



# Community Advisory Committee (CAC)



# Presentation from Supporting Inclusive Practices (SIP)

Supporting Inclusive Practices believes that achieving sustainable inclusion involves change in culture, policy, and practice of an organization that is driven by cohesive leadership teams. Their mission is to provide tiered technical assistance to local educational agencies (LEAs) focused on building, implementing, sustaining, monitoring, and scaling up evidence-based practices within integrated educational systems to increase inclusion of PreK – 22 age students with disabilities in general education settings.

Joining us this evening are Kevin Schaefer and Janelle Mercado.

Mr. Schaefer is the Director of Equity and Inclusive Practices for the El Dorado SELPAs.

Ms. Mercado is the Project Coordinator for the Supporting Inclusive Practices team.

Together they work diligently to improve educational outcomes for students with disabilities by inspiring others to create learning experiences and opportunities where all students can thrive.



# District Update

CAC Meeting  
May 18, 2021

Presented by  
Mr. Geo Linares,  
SELPA Director



# Agenda

## District Update

- SELPA Local Plan
- Special Education Assessment Update
- Extended School Year
- Significant Disproportionality
- Connecting with Homeless & Foster Youth

## District and SELPA response to questions (agendized items).

- No questions were received prior to meeting.

If you have any questions regarding agendized items that you would like addressed, please send them via email to [cac@scusd.edu](mailto:cac@scusd.edu) by noon on the day before the meeting.

# SELPA Local Plan



# SELPA Local Plan Requirements

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The Individuals with Disabilities Education Act (IDEA) and related federal regulations, require each special education Local Plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

The California Department of Education (CDE) has established guidelines for the coordinated development and submission. The required Local Plan components include

- Section A: Contacts and Certifications
- Section B: Governance and Administration
- Section D: Annual Budget Plan
- Section E: Annual Service Plan
- Required Attachments I–VII.

**Beginning July 1, 2020, all SELPAs are required to submit a Local Plan, using CDE-adopted templates.  
(CA Ed Code 56122)**

# SELPA Local Plan Padlet

padlet.com/giovanninanes/m4h33n4wlluzzy

NEW! UP LOG IN SHARE

## Sacramento City Unified School District SELPA Local Plan padlet

Padlet to share forms, guidance, and resources for SELPA Local Plan Development

| Guidance   | Section A  | Section B   | Section D  | Section E  | Attachments  |
|--|--|---|--|--|--|
| <b>CDE SELPA Local Plan Guidance</b><br>Local Plan guidance information is provided to assist SELPAs with completing Local Plans.<br><b>Section A: Contacts and Certifications</b><br><b>Certifications:</b> 1 through 5<br><b>Section D: Annual Budget Plan</b><br><b>Section E: Annual Service Plan</b><br><b>Attachments:</b> I through VII | <b>SECTION A: Contacts and Certifications</b><br>SELPA <b>Certifications 1 and 2</b> are included in Section A and must be completed by SELPAs depending on the Local Plan section being submitted.<br><b>Certification 3:</b><br>County Office of Education (COE)-County Superintendent<br><b>Certification 4:</b><br>Community Advisory Committee (CAC)<br><b>Certification 5:</b><br>Participating Local Educational Agency (LEA) | <b>SECTION B: Governance and Administration</b><br>SELPAs who did not submit Local Plan Section B during the 2020-21 fiscal cycle must complete and submit Section B by June 30, 2021.<br><b>REQUIRED CERTIFICATIONS</b><br>Certifications 1, 3, 4, and 5 are required.<br><b>SECTION B: Governance Administration File</b> | <b>SECTION D: Annual Budget Plan</b><br><b>REQUIRED CERTIFICATIONS</b><br>Certifications 2, 3, 4, and 5 are required.<br><b>SECTION D: Annual Budget Plan File</b> | <b>SECTION E: Annual Service Plan</b><br><b>REQUIRED CERTIFICATIONS</b><br>Certifications 2, 3, 4, and 5 are required.<br><b>SECTION E: Annual Service Plan File</b> | <b>Attachments I</b><br>SELPAs completing Section E must also submit Attachments I-V and Adobe pdf file. Attachment VI: Services is in a separate Excel file.<br><b>ATTACHMENT</b> |
| <b>LOCAL PLAN</b><br>Guidance Document<br>SPRING 2020 SELPA LOCAL PLAN.docx  | <b>SECTION A: Contacts and Certifications File</b>   | Please wait...  | SCUSD SELPA Local Plan Section D, 202...<br>PDF document<br>padlet drive   | SCUSD SELPA Local Plan Section E, 202...<br>PDF document<br>padlet drive   | Please wait...   |

# SELPA Local Plan Timeline

- May 18, 2021: CAC General Meeting Update and Review
  - The CAC must be provided 30 days to conduct a final review of the Local Plan, including all sections, pursuant to EC Section 56207(b)(7). The SELPA must review and consider comments from the CAC. This involvement must also be certified by the CAC Chairperson



# SELPA Local Plan Timeline

- June 24, 2021: SCUSD Board of Education (Public Hearing)(proposed)
  - To include Program/ Budget Display from budget adhoc subcommittee
  - *(In this time, move to SCOE for County Superintendent Approval)*
- June 30, 2021: Due to CDE

*\*With new forms from CDE, delayed guidance and timelines, and difficulty locating the 2020-2021 SCUSD SELPA Local Plan, the opportunity to engage in a robust collaboration process was limited. Given any unforeseen changes to Local Plan Forms for the 2021-22 school year, the SELPA will look to engage more stakeholders throughout the year as a part of the Local Plan review process.*

# SELPA Website



# SELPA Website

<https://www.scusd.edu/selpa>

Dedicated Section for Local Plan

<https://www.scusd.edu/selpa-local-plan>

\*Website is live and will continue to get updates throughout the rest of this school year and summer to help provide a centralized location for information and resources regarding the SELPA

\*\*Please feel free to email me with any input into the Local Plan

[\(\[geovanni-linares@scusd.edu\]\(mailto:geovanni-linares@scusd.edu\)\)](mailto:geovanni-linares@scusd.edu)

# Special Education Assessment Update

- The Special Education department has created a dashboard on the department webpage that identifies the number of outstanding assessments (initial & triennials).

<https://www.scusd.edu/special-education> (updated weekly)

- District has contracted with a number of non-public agencies to support the backlog of assessments
- Working with CDE to ensure that data submitted (SEIS) matches with data review (CALPADS)
- As of May 17th, CDE had requested the district complete at least 200 assessments and IEPs. The District has been able to complete 412 initial 7 triennial assessments and IEPs.

# Extended School Year Update

- Extended School Year
  - Dates: June 28th- July 23rd
  - Time: 8:30-11:30
  - Sites:
    - Elementary
      - Caroline Wenzel
      - James Marshall
    - Middle
      - Will C. Wood
    - High School
      - Hiram Johnson
  - Staffing:
    - Head Teachers- Hired
    - HR leading notifications for teachers and support staff
  - Enrollment
    - If there are any questions regarding ESY, please contact case manager or Doris Quan ([Doris-Quan@scusd.edu](mailto:Doris-Quan@scusd.edu))

# Extended School Year & Summer Matters

- Collaboration
  - Curriculum & Instruction, Youth Development, Transportation, Nutrition, & Student Services are working together to ensure SWD have access to both programs and opportunity to participate in summer program.
- Summer Matters Details
  - June 28th - July 30th
  - 8:00- 2:30pm
  - Website: [SUMMER 2021 | youth-development \(youthdevelopmentscusd.org\)](https://youthdevelopmentscusd.org)
  - Small Group Tutoring
  - Arts Based Enrichment
  - Science Technology Engineering & Math (STEAM)
  - Breakfast & Lunch Provided

# Significant Disproportionality

- Significant Disproportionality
  - Identification of African American students as meeting eligibility for special education under category of Emotional Disturbance (ED)
  - Discipline of African American students with disabilities greater than 10 days out of school.
  - Requires development of Comprehensive Coordinated Early Intervening Services (CCEIS) Plan
  - 2019-2020 Plan recently board approved
- 2020-2021 Programmatic Improvement Process underway to develop new CCEIS Plan
  - Plan due to CDE September 2021
  - Sig Dis Padlet on SELPA webpage

# Connecting with Homeless/ Foster Youth

- Engagement with Foster Youth and their Care Providers
  - Services were relatively unchanged. Biggest difference was not being able to meet in person. And communication with care providers/youth became more challenging. They are getting calls from everybody (us, school sites, etc.) became overwhelming for us and for our families.
  - Engaged in outreach to families - making sure that everyone had what they needed.
  - Conducted needs assessment - chromebooks, wifi/hotspot support.
  - Continued with tutoring services - moved online.



# Connecting with Homeless/ Foster Youth

- Engagement with Foster Youth and their Care Providers
  - Frequent check-ins via phone, text, email with families, students, and teachers. Make sure students felt supported and had things that they needed. Making referrals to community partners when necessary. Staying in touch with county social workers and assigned advocates or legal representation.
  - Communicating a lot with teachers and principals. Trying to figure out other ways to get students involved.
  - Challenges - how to get kids engaged. Data indicates need but students (and families) may not be in place to receive. Being mindful of the overwhelm is critical.
- In terms of data regarding contact:
  - at least 90% of identified foster youth have received some sort of contact and/or support from our office during the school year. The majority of our students are in elementary (over 50%).

# CAC Professional Learning

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- June 8, 2021
  - *Proposal:*
    - *Local Plan Submission*
    - *SIR Report*

Thank you!