

District Advisory Committee (DAC)

November 5, 2020
Zoom Meeting

School Teams Present	Bidwell, Jackson Heights, Metteer, and Vista teams were present.
Welcome, Introductions, and Group Norms	The group norms were embedded in the presentation/slide show.
Focus on Students with Disabilities	<p>Current reality, assessing our infrastructure, & special education plan work. The slide show link: SEP Special Education Plan.pdf</p> <p>The presentation consisted of the review of data for students with special disabilities based on state and federal measures including the indicators in the CA Dashboard.</p> <p>Questions about the Dashboard: Q: How does a student with disabilities apply to the Dashboard if they are also part of another subgroup, such as socioeconomically disadvantaged? A: There are rules used to determine which racial or ethnic student group or program to place students for each indicator. A student will count in the race/ethnicity on record at the school and any group for which they were part of the program anytime during the school year. Programs include: English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. In summary, a student may count in multiple subgroups.</p> <p>Q: Are all students with disabilities lumped into one category? A: Yes, the Dashboard SWD includes students with any type of disability including speech, learning and intellectual disabilities as one subgroup. Students with Disabilities (SWD) includes all students who have a disability code in the statewide system, CalPads, at any time during the school year at the school. It is possible to further disaggregate data by the examining individual scores of SWD and grouping them by disability type. Further analysis of individual and subgroup data is a recommended practice to inform planning and instruction for all students.</p> <p>Videos and information were presented about multi-tiered systems of support and inclusive practices for the benefit to all students. Discussion included input for more training on co-teaching and inclusive practices, as well as current processes/opportunities for improving inclusivity and instruction such as collaboration as part of the PLC (Professional Learning Community) and professional development using core curriculum which provides differentiated lessons/materials.</p>

Closing – Communication Plan	An overview was provided about the tool and process site teams will engage in to offer input for the special education plan as well as assess, evaluate, and include goals in site plans. There will be follow-up with site administrators on the process and tools.
Next meeting	TBD