



Community Advisory Committee Meeting

January 26, 2022

Roll Call and Call to Order

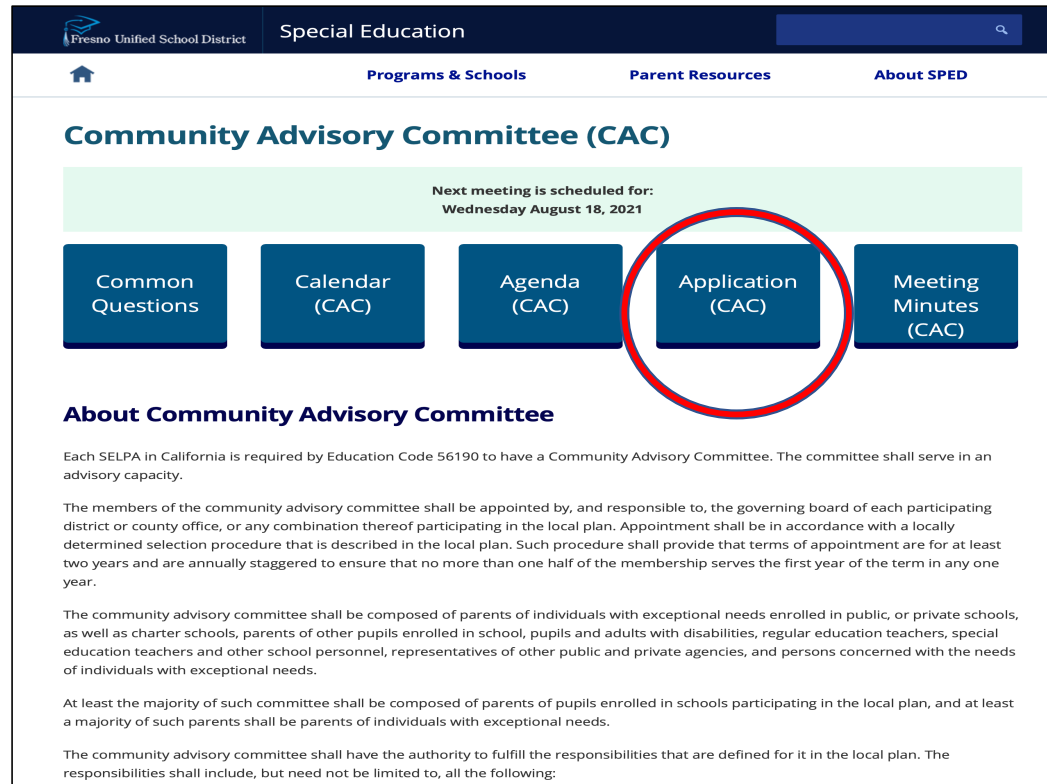
- **Welcome, Introductions, and Roll Call**
- **Working Respect Agreement**
- **Agenda Review: CAC Business, District Updates, and Forum**
 - **CAC Business: Vice-Chair Position Vacancy, CAC Membership Application, Review and Approval of November Meeting Minutes.**

Position Vacancy: Vice-Chair

Michelle Smith

CAC Chair

CAC Membership Application



The screenshot shows the website for the Fresno Unified School District's Special Education department. The page is titled "Community Advisory Committee (CAC)". A green banner at the top of the content area states "Next meeting is scheduled for: Wednesday August 18, 2021". Below this banner are five blue buttons: "Common Questions", "Calendar (CAC)", "Agenda (CAC)", "Application (CAC)", and "Meeting Minutes (CAC)". The "Application (CAC)" button is circled in red. Below the buttons is a section titled "About Community Advisory Committee" with several paragraphs of text explaining the committee's purpose and composition.

Community Advisory Committee (CAC)

Next meeting is scheduled for:
Wednesday August 18, 2021

Common Questions | Calendar (CAC) | Agenda (CAC) | **Application (CAC)** | Meeting Minutes (CAC)

About Community Advisory Committee

Each SELPA in California is required by Education Code 56190 to have a Community Advisory Committee. The committee shall serve in an advisory capacity.

The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public, or private schools, as well as charter schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

The community advisory committee shall have the authority to fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:



CAC Application

[CAC Main Page](#) | [CAC Agenda Page](#) | [CAC Calendar Page](#) | [CAC Questions Page](#) | [CAC Meeting Minutes](#)

Para version en español favor de ir a [CAC Pagina de Aplicación en español](#)

Tsi Ntsees Rau Hmoob thov mus rau qhov [Nplooj Ntawv CAC Application Hmoob](#)

Anyone can attend the Community Advisory Committee meetings but all CAC members are expected to attend its monthly meetings. Please consider the commitment you are making prior to volunteering to become a member for CAC. Just fill-out the application below and submit it to the CAC Committee.

Membership Type:

- Parent
- Educator
- Agency Employee
- Community Member

Your Name (* required)

Your Email (* required)

Street Address (* required)

City (* required)

State (* required)

Review and Approval of November Meeting Minutes

Ivan Flores


CAC Secretary

District Updates

Improving Special Education Services in the Fresno Unified District

Dr. Tangee Pinheiro

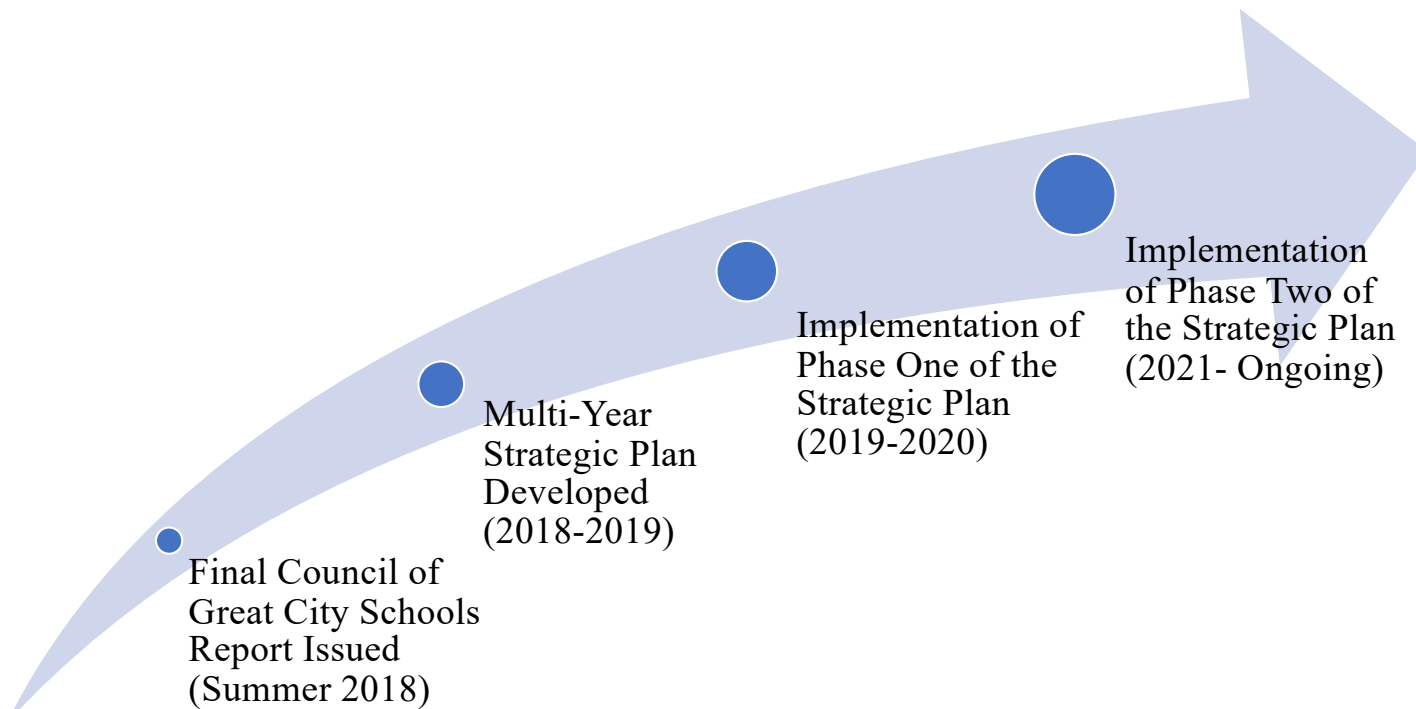
Instructional Superintendent, Special Education

The background of the slide is a photograph of a vast blue ocean meeting a clear blue sky at the horizon. The water has a slight ripple, and the sky is a uniform light blue. A dark grey rectangular box is centered over the image, containing the quote in white text.

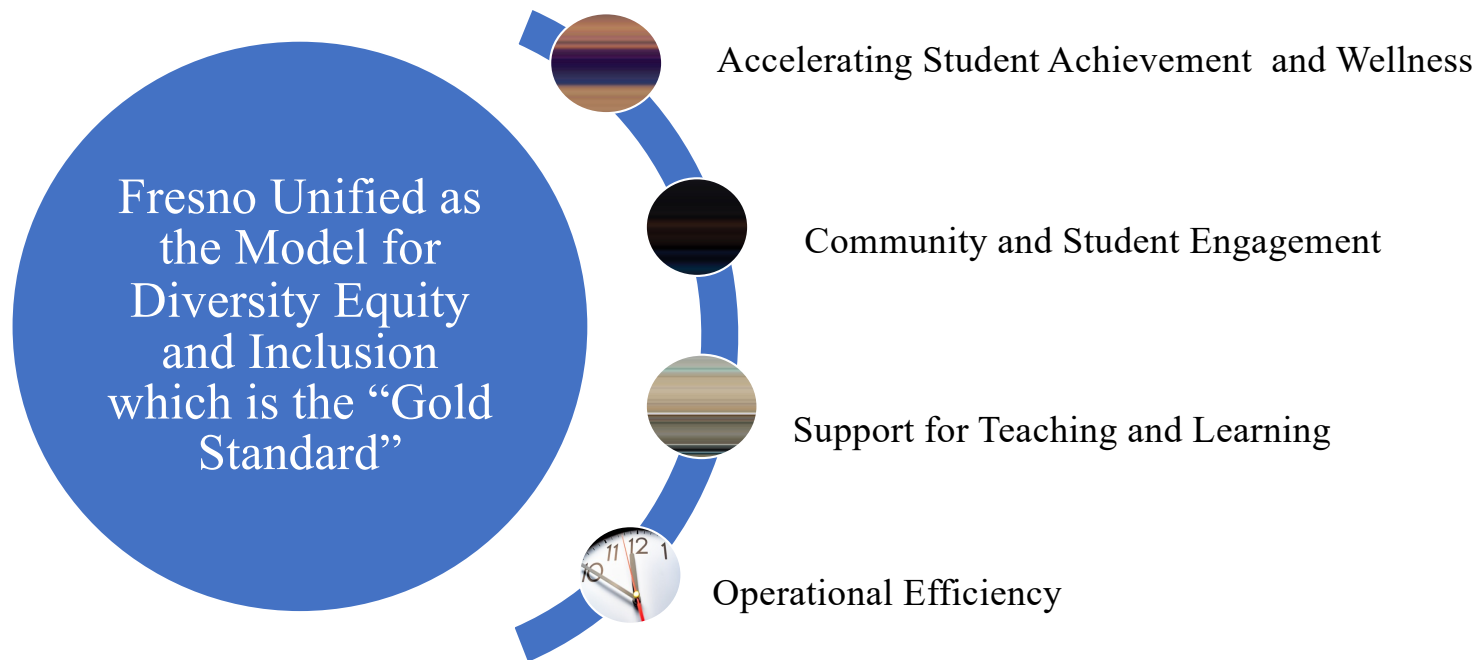
The true measure of any society
can be found in how it treats its
most vulnerable members.

Mahatma Gandhi

Council of Great City Schools Overview



AIM and Drivers



Accelerating Student Achievement and Wellness



- Academics
- Self Advocacy
- Inclusion and Access
- Wellness and Health
- College and Career Readiness
- Early Childhood
- Multi-Tiered System of Support

Accelerating Student Achievement and Wellness

Academics

All 3rd graders reading at grade level by 2026

All students on-track to graduate

Self Advocacy

Person-centered planning

Student-led Individualized Education Programs (IEP)

Inclusion and Access

Culture of inclusion

Inclusive practices rubric

Expansion of co-teach model

Least restrictive environment for all students

Accelerating Student Achievement and Wellness

Early Childhood

Expand inclusive practices for universal Transition Kindergarten

Partnership with Fresno State

Wellness and Health

Multi-Tiered System of Support

MOVE Training (Mobility Opportunities via Educational Experience).

Behavior Supports

- Board Certified Behavior Analyst (BCBA)
- Registered Behavior Technician (RBT) Training

College and Career Readiness

Expand access to CTE Pathways

Expand Adult Transition opportunities with community partners

Community and Student Engagement



- Special Education Cabinet
- Family/caregiver resources and training
- Connection with community and district departments
- Communication planning

Support for Teaching and Learning

- Regionalized support to schools
 - Regional Instructional Managers
 - Early Learning coaching
 - Co-Teaching and inclusion professional learning/ mentoring/coaching
 - Onboarding training for new teachers and paraeducators
 - Paraeducator training and mentoring
- In-Field Support and Partnership with Schools



Operational Efficiency

- School capacity building for Special Education
- Data analysis and collection at all levels
- Alignment with service to schools and families/caregivers
- Systems alignment to ensure expedient processing of personnel and materials requests



Endorsing Inclusive Education Practices



BEFORE THE BOARD OF EDUCATION OF FRESNO UNIFIED SCHOOL DISTRICT OF FRESNO COUNTY, CALIFORNIA

BOARD OF EDUCATION

Elizabeth Jonasson Rosas, President
Genoveva Islas, Clerk
Valerie F. Davis
Claudia Cazares
Major Terry Slatc USMC (Retired)
Keshia Thomas
Trustee Area 5 (Vacant)

SUPERINTENDENT
Robert G. Nelson, Ed.D.

Resolution 21-15

In the Matter of Endorsing Inclusive Education)
Practices for Every Student in)
Fresno Unified School District)

WHEREAS, it is a primary goal of the Fresno Unified School District (FUSD) to create schools with a core ideal of inclusion for all students and their diversity of needs existing in our region. On this date, we endeavor to focus on inclusion of students with disabilities, as students with disabilities also demonstrate diversities in ethnicity, language, nationality, religion, race, socioeconomic status, parental status, or immigration status, gender, and gender expression.

WHEREAS, our school district believes celebrating the diversity of our community makes everyone better, each infant, child and young adult in our school communities has gifts, talents, strengths, and capacities that are waiting to be uncovered for their future and the larger community in our valley.

That the FUSD Board of Education hereby endorses
for every student:
and in their

Questions



Appreciation

Thank you, Dr. Pinheiro!

District Updates

Improving Outcomes for Our Students Receiving IEP Services

Tammy Townsend

Executive Officer, Equity and Access

State Offers Districts Three Levels of Support

1. Level 1: Support for All LEAs and Schools

- Various state and local agencies provide an array of support resources, tools, and technical assistance that all LEAs may use to improve student performance at the LEA and school level and to narrow disparities among student groups across the Local Control Funding Formula (LCFF) priorities, including recognition for success and the ability to share promising practices

2. Level 2: Differentiated Assistance

- California Department of Education and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.

3. Level 3: Intensive Intervention

- The State Superintendent of Public Instruction may require more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a four-year period

Timeline Challenges: Implementing a Three-Year Plan

- **Three year's of data requiring used to evaluate were:**
 - 2016/17
 - 2017/18
 - 2018/19
- **May 2019 - Council of Great City Schools developed a Special Education Strategic Plan**
- **2019/20 – FUSD Created a three-year investment plan**
- **Final implementation was for 2021/22**

| Description | CGCS Report Recommendation Addressed | Planned 2019/20 | Planned 2020/21 | Planned 2021/22 | Total FTE |
|---|--------------------------------------|-----------------|-----------------|-----------------|--------------|
| Classroom Teachers includes reduction of class size and grade spans | 3, 4, 5, 11 | 12.0 | 8.0 | 6.0 | 35.0 |
| Paraprofessionals and Assistants | 3, 4, 5, 11 | 15.0 | 9.0 | 12.0 | 43.4 |
| Designated Instructional Services <ul style="list-style-type: none"> • Speech/Language Pathologists & Contracts • Occupational Therapists • Teachers for Assistive Technology • Teachers of Orthopedically Impaired | 6, 11, 13, 14 | 16.5 | | | 16.5 |
| Instructional Coaches | 3, 5, 10, 11, 12 | 1.0 | | | 4.0 |
| Special Education Program Managers | All | 2.0 | | | 2.0 |
| Special Education School Counselor | All | 1.0 | | | 1.0 |
| Nurses contingent on funding | All | 4.0 | 3.0 | 4.0 | 11.0 |
| Total | | 51.5 | 20.0 | 22.0 | 112.9 |

Adding Two New District Goals



A photograph of a classroom with students sitting at desks, some wearing masks. A teacher is visible in the background near a whiteboard. The text is overlaid on this image.

Legislative Requirement

Senate Bill (SB) 98 (Chapter 24, Statutes of 2020) amended California Education Code (EC) Section 52064 to update the instructions for the Local Control Accountability Plan (LCAP) template to include a requirement that a local educational agency (LEA) that meets certain criteria create one or more specific district goals

• Education Code:

- EC Section 52064(e)(5) requires a LEA that meets the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.*
- EC Section 52064(e)(6)(A) requires a school district or county office of education (COE) with a school that meets the criteria described in subparagraph (B) to include a goal in the LCAP focused on addressing the disparities in performance at the school or schools compared to the school district or COE as a whole.*

Today we will review:

- New requirement to include specific goals in the LCAP
- Rational for New LCAP Goals
- Identification for a New LCAP Goal (s) in the 2022/23 LCAP
 - Student groups
- LCAP requirements for new goals
- Planning and Engagement Timeline
- Next steps



Identification for a New Goal(s) in the 2022/23 LCA: *Student Groups*

• School districts that received Differentiated Assistance based on the performance of the same student group(s) for three or more consecutive years:

- Foster Youth
- Students with Disabilities

Student Group Report for 2019

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | Orange | Orange | Yellow | Orange | Yellow | Yellow |
| English Learners | Green | Green | Orange | Orange | Orange | Orange |
| Foster Youth | Orange | Yellow | Red | Yellow | Red | Red |
| Homeless | Red | Red | Orange | Orange | Orange | Orange |
| Socioeconomically Disadvantaged | Orange | Orange | Green | Orange | Yellow | Yellow |
| Students with Disabilities | Orange | Orange | Red | Red | Orange | Orange |
| African American | Red | Orange | Orange | Orange | Yellow | Orange |
| American Indian or Alaska Native | Red | Yellow | None | None | Orange | Orange |
| Asian | Green | Green | Green | Orange | Orange | Yellow |
| Filipino | Orange | Blue | None | None | Green | Green |
| Hispanic | Orange | Orange | Green | Orange | Yellow | Yellow |
| Native Hawaiian or Pacific Islander | Yellow | Yellow | None | None | Yellow | Yellow |
| White | Orange | Yellow | Orange | Orange | Yellow | Yellow |
| Two or More Races | Orange | Red | Orange | Green | Yellow | Yellow |

Student Group Report for 2018

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | Yellow | Orange | Green | Green | Yellow | Yellow |
| English Learners | Orange | Orange | Yellow | Yellow | Yellow | Yellow |
| Foster Youth | Yellow | Orange | Red | Red | Orange | Orange |
| Homeless | Red | Red | Green | Yellow | Orange | Orange |
| Socioeconomically Disadvantaged | Yellow | Orange | Green | Green | Yellow | Yellow |
| Students with Disabilities | Orange | Orange | Red | Red | Orange | Orange |
| African American | Orange | Red | Green | Yellow | Orange | Orange |
| American Indian or Alaska Native | Orange | Orange | None | None | Yellow | Yellow |
| Asian | Orange | Yellow | Green | Green | Yellow | Yellow |
| Filipino | Green | Green | None | None | Blue | Green |
| Hispanic | Yellow | Orange | Green | Green | Yellow | Yellow |
| Native Hawaiian or Pacific Islander | Orange | Orange | None | None | Orange | Orange |
| White | Yellow | Orange | Green | Green | Green | Green |
| Two or More Races | Yellow | Red | Green | Orange | Yellow | Yellow |

Appreciation

Thank you, Tammy!

Parent – Community Forum

Michelle Smith

CAC Chair

Closing and Adjournment

- **Remarks**
- **Adjournment**
- **Next CAC Meeting:**

Wednesday, February 23, 2022



We appreciate your attendance.

Thank you!