

CAC General Meeting
December 7, 2021
Meeting Notes

Meeting Recording:

- https://scusd.zoom.us/rec/share/lccfDLjmlqrjO763B4NebE2BFexeh_A0Z_4sUYUwhvAbI7hB46cwi2nct1aZpnkK.swvkg6hZtP54mWO
- Passcode: #2yV8!Ge

Item 1: Welcome

- Kenya chairing as chair and secretary are both unavailable.
- Kenya proposed to adjust the agenda to reduce time in various areas to condense the meeting time. Dennis Mah so moved and Rose McAuliffe seconded to the agenda change.

Item 2: Public Comments

- Renee stated that there was no announcement for this meeting via email or via a robo call. Secondly, legislative reports that CDE was supposed to complete along with it talks about alignment and SPEC services and LCAP. Doing away with some of the procedures that tends to silo students w disabilities.

Item 3: MTSS subcommittee

- *Draft charter available on the CAC website*
- Renee Webster-Hawkins talked about wanting to form an ad hoc committee to review and monitor around the MTSS. Although the subcommittee is not subject to the Brown Act, they would communicate when the meetings are (72 hours notice) and communicate back to the main CAC on a quarterly basis. Renee said that the overall goal is that the CAC has a solid effort in following the implantation of MTSS, and to show stakeholders and the admin that we are invested in this and will track communication about it. Renee said that all are welcome to attend MTSS subcommittee meetings.
- Kenya confirmed that the subcommittee members would be co-led by Renee and Sarah Williams-Kingsley, but that they would take input from others as desired. The co-chairs would be responsible for reporting back to the larger group.
- Dennis liked the draft. He said it was a good idea to have this to explain what the subcommittee was formed to do. He said it is important to note that the subcommittee has the blessing of the CAC. He noted that the CAC would approve the charter at our next meeting. The draft charter will be available on the CAC website.
- Renee: Idea is that smaller groups may form to look into certain issues and then the co-chairs would aggregate the information to report back to the CAC.
- Kenya asked who would be in charge of the subcommittee's Zoom meetings and whether translation would be available. Renee responded that who would host would depend on the desire of the CAC membership. She noted that translation would require the district to host it. Renee offered to host it using the CAC Zoom. She asked for this

topic to come back at the next meeting, with a recommendation from the CAC executive committee.

Item 4: Update on Chartwell School Visit

- Dennis Mah stated it was about 150 students with reading issues. He said that it seemed like there were almost more staff than students. The school focuses on student needs first. They are all getting their structured literacy in the classroom instead of being pushed out. It is a very expensive program but has some elements that SCUSD can implement at no cost.
- Lisa Arnold Fernandez also went on the tour. Chartwell had some great ideas that we could bring to SCUSD. They had great training in structured literacy. Kids are not pulled out of class, they are supported. They also have lots of time for movement, which is great for kids with ADHD and dyslexia. Prep time for teachers. Let the kids have their strengths, for example with STEAM classes – let the kids feel capable. Great teacher training. It would be great to have them train our SCUSD general ed teachers, even if it is just a small subset of teachers or a pilot school.
- Geo said that this came from efforts for dyslexia. SCOE has had the ability to collaborate in the area of dyslexia, including UCSF. UCSF has a dyslexia center that has worked with Chartwell. That is the connection between SCOE (close partner of SCUSD) and Chartwell. Previously, Geo and Dr. Hedegard had a Zoom meeting with Chartwell, learning about the school and its interactions with a local school in Hollister. That transitioned to this visit. Chartwell sees itself as a mission with a school, not a mission with a school. Mission is to provide information and training to schools far and wide. At our visit, we visited classrooms, saw structured literacy, saw what training could look like. Our visit included CAC, labor partner (Nikki Milevsky), and other District staff. Nikki noted that work needs to be done around an RTI. The visit team had a debrief of the visit. Opportunities for overlap. The focus on the letters training. Need to consolidate and bring together different lenses (SELPA, SpEd, general education, prevention, intervention, MTSS) for one consistent lens. To make this sustainable, there are immediate actions and long term planning items to prevent splintering. We need buy in for implementation. “I do not want to let this go.” Plan to update the CAC about this.
- Dennis: Looking forward to continue meeting with Geo about this.
- Lisa: Approximately 20% of the population has dyslexia. Our model is to catch kids when they fail, so there are likely kids who are not getting their needs met. Kids in the Chartwell model do not feel alone and isolated. This model would be beneficial for so many kids at SCUSD.
- Kenya question: class size? Geo: At Chartwell there were 10 students per class.
- Kenya: How to get buy in from teachers? Geo: identify where we are now, then look at next steps. Keep momentum going.
- Kenya: How many teachers in the classroom? Geo: Still one teacher per classroom.
- Monica Harvey (SCTA) noted that Nikki who attended Chartwell is unavailable tonight as SCTA is bargaining with SCUSD tonight.

- Lisa: Note that in some cases the teacher to student ratio was closer to 1:4 for structured learning. Also, the school schedule allowed for teachers to have time to prepare and plan for kids to progress.
- Renee: How can the community engage in a dialogue about this? Geo: Not sure what that will look like. Haven't had a chance to follow-up on the debrief with my team yet. Plan to continue this conversation with CAC in January.
- Cyd Jaghory: Will you include families and teachers in fact finding? Geo: Yes.

Item 5: ELA Program Update by Jeannette Schroeder

- *Copy of the presentation slideshow available on the CAC website, and (partially) shown in-line below*
- Start presentation with welcoming inclusion activity: pause and think about what brings you joy.
- Sondag there is 1 and 2.

Sondag is...

Sondag System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Sondag 2 uses same structures and approaches for intermediate readers in reading levels from third through eighth grade. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.

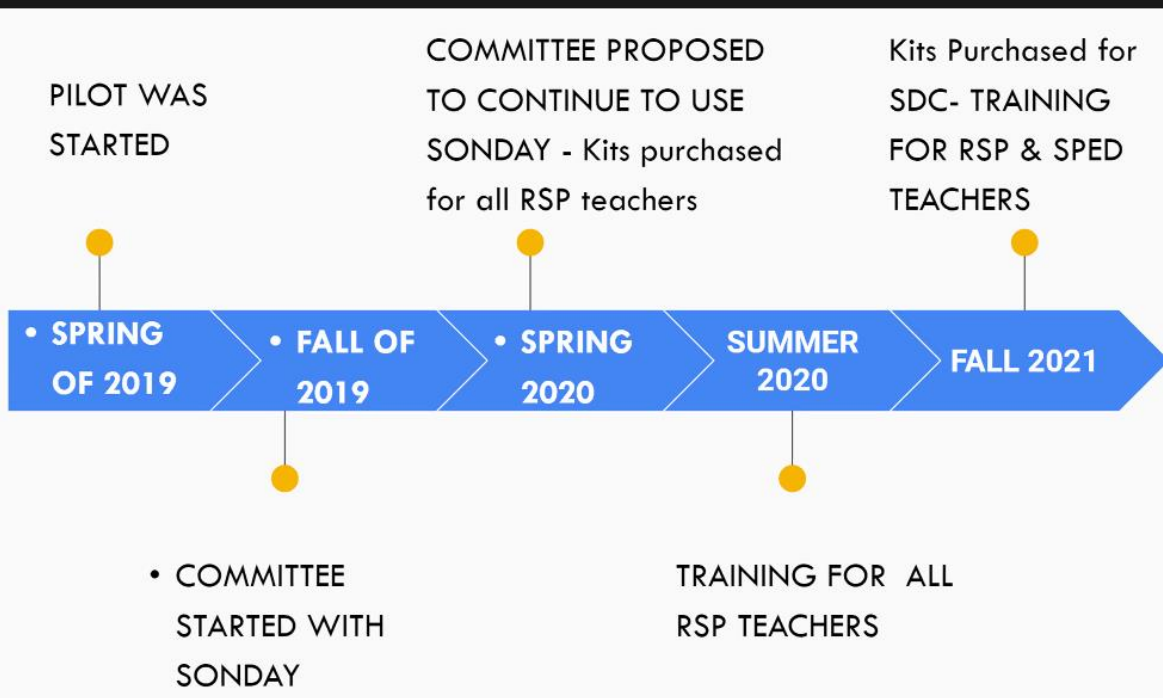
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- They are 35 minute sessions for 4 to 5 days.
- Lots of review around what is already taught, rules around phonics, a lot reading and writing the words and a focus on handwriting. It does brush on vocabulary and comprehension a bit.

Orton-Gillingham

At a Glance

- Orton–Gillingham is a teaching approach designed to help struggling readers.
- Orton–Gillingham teaches the connections between sounds and letters.
- It pioneered the multisensory approach to teaching reading.

- This is taught in a small group.
- They are assessed to make they understood what they were taught.



- In the summer of 2020, the RSP teachers were trained and they now all have access to it.

We have
trained...

Pilot Committee:

- 1 Speech Pathologist
- 7 Elementary RSP Teachers
- 1 Secondary RSP

Sunday 1:

- 53 Elementary RSP Teachers
- 27 Elementary SDC Teachers
- 4 ELA/ELD TS & 1 Full /inclusion Coach

Sunday 2:

- 27 Intermediate/ Secondary RSP Teachers
- 13 SDC Teachers
- 1 Full /inclusion Coach

Upcoming 12/14 Sunday 2 Training:

- 6 RSP Teachers
- 16 SDC Teachers

Strategies to
support
implementation

- Sunday trained RSP Teacher is now part of the ELA TS team- Lianne Moseley
- Virtual Follow up Coaching Sessions with Windsor Learning in Spring
- Quarterly CT Sessions with RSP and SDC Teachers


- How are you able to track the students progress?
- Sarah asked if there is data from the students themselves.
- The teachers are using their current testing that they are allowed to use.
- Monica Harvey asked if you were going to be meeting with the unions? Yes, the union has been aware of all of this. Teachers are able to receive follow up coaching to help them progress. Why is LPL not being used? Jeannette answered that LPL is available. LPL stands for let's play learn

- Dennis asked how many children have been identified with Dyslexia. Jeannette said she did not know.
- Benchmark advance is what the teachers are currently using for tracking.
- Lianne Moseley stated that there are tools for tracking progress
- Renee asked if there are norms and early screeners that can readily identify for students that could be dyslexic as early as 5 years old. Thank you to the district for developing this program and the pilot and rolling out the training.
- She would love to see the trends and which schools are getting this tool and which ones are not. There are school psychologists that do not use the “dyslexic” word.
- Renee asked if at the next meeting, what students schools and grades are getting the 3 times a week and the second one is why is their RSP teacher choosing not to get training.
- This is a multi sensory training program.
- Rita Hay says “If the employee chooses to go!” Why do they have a choice to make to attend the training or not. If a student is suffering why is a tool that can help them be up for negotiation? This is unacceptable!”
- Lisa Arnold-Fernandez said that if they could consider providing this type of training to general education teachers as there are students in there that truly needs this type of help as well who have not yet been diagnosed.
- If there are any more questions jeannettee-Schroeder@scusd.edu and lianne-moseley@scusd.edu

Item 6: General SELPA report – Geovanni Linares

- Independent Study – AC130 passed in July 2021.

Independent Study (AB 130 & CDE)

- Assembly Bill 130 passed in July, California schools were required to offer in-person classes to all students except the few who qualified for independent study.
- In October, Disability Rights California and David German filed a lawsuit on behalf of 15 students across the state, seeking restoration of virtual instruction, including direct assistance from trained instructors and opportunities for peer interactions, comparable to that provided last school year.
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Independent Study (AB 130 & CDE)

- In November, the judge ordered the California Department of Education to provide funding and ensure the students named in the complaint get the same remote learning plans they received during the 2020-21 school year.
- On Thursday, December 2nd, arguments were heard and taken under submission by the court. Due to the extensive issues raised, the court may take its time issuing a ruling. Judge encouraged parties to resolve issues in the meantime and a settlement conference is forthcoming.



Independent Study (AB 130 & CDE)

- SCUSD is working to identify what options are available as we head into a new calendar year
 - What will CDE do?
 - What will judge order?
 - What can we put into place with our labor partners?
 - Utilize staff availability survey results (comp. ed)
 - Additional availability interest?
 - Concurrent teaching option?
 - Non-Public Agency support?

Alternative Dispute Resolution (ADR)

- \$100 million in statewide funding associated with AB 130 to support local educational agencies (LEAs) in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency.
- SCUSD has received \$814,000
- Plan for ADR funds includes:
 - [Facilitated IEP Trainings](#)
 - Parent Education
 - Key2Ed: [Parent Education](#)
 - [Local 3rd party mediation](#)
 - Partnership with local family support organizations
 - Family Outreach
 - Professional Learning
 - [ADR Conference](#)
- There was 100 million offered statewide. SCUSD received \$814,000 . They have provided facilitated IEP training.



Compensatory Education Plan

- Staff interest survey
- Determining compensatory education training
 - Continuous process over the next two years
- Timeline for implementing services in development

Parent Handbook DRAFT

- Developed a [DRAFT Parent Handbook](#)
 - CAC Review?

Board Policy Updates

- As a part of the Significant Disproportionality process, the Team engages in a review and update on Policies, Practices, and Procedures.
 - The Significant Disproportionality Team has begun this work and has updated two board policies (with more to come in the next few months)
 - [BP 6159: Individualized Education Program](#)
 - [BP 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education](#)

Item 7: Union Reports

- 7.1 Sacramento City teacher's Assn – no one here tonight to report out
- 7.2 Service Employees International Union 1021 – no report

Item 8: Adjournment

- Next meeting on January 18th.
- Dennis motioned to adjourn and Stacey Willett seconded