

The San Francisco Unified School District



COMMUNITY ADVISORY  
C O M M I T T E E  
FOR SPECIAL EDUCATION

Comité Asesor de la Comunidad para la Educación Especial  
del Distrito Escolar Unificado de San Francisco

# Fall Report to the Board of Education September 28, 2021



## What is the CAC?

- It is a legislative mandate (California Education Code Section 56194).
- Each Special Education Local Plan Area (SELPA) must have a Community Advisory Committee (CAC).
- Our purpose is to advocate for effective Special Education programs and services, and advise the Board of Education on priorities in the SELPA and the state.

## ¿Qué es el CAC?

- Es un mandato legislativo (Código de Educación de California Sección 56194).
- Cada Área del Plan Local de Educación Especial (SELPA) debe tener un Comité Asesor de la Comunidad (CAC).
- Abogamos por programas y servicios eficaces de Educación Especial, y asesoramos a la Junta de Educación sobre las prioridades en el SELPA y el estado.

# 131-22Sp1 – Guiding Principles Regarding Inclusive Education Practices for the San Francisco Unified School District (SFUSD)

*“Students requiring special education services are, first and foremost, general education students who need additional services and support in order to succeed in school. Their success, therefore, is the joint responsibility of all SFUSD educators.”*



[S131-22Sp1 – Guiding Principles Regarding Inclusive Education Practices for SFUSD](#)

## 2021-2022 CAC Priorities

- ❖ Social emotional and mental health supports and interventions
- ❖ Racial, ethnic, and socio-economic justice and inclusion
- ❖ Curriculum - math and reading interventions
- ❖ Staffing: training and stability

## Prioridades del CAC 2021-2022

- ❖ Apoyos e intervenciones en materia de salud mental y social
- ❖ Justicia e inclusión racial, étnica y socioeconómica
- ❖ Plan de estudios: intervenciones en matemáticas y lectura
- ❖ Personal: formación y estabilidad

2021-2022 Priorities	June 2021 Requests
Social emotional and mental health supports and interventions	<ul style="list-style-type: none"> <li>● Continue addressing IEP Assessment backlog</li> <li>● Build inclusive environments at all schools</li> <li>● Provide a distance learning option for children who cannot return to school</li> </ul>
Racial, ethnic, and socio-economic justice and inclusion	<ul style="list-style-type: none"> <li>● Expand conversations surrounding implicit bias to include individuals with disabilities</li> <li>● Improve accessibility in the enrollment process</li> <li>● Improve transportation flexibility and communication</li> </ul>
Curriculum - math and reading interventions	<ul style="list-style-type: none"> <li>● Increase structured literacy in <b>general education</b> (Early Literacy Block Grant, CCEIS)</li> <li>● Provide Covid Recovery Services to address regression and learning loss</li> <li>● Involve CAC parents in planning for return and spending of state and federal funding (ESSER)</li> <li>● Improve Extended School Year Programming</li> </ul>
Staffing: training and stability	<ul style="list-style-type: none"> <li>● Increase special education professional development and expand offerings for general education teachers</li> <li>● Improve communication between the central office, teachers, and families</li> </ul>

**CAC Priority:**  
Social  
emotional  
and mental  
health  
supports and  
interventions



- **Continue addressing IEP Assessment backlog**
  - Appreciations for the Assessment Center!
  - There are many families whose students' assessments are still overdue
- **Build inclusive environments at all schools**
  - Inclusive Schools Week is December 6-12
  - Provide appropriate disability supports and interventions to address behavior needs
- **Provide a distance learning option for children who cannot return to school**
  - SB 98 - Distance Learning waiver expired
  - AB130 - Online Learning/Independent Study does not meet the needs of our most impacted students
  - SFUSD still has an obligation to provide FAPE

**CAC Priority:**  
Racial, ethnic,  
and  
socio-economic  
justice and  
inclusion



## WHAT DOES ALLYSHIP MEAN TO THE CAC?

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- Increasing CAC Membership Diversity
  - Actively recruiting more diverse members
  - Email [cacspedsf@gmail.com](mailto:cacspedsf@gmail.com) if interested
- Calling for ROBUST and COMPLETE Implementation of Comprehensive Coordinated Early Intervening Services (CCEIS) plan
  - Addresses the disproportionality for African American students in SFUSD
  - Specific recommendations have been highlighted by the AAPAC
- Collaborating to highlight ***literacy*** as a top priority
  - AAPAC, HRC, and Support for Families partnership surrounding Learning While Black
  - Kareem Weaver, Oakland NAACP Education Committee: [A moment for humility and a new path forward on reading](#)

**CAC Priority:**  
Racial, ethnic,  
and  
socio-economic  
justice and  
inclusion



- **Expand conversations surrounding implicit bias to include individuals with disabilities**
  - Individuals with Disabilities in Education Act, the Americans with Disability Act and the Rehabilitation Act remain in effect
  - Fair Education Act - teach our disability history
- **Improve accessibility in the enrollment process**
  - Add ACCESS program to school finder
  - Increase school tour options for SDC students
  - Enrollment timeline for transition meetings
- **Improve transportation flexibility and communication**
  - Zum App has been excellent
  - Struggles to communicate remain
  - Appreciate partnership of the Transportation department



**CAC Priority:**  
Curriculum -  
math and  
reading  
interventions



- **Increase structured literacy in general education**
  - Early Literacy Block Grant and CCEIS
  - Reading Instruction Resolution: Reading is Critical to Lifelong Success
- **Provide Covid Recovery Services to address regression and learning loss**
  - Program is starting in October
  - Concerns about staffing for this program
- **Involve CAC parents in planning for return and spending of state and federal funding**
  - ESSER funding
  - ADR/Covid Recovery Grant
- **Improve Extended School Year Programming**
  - Hiring of a supervisor to focus on this program is exciting
  - Can it be expanded to RSP students?

# CAC Priority: Staffing: training and stability



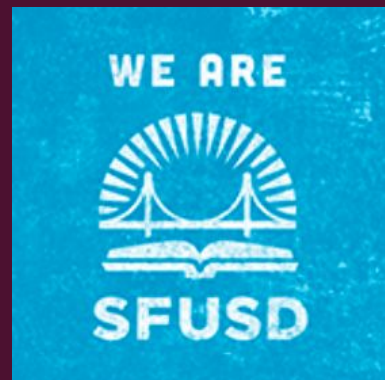
- **Offer paraeducators equitable hours and professional development opportunities**
  - Provide scheduling parity with certificated staff
  - Align special education paraeducator practices with certificated staff: professional development and ongoing coaching as well as leadership and growth opportunities
- **Increase special education professional development and expand offerings for general education teachers**
  - Every SFUSD school site staff member should have access to Day 1 of Safety Care training
  - Increase offerings of Universal Design for Learning, Positive Behavior Intervention Strategies, Ability Awareness, Assistive Technology
- **Improve communication between the central office, school sites, case managers, and families**

# CAC 2021-22 Meeting Calendar

August 26, 2021	Re-opening/SpEd 101
September 23, 2021	Mental Health Supports
October 28, 2021	Dyslexia
November 18, 2021	Joint AAPAC/CAC Meeting
December 6-10, 2022	Inclusive Schools Week
January 27, 2022	IEPs, 504 Plans, and RTI
February 24, 2022	Twice Exceptional (2E)
March 24, 2022	LCAP Community Conversation
April 28, 2022	Advocates Worthy of Excellence
May 26, 2022	SpEd Budget & Service Plan
June 23, 2022	Autism and Social Skills

*Thank you from the  
Community Advisory  
Committee  
for Special Education*

[www.cacspedsf.com](http://www.cacspedsf.com)  
[cacspedsf@gmail.com](mailto:cacspedsf@gmail.com)



[CAC 2021-2022 Meeting Calendar](#) | [Español](#) | [中文](#) | [Tiếng Việt](#) | [عربي](#) | [Tagalog](#) | [Gagana Sāmoa](#)

# APPENDIX



*Javier, Glen Park Elementary School*

# Special Education Acronyms

## Siglas de Educación Especial

Common abbreviations used during this meeting. For a full list of acronyms used in Special Education, please visit this webpage:

<https://www.sfusd.edu/sped-acronyms-glossary>

Abreviaturas comunes utilizadas durante esta reunión. Para obtener una lista completa de las siglas que se usan en Educación Especial, visita esta página web (En inglés):

[Spanish Glossary of Common Terms Related to IDEA](#)

[Special Education Definitions in Spanish and Cantonese](#)

<https://www.sfusd.edu/sped-acronyms-glossary>

# Special Education Acronyms - Siglas de Educación Especial (continuación)

ADA	Americans with Disabilities Act	<i>Estadounidenses con discapacidades</i>
AWE	Advocates Worthy of Excellence	<i>Activistas que Merecen la Excelencia</i>
CBO	Community Based Organization	<i>Organización Basada en la Comunidad</i>
DHH	Deaf & Hard of Hearing	<i>Sordo y con dificultades para escuchar</i>
ESY	Extended School Year	<i>Año Escolar Extendido</i>
FAPE	Free, appropriate, public education (special education law)	<i>Educación Pública Gratuita y Apropiada (ley de educación especial)</i>
FTE	Full-time equivalent	<i>Equivalente a Tiempo Completo</i>
IDEA	Individuals w Disabilities Education Act	<i>Ley para Personas con Discapacidades</i>
IEP	Individualized Education Program	<i>Programa Individualizado de Educación</i>
IHSS	In-Home Supportive Services	<i>Servicios de Apoyo en el Hogar</i>

# Special Education Acronyms - Siglas de Educación Especial (continuación)

LCAP	Local Control Accountability Plan	Plan de Responsabilidad de Control Local
LEA	Local Education Agency (school district)	Agencia de Educación Local (dist. escolar)
NPS	Non-Public School	Escuela No-Pública
PPE	Personal Protective Equipment	Equipo de Protección Personal
OT	Occupational Therapist	Terapeuta Ocupacional
PT	Physical Therapist	Terapeuta Físico
RSP	Resource Specialist Program	Programa de Especialistas en Recursos
SDC	Special Day Class	Clase Especial de Día
SELPA	Special Education Local Planning Area	Área de Planeamiento Local de Educ. Especial
SPED	Special Education	Educación Especial

# Special Education Community Resources <sup>16</sup>

CAC for Special Education - [www.cacspedsf.com](http://www.cacspedsf.com)

Support for Families of Children with Disabilities - [www.supportforfamilies.org](http://www.supportforfamilies.org)

- Free virtual IEP clinics, support groups and MORE
- [Covid 19 Resources](#)
- Warmline: 415-920-5040

Community Alliance for Special Education - [www.caseadvocacy.org](http://www.caseadvocacy.org)

- Phone - 415-431-2285
- Email - [info@caseadvocacy.org](mailto:info@caseadvocacy.org)
- [Covid19 Guidance Memo Update](#)

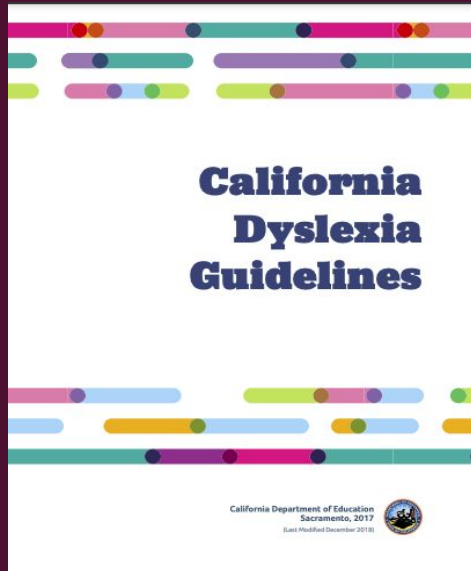
Golden Gate Regional Center - [www.ggrc.org](http://www.ggrc.org)

- Phone: 415-546-9222



# Dyslexia Resources

- [CA Assembly Bill 1369: Special Education Dyslexia](#)
- [National Center for Improving Literacy](#)
- [International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading](#)



**California  
Dyslexia  
Guidelines**

California Department of Education  
Sacramento, 2017  
Last Modified December 2018

The cover features a decorative header and footer with horizontal bars in various colors (pink, green, blue, yellow) and small colored dots. The title is in a large, bold, blue font. The footer includes the California Department of Education logo and text.



**BEST PRACTICES IN  
UNIVERSAL SCREENING**

There is broad agreement that schools should implement early screening and intervention programs. State legislation generally favors the use of universal screening within schools across grades K-2, where students are screened annually to assess risk for dyslexia and other reading disabilities.

Schools should provide at least three levels of instructional support for students, based on their risk for poor overall reading proficiency:

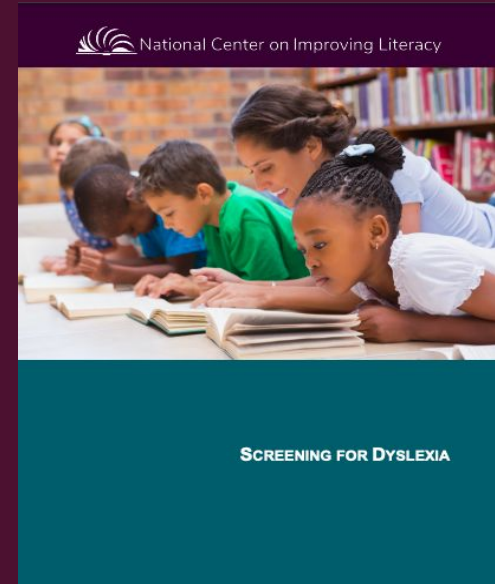
- Core classroom instruction for students reading at or above grade level (i.e., low risk for reading problems)
- Moderate additional support for students reading somewhat below grade level expectations (i.e., moderate risk for reading problems)
- Intense additional support for students reading well below grade level expectations (i.e., high risk for reading problems)

**When establishing a screening protocol consider...**


- the scope of the assessment, the reliability and validity of scores, and the classification accuracy of the screening relative to the specified outcome.
- when and how the screening assessment(s) will be administered at frequent intervals.
- who will be responsible for entering data into a database and printing reports immediately following each screening assessment.
- holding primary grade level team meetings and upper grade cross-discipline team meetings after each school-wide screening to analyze the reports and determine placement and instructional grouping for each student.
- how parents/families will be engaged in the decision-making and kept updated on their child's reading performance.

School districts should carefully consider and identify their respective personnel and resources available to follow these protocols.

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # I300110002). The opinions expressed are those of the authors and do not represent views or policies of the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. This report is printed on recycled, 100% post-consumer waste paper. (2018) 10/18/18



National Center on Improving Literacy



**SCREENING FOR DYSLEXIA**

The image shows a woman, likely a teacher or librarian, leaning over a table to assist several young children as they read books. The setting is a library with bookshelves in the background. The text is overlaid on a dark purple and teal background.

# Further Reading

- [Why “Special Needs” is Not Helpful](#) | medium.com
- [Creating trauma-informed individualized education programs](#) | American Psychological Association
- [Attorney General Becerra Establishes Bureau of Disability Rights](#) | CA Dept. of Justice
- [5 Reasons Why Disability Issues Should Be A Higher Priority, Even Now](#) | Forbes
- [San Diego teacher creates ‘social justice league’ for students with disabilities](#) | San Diego Tribune
- [We Can’t Ignore the Quiet Girls Any Longer, Quiet girls with ADHD are often overlooked](#) | Additude
- ["What It's Like: Learning with Autism During Covid"](#) by SFUSD student Zach Yieh | KQED
- [At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers](#) | APM Reports
- [Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19](#) | NCLD
- [Less siloed, more inclusive: Changes to special education teacher preparation expected to have big impact on schools](#) | EdSource
- [California Special Education Funding System Study: A Descriptive Analysis of Special Education Funding in California](#) | WestEd