

CAC Meeting on the LCAP

Community Note Taking Document

February 27, 2025

Directions: Please fill in your recommendations, questions and concerns for the CAC priorities and topics listed below. It is so important we hear from you!

Have more to say? Email cacspedsf@gmail.com

Resource Documents:

 SpEd Budget Presentation for BOE - May 2024.pdf

 JOINT ADVISORY COMMITTEE- Priority Recommendations for Budget/LCAP

Yellow Group Names:

CAC 24-25 Priorities

- **Inclusion**-Break down silos and move towards one integrated system that benefits all students. Increase Collaboration between general education and special education staff..Expand Co-Training Opportunities.Inclusion/.Disability Awareness.Integrated RTI/ MTSS policy (*Guardrail 1*)
- **Address the Staffing Crisis** -Ensure that all schools are fully staffed and work to recruit and retain qualified educators and staff. Improve training, supports and resources.(*Guardrail 4*)
- **Strengthen Mental Health Offerings**- Increase social emotional and behavior services and supports.,Fully implement the Safe Schools Resolution. Address Chronic absenteeism and improve transparency around incident reporting (*Guardrail 2*)
- **Curriculum, Academic Interventions and College/Career Readiness**-Ensure all curriculums and interventions are implemented with fidelity., provide disaggregated progress monitoring data . Expand tier 2 and 3 interventions..Improve Counseling and transition planning (*Guardrail 3*)

Directions: In your group, share your individual priorities. Do you have additional recommendations you would add? What do you think is working? What do you want to change? Be sure to choose a note taker for your group and someone to report out.

Group Recommendations/Notes:

- Classes are set to be combined = a gateway for school closure. Concerns about losing a valuable source in the community (school). This creates a spiral of people leaving the community/district. We do not want to lose great teachers.

- Remembering a CAC Meeting 2 years ago, a focus on staffing and what a great job they were doing. Staffing has been a problem for a long time. We are looking for clear plans and actions.
- Some parents are thinking of leaving the area and the district because of these issues.
- Unstaffed teachers. Teachers leaving because they are not supported. A cycle because when teachers are not supported, they will leave.
- At a local school there is a K-5 SDC class versus two K-2 and 305 SDC classes.
- Question: McKinley elementary school, they haven't had their RSP service since the beginning of the year... New special education class added and the RSP teacher is teaching the class and is no longer able to teach RSP. Concerns about how SFUSD brought new sped classes to the school when there wasn't enough staff.
- Teachers saying "they are good" about a student's academic levels, but it doesn't match their test scores
- Concerns about students being passed to the next grade when they aren't at grade level in their academics
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Peach Group Names:

CAC 24-25 Priorities

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Group Recommendations/Notes:

- Appropriate reading instruction in Tier 1 prevents SPED referrals
- Universal Design for Learning is being embedded into all classrooms and is our most popular PD - should be mandatory, not optional

- Connection between staff cuts and CAC priorities - many of the cuts in staff that support our priority areas is scary and makes us wonder how we can meet our goals
- Staff cuts in mental health and wellness is very concerning
- Lafayette para was asking about layoffs, and the response was, keeping the lights on. The staff wants to keep the lights on and bright and thriving, and it feels like these cuts are dimming all lights
- Invest in retention and recruiting - since pandemic, we have lost a lot of strong staff. Especially SPED
- NEED INCLUSION TRAINING FOR SCHOOL SITE LEADERS
- It's challenging to go to meetings and not see data, particularly in areas where we have a legal obligation to provide services. Litigation to resolve this would cost so much more money!
- Supervisors and leaders are getting 200k+, yet RSPs make so much less money
- RSPs don't have all the training they need - for example, one RSP didn't have appropriate training to support students with dyslexia
- It's so stressful to work here right now, and that is leaking out into the school community.
- Train administrators to do the work that our staff are doing and shouldn't have to do
- Families are afraid to put their students into SDCs because they know that will mean less services and potentially no education
- Staff are concerned that they are being put in unsafe positions because they don't have the appropriate training about de-escalation, restraint, etc
- Looking at the slides, everything looks great. Stepping into the school sites, things are not anything like this.
- This process and these materials are completely inaccessible to families.
- Assessments - we are WAY behind! There were 30 students at John O'Connell HS whose assessments were delayed/missed