



Community Advisory Committee (CAC):

Informational Meeting

August, 20, 2024

Presented by:
CAC Executive Team

Agenda

- **Meet the Executive Board**
- **Role of CAC**
- **Important Events and Important Dates**
- **CAC Important Changes**

Chair/President- Valene Byrd



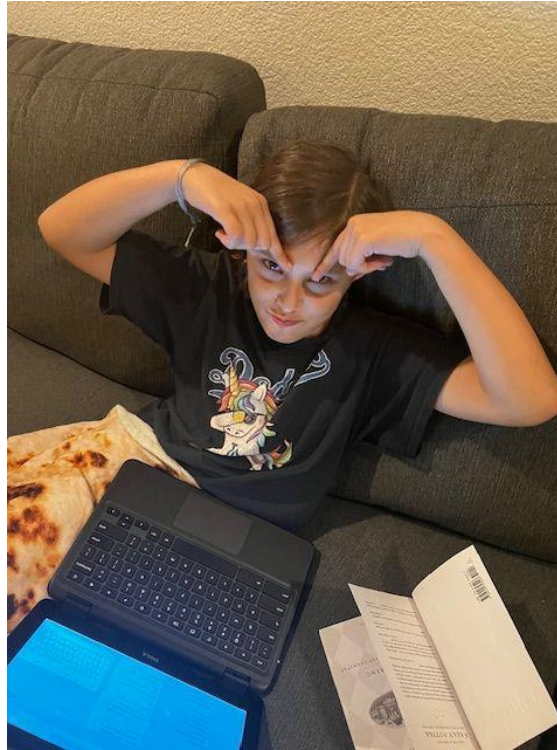
- Mother of 4th grader in SDC autism class
- Founder/ Program Director for ART-TISM
- SCUSD Substitute Teacher for 8 years
- Parent Advocate for 3 years

Vice Chair- Charles Bolton



- Parent of two boys
 - 10th grade
 - 11th grade
- Special Education Teacher- Burbank High School
- Forever student

Secretary-Geovanni Linares



- Dad of two girls
 - Ages 12 & 10
- SELPA Director

Parliamentarian: Rita Hay

- Retired Mother of 3, Ages 45,42 and 9
- Love of travel and spending time with family



Jennifer Womack



- Mother of 3 boys
- Hobbies include gardening and crafting
- Passion for Special Education stems from history of family engagement and love for this community.

SCUSD Core Value & Guiding Principle

CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

What is a Special Education Local Plan Area (SELPA)?

In 1977, all school districts and county school offices in California were required to form geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region's boundaries. Each region became known as a Special Education Local Plan Area – SELPA.

Key Functions of a SELPA

Coordination: Organize and integrate special education services within SCUSD through SELPA Local Plan

Compliance: Ensures that district adheres to state and federal special education laws and regulations.

Resource Allocation: Receives and distributes funding and for special education programs to SCUSD Special Education Department.

Professional Development: Provides training and support for educators and administrators.

Benefits & Impact of a SELPA

- **Consistency:** Strive to provide a consistent approach to special education across district. (Curricular audit/ MTSS)
- **Efficiency:** Enhances resource utilization and reduces duplication of services.
- **Support:** Offers specialized support to district and schools to improve outcomes for students with disabilities. (Compliance monitoring/ technical assistance/ Consultation)
- **Advocacy:** Represents the needs of students with disabilities without being directly tied to the implementation of the day-to-day operations of the special education program).

What is a Community Advisory Committee (CAC)?

- **Definition:** A CAC is a group of parents, educators, and community members that advises on special education programs.
- **Purpose:** To improve special education services and ensure they meet the needs of students with disabilities.
- **Role:** Provides feedback, advocates for students, and facilitates communication between families and schools.

What is a Community Advisory Committee (CAC)?

CACs are state mandated and designed to be a dynamic collaborative partnership of educators, parents, and community members.

The active participation of the membership of each CAC meets the mandate of informed parent-community involvement between those who *provide* Special Education programs and services and those who *receive* Special Education programs and services.

- **Education Code Section 56190:**
 - Establishes the requirement for CACs in school districts.
 - Mandates CACs to advise on special education programs and services.
- **Education Code Section 56191:**
 - Outlines CAC membership requirements, including parents, public/private agency reps, and other relevant members.

CAC Role & Responsibilities

The role of a Community Advisory Committee (CAC) is to focus on improving educational services and outcomes for students with disabilities.

Key roles and Responsibilities:

- **Advisory Function**: Provide input and feedback on special education programs, policies, and practices. This includes reviewing and suggesting improvements to how services are delivered.
- **Advocacy**: Advocate for the needs and rights of students with disabilities. This may involve raising awareness about issues or challenges that families and students face.
- **Communication**: Facilitate communication between parents, educators, and the community. The CAC serves as a bridge, ensuring that diverse perspectives are considered in decision-making processes.
- **Monitoring and Evaluation**: Monitor the implementation of special education services and evaluate their effectiveness. The committee may review data and provide recommendations for adjustments or enhancements.

CAC Role & Responsibilities

- **Training and Support**: Help provide information and training to parents and community members about special education policies and practices, thereby increasing their understanding and engagement.
- **Policy Development**: Assist in the development and review of policies related to special education to ensure they align with best practices and legal requirements.

Education Code Section 56192:

- Advises on the local plan for special education.
- Reviews program performance and makes recommendations for improvement.

Education Code Section 56193:

- Evaluates effectiveness of special education programs.
- Suggests improvements based on assessments.

Why CACs Matter?

- **Enhanced Services:** CACs help tailor special education services to meet students' needs.
- **Informed Decision-Making:** Provides valuable insights and feedback to improve programs.
- **Community Engagement:** Promotes collaboration between schools, families, and the community, fostering better educational outcomes for students with disabilities.

CACs Focus Areas for 2024-2025

The CAC Executive Team identified the following as focus areas for the 2024-2025 school year.

- **Family/ Community Engagement**
- **Inclusive Practices**

Family Engagement & Inclusive Practices

Family Engagement

- Family Engagement
- Effective Communication
- Educational Workshops
- Participation in Community Events
- Share information on Policy & Advocacy
- Share Community Resources

Inclusive Practices

- Collaborative Learning
- Increase Awareness
- Student Engagement
 - Survey
 - Parent Liaisons
 - Increase attendance
 - Connect with other Parent groups to work tofw

SCUSD 2024-2025 School Year

CAC General Meeting & Topics

August 20, 2024 – Getting to Know CAC & IEP

September 17, 2024 – School Avoidance &
Attendance

October 15, 2024 -- Dyslexia Awareness

November 19, 2024 -- Discipline, BPSB

December 17, 2024 -- Holiday Mixer

January 21, 2025 -- SEL, Culture & Climate

February 18, 2025 -- ESY, Summer Matters,
Open Enrollment

March 18, 2025 -- Elections, LCAP, Local Plan,
Data

April 22, 2025 -- Autism Awareness

May 20, 2025 -- Open Discussion

June 10, 2025 -- ESY Q&A, Summer Matters
Q&A, Community Events, Organizations

CAC Events

Holiday Mixer
(12.17.2024)

End of the Year Bash & Awards
(06.13.2025)

Changes this Year!

- **SELPA Office Hours before and after the General Meeting for Parents**

5pm-6pm and 7:30pm-8pm

- **Public Forum at the beginning and end of General Meeting**

We ask that you adhere to the 3 min limit

- **Board will attend SCUSD Board Meetings once a month and report updates, changes and recommendations**

The SCUSD Board meeting following the CAC General Meeting

- **Place Recordings of General Meetings on the Selpa Website.**

IEP Beginning of the Year Tips for Parents

- **Prepare**
 - **Email, schedule an appointment or send a note to school with your child. You can include tips for working with child or an information sheet about your child. It sets a tone of collaboration with your child's teacher and administration. I do this about a week into the school year!**
- **Read the IEP**
 - **Work with a member of the CAC or another parent to go over your child's IEP documents. Call a meeting to settle anything that was not working last year. Create a plan with the school to fix holes in the IEP**
- **Have a positive attitude:**
 - **Create an environment of respect and collaboration with your child's teacher. Give them a chance to get to know your child. Keep things light and friendly.**
- **Involve your child**
 - **If appropriate, coach your child to talk to teachers about their needs**

IEP Beginning of the Year Tips for Parents

KG

Kevin Groves <kevin-groves@student.scusd.edu>



To: [REDACTED] 1 other

Mon 8/19/2024 8:01 PM

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Good Afternoon, [REDACTED]

This school year I am very aware of my needs for academic success and I think my current Spanish teacher is not a good fit for me and I was wondering if I can have Mr. Bryant for 5th period instead.

Thank You

SELPA Reports

SELPA Focus Areas:

- *Black Parallel School Board* Action Plan Implementation
 - Committees (LRE, Policies-Procedures-Practices, Others)
 - Equity Reviews
 - Continuous Improvement
- Community Engagement
 - CAC
 - Committees
 - Learning
- SELPA Projects
 - Core 5 (JMTC- Emotional Disability)
 - [Curriculum Audit](#)
 - Co-Teaching
 - SELPA Website & Communications (inc. Social Media)
- *Local Plan* Recommendations and Implementation Updates
- Special Education Department Updates
- Impact of SELPA Office Hours



Next CAC General Meeting

09/17/2024

Presentation on
School Avoidance and Attendance

Thank you for Coming

