

SCUSD CAC
5/18/2021 General Meeting

Meeting Notes

1.1 Introduction

- CAC officers, CAC board liaison, and District representatives introduced themselves.
- Taylor Kayatta made a note to send in membership application before 8:15 to get registered in order to vote in Item 4.

1.2 Public Comment

- Renee Webster-Hawkins: Members should be able to introduce themselves. We need to hear from more than the officer and district staff names.
- Sarah Williams Kingsley: CAC needs to better track ongoing membership concerns, including those that have carried over from previous years. Has been difficult to do this year.
- Pam Chueh introduced herself as the new E.D. of WarmLine Family Resource Center. And looking forward to working with CAC, district and all stakeholders.
- Lauren Lystrup, Disability Rights California: Disability Rights California encourages parents to ask the District about its ELO Grant Plan under AB 86, where SCUSD is slotted to receive \$28.5 million which must be used to address learning loss for certain target populations including for students with disabilities and ten percent for paraeducators, where the District must adopt their ELO Grant plan by June 1, and where the District must receive parent input before adopting the plan.
- Sonya Bingaman: (comment not captured)

3.X UDL Presentation and Discussion

- Renee Webster-Hawkins: Question: How do we operationalize UDL and ensure its principles are in every classroom? A: In districts we've worked with, it has to come from leadership. We need vision about what instruction looks like, and communicating that vision throughout the system. Accountability. Integrated in MTSS, including *all* students. Look at post-secondary outcomes.
- Dennis Mah: In your dreams, what does "newly conceived and designed education system" look like in a re-designed SCUSD? A: IEP development, identity, implicit bias, intersectionality... all informs so much of what we do. We need to consider it when designing instruction.
- Kenya Martinez: We have the data, we have the audits. We have how implicit bias affects students with disabilities, especially black students with disabilities. There is a need for implementation at this time. We've seen the plans before.
- Rose McAuliffe: Why do you think that various districts seem adamant to push students through the class grade levels even though it is known that the student is not prepared for the next grade level up? Do you think the student should progress to the next level or stay an additional year to grasp the subject matter at hand? A: It's a question of why they are not progressing. Is it because they have a disability or because they have not been given the tools to address that disability and progress? It's not a blame on special education or general education teachers but more a questions about the system: what needs to happen for teaching staff to have the knowledge, resources, context and perspective to effectively include and support all students? Rose McAuliffe thanked them for their answer and said she understood that there are many factors to take into consideration for each child.

4.1 CDE Complaint

4.2 CAC as Lead Stakeholder

4.3 Discussion

- Kristin Wright, now with SCOE, was formerly chair of CAC. In her opinion, the formal complaint is beyond the purview of a CAC. It is an advisory board. She stated that the CAC already has a formal position under the law to provide advice. To her knowledge, a CAC has never filed a formal complaint.
- Kristen Jordan: Not sure that we can vote on a complaint she has not seen. There is no draft here today. During executive committee meeting, we talked about drafting a letter regarding assessments. It seems that the letter sent to Geo (lead stakeholder letter) was not that. We need to be sure the CAC expresses the opinions of all members, not just some. We cannot silence the voices of those who don't agree with us.
- Renee Webster-Hawkins: Agree with Kristin Wright. There isn't anything in writing to consider tonight. With respect to CAC as a primary stakeholder group, CAC has the privilege of being identified in the Ed Code. But this year has seen change at the CAC. In her opinion, they aren't performing at this time. A performing group would be able to use the statutory role to advise the Board on the LCAP and the annual SELPA plan.
- Sarah Williams Kingsley: Agree with Kristen Jordan, how can we vote on CDE complaint without seeing it? Re designation letter, it was first discussed in 2019 after Black Parallel School Board issue. Executive committee at that time thought plans regarding that should come to CAC before going into effect. That was impetus of original letter. Letter was shared with membership a year ago. Vote in May, 2020. After that, Sarah and Renee resigned from CAC due to differences of opinion on how to run CAC.

4.4 Vote on CDE Complaint

- Motion by Crystal Strait to proceed with considering letter language at the next executive meeting. Agree with the intent here, that we need to take action to force the District to listen to the CAC. Clarified motion: To draft a letter.
- Vote to draft a letter and bring back language to the CAC agreed. Angie Sutherland suggested a special meeting. Chair agreed to consider that.

4.5 Vote on CAC as Lead Stakeholder

- Vote withdrawn from consideration in the interest of time.

5.1 SCTA

- New agreement on assessments reached. Things are moving forward.
- Agreed with District to alternative to state test, despite potential for a waiver.
- State and District budget are improved. State and federal resources have been committed to our District and others. Biden administration's COVID relief funds do not require funds to be spent quickly – encumbered by 2024, spent within a few years thereafter. State budget has a surplus as it has for several years now.
- Nationwide teacher shortage. We need to keep our pay competitive. Surrounding districts will be competing for teachers.
- Renee Webster-Hawkins: Great that assessments are moving forward. Once they are done, services need to be provided. We need to radically examine what our teachers and aides are

providing consistent with MTSS and UDL, not just the same pedagogy that has failed the children already. Level up our educational program. A (David Fisher): maintain staff, ongoing professional learning, etc. is all helpful to improve teaching. Support educators to allow for long term change. Also, reading intervention teacher at all schools. Extra support staff would be so helpful, especially for kids who are struggling.

- Kenya Martinez: How do parents advocate for reading intervention specialists at each school site? A: Parents speaking up. But can't make the school pay for it like what happened at Leonardo DaVinci elementary school. Need money from the District to fund this for all schools.
- Sarah Williams Kingsley: New money should be targeted for change for students, not for the adults. Let's do something different than just hiring more people. Also keep in mind district enrollment has taken a decline. We can't assume our enrollment will support our staffing levels.

6.X SELPA Update

- Short update given due to time constraints. Special meeting to be held for more in depth conversation around SELPA local plan and other District Update items.