



# Learning Plan for the Community Advisory Committee Syllabus 2025–2026

## Engaging Parents as Partners in the Service of Student Learning Office of Student, Families and Community Engagement

### Committee Description: Community Advisory Committee (CAC)

The Community Advisory Committee is required, under the CA Education Code, sections 56190 to 56194, to provide input on the Special Education Local Plan Area (SELPA) Local Plan. The CAC is comprised of 32 representatives and 10 alternates elected from each Region and elected by category. To fulfill their duties, the CAC members attend training and collaborate with LAUSD staff to learn more about the plan and the students it serves.

### Part I: Overview of Community Advisory Committee Learning Plan

#### Division of Special Education and Office of Student, Family and Community Engagement Support

##### **SFACE Team**

Lucio Garcia, Gloria Acosta

Contact: (213) 481-3350 or [families@lausd.net](mailto:families@lausd.net)

Website: <https://lausd.org/sface>

##### **Division of Special Education Team**

Kristen Lambert, Lilia Moran

Contact: (213) 241-6701

Website: <https://lausd.org/sped>

#### **Meeting Format: Hybrid**

##### **Physical Location**

Office of Student, Family and Community  
Engagement

1360 West Temple Street

Los Angeles, CA 90026

##### **Zoom Meeting information:**

Webinar ID: 824 9283 4928

Passcode: 2026

**Meeting Dates:** Meeting #1: August 27 and August 28, 2025 (Officer Elections); Meeting #2: September 17, 2025, meeting #3: October 15, 2025; meeting #4: November 19, 2025; meeting #5: December 3, 2025; meeting #6: January 21, 2026; meeting #7: February 18, 2026; meeting #8: March 18, 2026; meeting #9: April 22, 2026; and meeting #10: May 20, 2026.

**Training Dates:** August 20, 2025 (Membership Orientation), September 3, 2025 (Officers' Training), Dec. 8, 2025 (Parliamentary Procedures); Jan. 23, 2026 (Understanding Data); Feb. 2, 2026 (SMART Comments)

**Subcommittee**

**Meeting Dates:** October 1, 2025; November 5, 2025; February 4, 2026; March 4, 2026; April 8, 2026; and May 6; 2026



# Learning Plan for the Community Advisory Committee Syllabus 2025–2026

## Community Advisory Committee Learning Plan

This year’s learning sequence will focus on the special education programs, services, and supports provided by the LAUSD and the connection between these and the Special Education Local Plan Area (SELPA) Local Plan.

From August 2025 through May 2026, LAUSD’s Division of Special Education (DSE) will present on services and programs provided to students with IEPs. The membership will develop comments to strengthen the District’s SELPA Local Plan, which will be submitted to the LAUSD Superintendent and Board of Education.

In addition, the CAC has six subcommittees for the following areas: IEP Training; Parent Ambassadors; Planning, Monitoring, and Evaluation; English Learner Students with an IEP; Legislation; and African American Students with an IEP. From October 2025 to May 2026, various LAUSD departments, community-based organizations, and other outside agencies provide information and training to the subcommittee members, who report back on their learning at the regular CAC business meetings.

CAC members receive training throughout the year related to their duties of reviewing and commenting on the District’s SELPA Local Plan. In addition, they meet with various District office leaders to discuss District and family priorities related to the achievement of students with an IEP.

## Committee Meeting and Training Structure

CAC members are provided with learning opportunities during training conducted via hybrid meetings at regular business meetings from 10:00 a.m. to 12:00 p.m. and during one-hour subcommittee meetings between 9:30 a.m. and 1:30 p.m. Additional training is offered on various topics and provided via hybrid meetings.

The meeting and training agendas for CAC Business meetings are posted online and outside the building at the Office of Student, Family and Community Engagement. The agendas for CAC Subcommittee meetings are posted online at <https://lausd.org/cac>.

It is expected that Community Advisory Committee members will spend between five and ten hours studying and analyzing information related to the District’s Local Plan for

Special Education.

## **Committee Meeting and Training Materials**

Below is a list of materials used during CAC meetings and training. Other materials may be provided as necessary.

- California Education Code, Sections 56190 to 56194
- Los Angeles Unified School District Special Education Local Plan Area (SELPA) Local Plan, June 2024-2027
- Greene Act, Education Code, Section 35147
- CAC Bylaws
- Region Special Education Ambassador Engagement at <https://www.lausd.org/ambassadors>
- Robert's Rules of Order, 12<sup>th</sup> Edition
- Division of Special Education Website – <https://lausd.org/sped>
- CA School Dashboard at <https://www.caschooldashboard.org>
- LAUSD School Experience Survey at <https://ses.lausd.org>
- Community Advisory Committee website at <https://lausd.org/cac>
- LAUSD Board of Education *Resolution to Enforce the Respectful Treatment of All Persons*
- Office of Student, Family and Community Engagement *Guidelines to Provide All Participants a Safe and Welcoming Learning Environment*
- Office of Student, Family and Community Engagement *Rules of Decorum*
- LAUSD Operating Norms and Code of Conduct
- LAUSD Code of Ethics
- District Committee Courses to develop CAC member voice leadership and advocacy:
  - Robert's Rules of Order: A Guide to Parliamentary Procedure is a series of three sessions. The parliamentary procedure enables the overall membership of an organization to express its general will through the assembly of its members to establish and empower effective leadership.
  - Understanding Data, a series of three sessions, learning about qualitative and quantitative data at the student level, and analyzing school site data and the types of data you may see at the school site in your school committees. Digging deeper when reviewing District level data by examining, interpreting, and advising your District level committee.
  - Smart Comment Development, a series of three sessions, understanding the SMART approach when advocating for your student, school site committee/council, and District level committee by providing SMART comments.

## Part II: Community Advisory Committee Learning Plan

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
<p><b>Wednesday, August 20, 2025</b></p> <p><b>CAC Member Orientation Training</b></p>	<ul style="list-style-type: none"> <li>• <b>Review</b> of the Special Education Local Plan Area (SELPA) and the Local Plan</li> <li>• <b>Learn</b> about the CAC governing documents</li> <li>• <b>Gain knowledge</b> of the role and responsibilities of CAC members and officers</li> </ul>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• Understand the responsibilities, opportunities and challenges of serving as a CAC member.</li> <li>• Prioritize topics to enhance their understanding of the SELPA Local Plan and the supports and services provided to LAUSD students.</li> </ul>	<p>PowerPoint, CAC Bylaws, Guidelines for a Safe and Welcoming Environment</p>	<p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in small groups</li> <li>• participating when facilitator prompts for contributions</li> <li>• learning with and from each other</li> </ul>
<p><b>Wednesday, August 27, 2025, Day 1, and Thursday, August 28, 2025, Day 2</b></p> <p><b>Business Meeting #1 CAC Officer Elections</b></p>	<ul style="list-style-type: none"> <li>• <b>Elect</b> officers for the CAC</li> </ul>	<p>Eight officers will be elected:</p> <ul style="list-style-type: none"> <li>○ Chair</li> <li>○ Vice Chair</li> <li>○ Student Representative</li> <li>○ Secretary</li> <li>○ Assistant Secretary</li> <li>○ Training and Education</li> <li>○ Public Relations</li> <li>○ Parliamentarian-Historian</li> </ul>	<p>Election PowerPoint, CAC Bylaws, Guidelines for a Safe and Welcoming Environment, Election Guidelines, and CAC Officer Roles and Responsibilities</p>	<p>Participate in the election process by making nominations and/or voting. Adherence to the election guidelines, and LAUSD Operating Norms and Code of Conduct</p>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
<p><b>Wednesday, September 3, 2025</b></p> <p><b>CAC Officer Training</b></p>	<ul style="list-style-type: none"> <li>• <b>Collaborate</b> to develop working agreements.</li> <li>• <b>Share</b> their leadership stories with one another.</li> <li>• <b>Understand</b> specific officer roles and responsibilities.</li> <li>• <b>Review &amp; Discuss</b> the 2025-26 CAC Members' google feedback for the following: <ul style="list-style-type: none"> <li>• Sub-committees interest</li> <li>• CAC monthly topics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Officers will share their leadership experiences, identify shared working agreements, and review how they plan to fulfill their duties as officers.</li> </ul>	<p>PowerPoint, CAC Bylaws, District Bulletin for District-Level Committees, and additional resource documents</p>	<p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in small groups</li> <li>• actively participating when facilitator prompts for contributions</li> <li>• reflecting on their role as members and as officers</li> </ul>

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<p><b>Wednesday, September 17, 2025</b></p> <p><b>CAC Officer Training</b></p> <p><b>Business Meeting #2</b></p>	<p><b>Topic: LAUSD Local Plan Overview</b></p> <p><b>Review</b> the purpose of the SELPA, how the SELPA operates within LAUSD, and the main components of the LAUSD SELPA Local Plan</p>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• <b>Develop a clearer understanding</b> of: <ul style="list-style-type: none"> <li>• the purpose of the SELPA</li> <li>• how the SELPA operates within LAUSD</li> <li>• the main components of the Local Plan</li> </ul> </li> <li>• <b>Make connections</b> between this topic and Section B, Governance and Administration (p.19), of the Local Plan</li> </ul>	<p>PowerPoint presentation, LAUSD SELPA Local Plan, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How do I contribute to the development of the LAUSD Local Plan as a CAC member?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in small groups</li> <li>• actively participating when facilitator prompts for contributions</li> </ul>
<p><b>Wednesday, October 15, 2025</b></p> <p><b>Business Meeting #3</b></p>	<p><b>Topic: Transition Planning – From School to Adult Life</b></p> <p><b>Explore</b> options for students with disabilities after high school.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Learn</b> about the transition services provided to students with disabilities, including: <ul style="list-style-type: none"> <li>• transition assessments</li> <li>• transition activities</li> <li>• employment preparation</li> <li>• collaboration with outside agencies</li> </ul> </li> <li>• <b>Make connections</b> between this topic and Section B (Governance and</li> </ul>	<p>PowerPoint presentation, <i>The ITP and You</i> SPED publication, video presentation, and other meeting materials</p>	<p>Members reflect on the question: How does LAUSD provide support and options to students with IEPs to transition after high school?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in small groups</li> <li>• actively participating</li> </ul>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
		Administration, p. 71) and Section E (Annual Services Plan, pp. 129-130) of the SELPA Local Plan		when facilitator prompts for contributions
<p><b>Wednesday, November 19, 2025</b></p> <p><b>Business Meeting #4</b></p>	<p><b>Topic: Understanding Deaf Education: Supporting Every Child’s Journey</b></p> <p><b>Learn</b> about the services and supports that LAUSD provides in the area of Deaf education.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Gain a foundational understanding</b> of Deaf education, including Deaf culture, communication modalities (e.g., American Sign Language, spoken language, bilingual approaches), the importance of language access and early intervention.</li> <li>• <b>Make connections</b> between this topic and Section B (Governance and Administration, p. 91) and Section E (Annual Services Plan, p. 125) of the SELPA Local Plan</li> </ul>	<p>PowerPoint presentation, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How can families, educators, and community members better understand Deaf education to create inclusive, accessible, and affirming learning environments for all students?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
<p><b>Wednesday, December 3, 2025</b></p> <p><b>Business Meeting #5</b></p>	<p><b>Topic: The IEP Process and the Local Plan’s Role</b></p> <p><b>Develop a deeper understanding</b> of the IEP process and of the role of the Local Plan.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> key steps in the IEP process.</li> <li>• <b>Explain</b> how the Local Plan guides special education policies and services in the district.</li> <li>• <b>Make connections</b> between this topic and Section B (Governance and Administration, pp. 39, 50, 82, and 159) of the SELPA Local Plan.</li> </ul>	<p>PowerPoint presentation, <i>The IEP and You</i> DSE booklet, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How can parents effectively participate in the IEP process and understand the role of the Local Plan in supporting their child’s special education services?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul>
<p><b>Wednesday, January 21, 2026</b></p> <p><b>Business Meeting #6</b></p>	<p><b>Topic: Building Communication Skills</b></p> <p><b>Learn</b> about the programs and services that LAUSD provides to help students with speech and language challenges, including the role of speech-language</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> speech and language challenges that may affect a student’s learning, and how SLPs determine eligibility for speech and language services.</li> <li>• <b>Learn</b> about the role of the SLP in helping students develop communication skills needed to access their curriculum.</li> </ul>	<p>PowerPoint presentation, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How can understanding school-based speech and language services, including eligibility criteria and the role of the speech-language pathologist (SLP), help me support my child’s communication growth at home?</p> <p>Engage in learning by:</p>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
	pathologists (SLPs).	<ul style="list-style-type: none"> <li>• <b>Learn</b> strategies that can be used at home to support language development.</li> <li>• <b>Make connections</b> between this topic and Section E, Annual Services Plan (p. 119) of the SELPA Local Plan.</li> </ul>		<ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul>
<p><b>Wednesday, February 18, 2026</b></p> <p><b>Business Meeting #7</b></p>	<p><b>Topic: Understanding Executive Function and Supporting it at Home</b></p> <p><b>Understand</b> executive function and supporting it at home.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> what executive function is and why it plays a critical role in learning and behavior.</li> <li>• <b>Recognize</b> common executive function challenges faced by students with IEPs, including those with learning disabilities or autism.</li> <li>• <b>Make connections</b> between this topic and Section E, Annual Services Plan (p. 121) of the SELPA Local Plan.</li> </ul>	<p>PowerPoint presentation, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How do the executive function skills impact student learning, behavior, and independence – and what practical strategies can be used in the home to support their growth?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
<p><b>Wednesday, March 18, 2026</b></p> <p><b>Business Meeting #8</b></p>	<p><b>Topic: Positive Behavior Supports for Home and School</b></p> <p><b>Gain an understanding</b> of positive behavior supports for home and school</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Learn</b> how to use task analysis to break down and teach skills at home in ways that support and reinforce positive behavior outcomes that translate into both the home and school setting.</li> <li>• <b>Explore</b> ways to collaborate with school teams to align behavior supports and instructional strategies across home and school for consistency and greater effectiveness.</li> <li>• <b>Make connections</b> between this topic and Sections B (p. 100) and E (p. 124) of the SELPA Local Plan.</li> </ul>	<p>PowerPoint presentation, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How can understanding and using positive behavior supports at home strengthen our partnership with schools and increase positive student behavior?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
<p><b>Wednesday, April 22, 2026</b></p> <p><b>Business Meeting #9</b></p>	<p><b>Topic: Equity, Inclusion and Access in the Local Plan</b></p> <p><b>Learn</b> how equity, inclusion, and access are incorporated in the Local Plan.</p> <p><b>Update CAC Bylaws</b></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the differences between core and modified core curriculum pathways.</li> <li>• <b>Learn</b> how equity, inclusion, and access principles apply uniquely to each pathway within the special education context.</li> <li>• <b>Identify</b> strategies and resources for families that promote academic and social success for students.</li> <li>• <b>Make connections</b> between this topic and Section B (page 38) of the SELPA Local Plan.</li> <li>• Proposed changes to CAC Bylaws will be reviewed and discussed by committee members for approval.</li> </ul>	<p>PowerPoint presentation, video presentation, and other meeting materials</p> <p>CAC Bylaws</p>	<p>Members reflect on the guiding question: How can families, educators, and schools work together to ensure equitable access, meaningful inclusion, and appropriate support for students with disabilities in both core and modified core curriculum pathways?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul> <p>Members will review and discuss the proposed changes to the CAC bylaws for approval by the membership.</p>

Meeting Dates	Key Task	Outcome	Materials	CAC Member Responsibilities
<p><b>Wednesday, May 20, 2026</b></p> <p><b>Business Meeting #10</b></p>	<p><b>Topic: Identifying and Understanding Your Child's Needs</b></p> <p><b>Learn</b> about the LAUSD's special education intake assessment process and how it can be used to understand a child's strengths and needs.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the steps and purpose of the special education intake assessment process.</li> <li>• <b>Learn</b> how eligibility is determined and what areas of development are evaluated.</li> <li>• <b>Recognize</b> how assessments guide services and how to collaborate with professionals to develop appropriate IEPs that align with students' unique strengths and needs.</li> <li>• <b>Make connections</b> between this topic &amp; Section B, (pp. 41, 80, 82, 85) of the Local Plan.</li> </ul>	<p>PowerPoint presentation, video presentation, and other meeting materials</p>	<p>Members reflect on the guiding question: How can families, educators, and schools work together to ensure equitable access, meaningful inclusion, and appropriate support for students with disabilities in both core and modified core curriculum pathways?</p> <p>Engage in learning by:</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• taking notes</li> <li>• collaborating in groups</li> <li>• actively participating</li> </ul>

## Part III: Community Advisory Committee Meeting Policies

**Meeting Norms:** The Community Advisory Committee members are required to follow the Meeting Norms, Guidelines for a Safe and Welcoming Environment, and the Rules of Decorum.

The following is a list of the meeting norms:

- I/We will keep students as a priority.
- I/We will provide every person with a safe and welcoming environment.
- I/We will listen attentively and not interrupt each other.
- I/We will speak respectfully and briefly.
- I/We will stay focused on the meeting topics.
- I/We believe that we can agree to disagree.
- I/We believe there might be more than one solution to a problem.

**Attendance Policy:** Representatives are allowed two (2) absences from regularly scheduled meetings per membership year. Members must be present for one and one half hours during each meeting to be counted as present. When applicable, members are eligible for childcare reimbursement for attending meetings and training.

**Participation:** Many opportunities are available to participate in the discussion, deliberation, and decision-making at Community Advisory Committee Meetings. Members may be recognized by the Committee Chairperson and make motions or engage in debate on the floor. Any person of the public may sign up to speak during the Public Comment items on the agenda. During training, members may engage freely by raising their hands to be recognized by a presenter.

**Communication:** Members receive regular email, text, and Blackboard Connect Ed— messages to communicate information related to meetings and training. To obtain copies of materials, members may email the Office of Parent and Community Services website at [families@lausd.net](mailto:families@lausd.net). All

meetings are videotaped, and archived videos, along with meeting materials, are available on the Office of Parent and Community Services website at <https://lausd.org/cac>.

**Accessibility:**

When meeting in person, visitor parking is limited. To request a disability- related accommodation under the Americans with Disabilities Act (ADA), members may contact the Office of Student, Family and Community Engagement at least 24 hours in advance at (213) 481-3350. When meeting online, if additional assistance is needed with connectivity, members may contact the Office of Student, Family and Community Engagement staff at [families@lausd.net](mailto:families@lausd.net) or the LAUSD Helpdesk at (213) 443-1300.

CAC Syllabus Revised  
February 12, 2026