for May General Meeting

- Extended meeting: 6-8:15
- Introduction and Zoom Norms (5 minutes)
- Kevin Schafer's presentation about Universal Design for Learning (1 Hour including Q&A)
- CDE Complaint (15 Minutes)
- SCTA Presentation (10 Minutes)

- SELPA Update, including status on local plan, Assessments, ESY Progress, disproportionate identification, and connecting with foster and homeless students. For local plan, decision on whether special meeting is needed. (45 Minutes)

4.2. UDL Presentation Expectations

- Make sure the presentation is geared toward our membership and not educators. For example, what UDL looks like in the classroom and how to advocate for UDL if it is not present in your student's classroom.

5.1 Chairperson's Report

- Benita Shaw Ayala: No update on Black Parallel School Board lawsuit meeting District asked for. Reminder that we would like to invite all of our members to any such meeting.
- Benita: I have noticed a few instances where I will email the CAC board to clarify something and I do not get a response. I need a response to ensure I act properly.
- Kristen Jordan: I do not want to violate the Brown Act, especially given all of the PRAs we have been getting. If I do not respond to emails, that is why.