OAKLAND UNIFIED SCHOOL DISTRICT

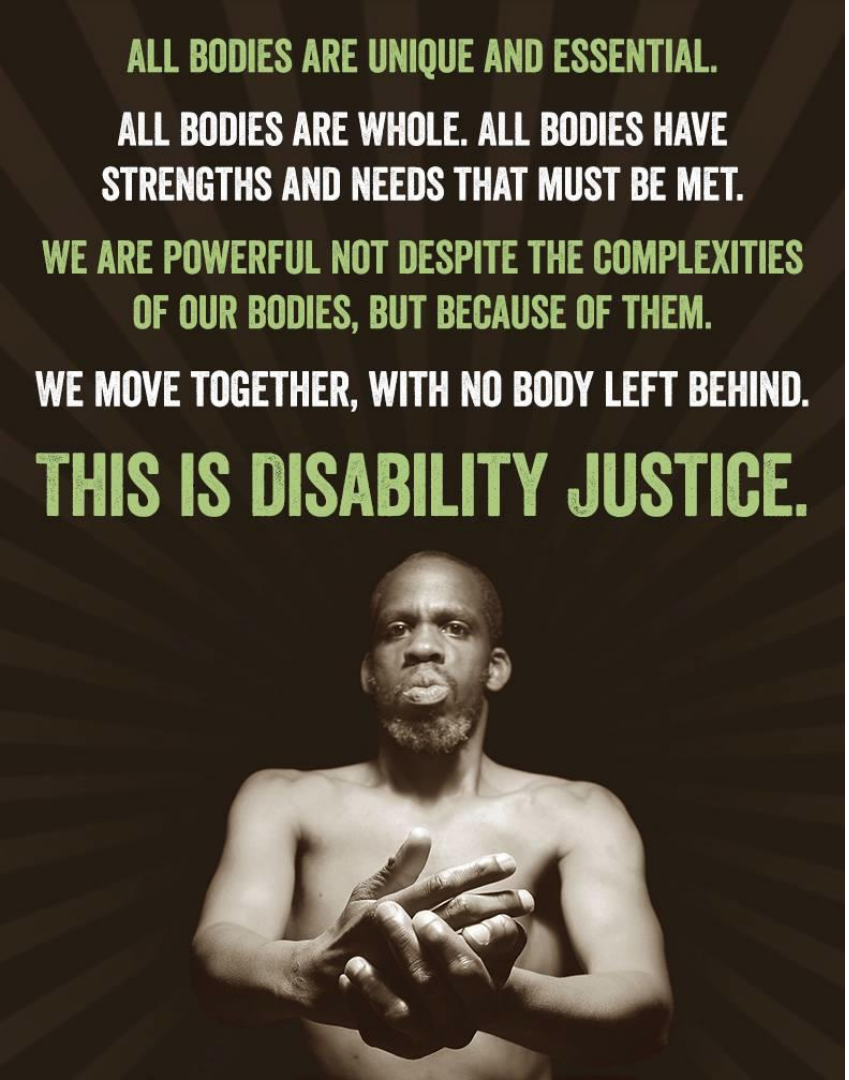
Community Schools, Thriving Students

Regular Meeting of the **Community Advisory Committee for Special Education** (CAC)

Zoom Link: https://ousd.zoom.us/j/86849229150
Meeting ID: 868 4922 9150
By Phone: 1-669-444-9171

May 12, 2025

This meeting is being recorded // Esta junta se está grabando.



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

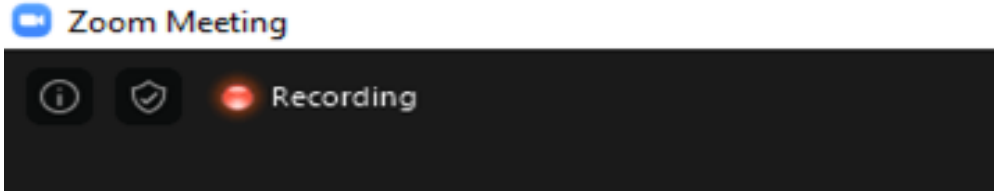
SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

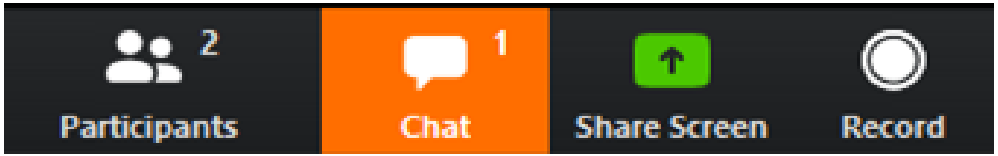
ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

We are recording.



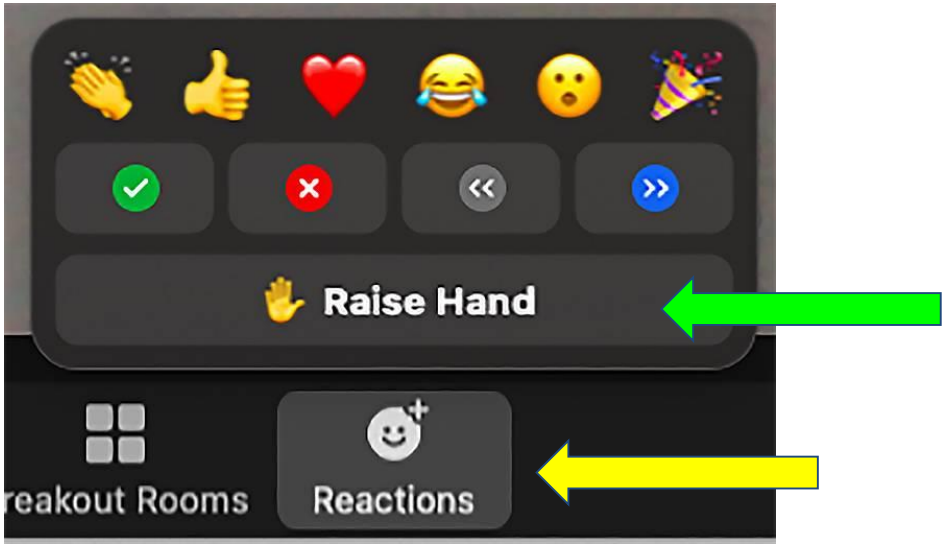
We invite you to use the chat.



Reminder: We can see and hear EVERYONE.

Please keep your sound turned off
until you ask a question or make a comment.

Please raise your hand to speak.



Security Instructions

You can find links for tonight's documents at ousd.org/LCAP . The folder for the **Community Advisory Committee for Special Education** is at the bottom of the page. Look inside for today's date.

CAC Members and Special Education/Central Office Administrators

Please remember to rename yourselves starting with the abbreviations CAC or CEN

Example: CAC-Corvetta Kirtman

Celebrating Our Young Adults and their Goals for the Future

Meeting Goals and Agreements

We have five goals for tonight:

1. Reground in the June 2024 CAC recommendations for the OUSD 2024-27 Local Control and Accountability Plan (LCAP)

2. Evaluate the success of the CAC community in advancing its key initiatives as they connect to the Local Control and Accountability Plan (LCAP)

3. Discuss next steps for helping to implement the recommendations for the LCAP

4. Celebrate the partnerships between the Special Education Department and other OUSD units that have most yielded improvements in the support that disabled students with IEPs receive

5. Look ahead to the work of the CAC in 2025-26

Members will also vote to elect a new CAC member.

Our Agreements

- One person speaks at a time (one microphone)
- Take space; make space
- Honor the agenda
- Tough on problems; easy on people
- Listen to understand
- Offer solutions

Review of the Agenda

6:00 30 mins.	**Welcome, Goals, Agreements, Introductions, Roll Call**
6:30 15 mins.	**CAC Announcements**
6:45 25 mins.	**Special Education Updates**
7:10 10 mins.	**Break**
7:20 40 mins.	**The Local Control & Accountability Plan: CAC Recommendations**
8:00 10 mins.	**Looking Ahead to 2025-26**
8:00 10 mins.	**Announcements, Appreciations, & Public Comments**

Introducing Ourselves

The Special Education Leadership Team

Executive Director

Jenn Blake, Executive Director,
Special Education and Health Services
Jennifer.Blake@ousd.org

K-12 School Support

Theresa Lozach
theresa.lozach@ousd.org
Director, Special Education ECE

Micaela Reinstein
micaela.reinstein@ousd.org
Director, Elementary Programs [Network 2]

Liana Nelson
liana.nelson@ousd.org
Coordinator, Elementary Programs [Networks 3 & 4]

Cary Kaufman
cary.kaufman@ousd.org
Director, Middle School Programs and Legal Support

Dr. Bianca D'Allesandro
bianca.dallesandro@ousd.org
Coordinator, Secondary Programs

Stephen Raser
stephen.raser@ousd.org
Director, High School Programs

Transition Services

David Cammarata david.cammarata@ousd.org Director, Young Adult and Transition Services	**Jake Hall** james.hall@ousd.org Assistant Principal, Young Adult and Transition Services

Related Services

Anne Zarnowiecki Anne.Zarnowiecki@ousd.org Director, Related Services (SLPs, OT, PT, Low Incidence)	**Dr. Betty Lin** Betty.Lin@ousd.org Coordinator, Related Services and Support Staff	**Dr. Stacey Lindsay** Stacey.Lindsay@ousd.org Director, Psychological and Mental Health Services

SELPA, IEP Quality, and Access

Aruna Subramanian aruna.sokol@ousd.org Coordinator, Disability Access	**Rain Johnson** rain.johnson@ousd.org SELPA Director [Nonpublic, Private, Child Find, Governance, and Contracts]	**Peggy Forbes** peggy.forbes@ousd.org Program Manager, IEP Quality

Click Here to view the Special Education Teacher on Special Assignment caseloads for 2024-25 in case you need to contact a member of our team about your child's special education services.

Who Is Here Today?

This meeting is being recorded // Esta junta se está grabando.

Please introduce yourself in the chat with your name and the name of your school, program, role, and/or organization.

You can also share the disability categories or identities with which you are most familiar from personal or family experience.

Roll Call

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony,

Mike Beebe, Jennifer Blake, Carol Delton, Ashley Demelo, Cynthia Gutiérrez, Sheila Haynes, Denise Huffstutler,

Patty Juergens, Corvetta Kirtman, Alan Pursell, Joe Manekin,

Coriander Melious, Anna Realini, Tiffany Stewart,

Sayuri Valenza, Inga Wagar, JD Woloshyn, Kristen Zimmerman

Quorum: 11

CAC Announcements & Election of a New Member

This meeting is being recorded // Esta junta se está grabando.

We have a nominee
for CAC membership!

Leona Lang,

parent of a student with an IEP
and Special Education teacher

CURRENT CAC VOTING MEMBERS:

Please send a text message to
Cintya Molina at 510-491-6069 with
your answer to the following question:

Do you want to elect the nominee as a CAC member?

YES + name of nominee
NO + name of nominee
ABSTAIN + name of nominee

You can become a CAC member at any time.

If you are interested, contact Cintya Molina at 510-491-6069 or cintya.molina@ousd.org.

Nominees must attend a minimum of 3 CAC meetings to become CAC members.

For additional information about the CAC:

[CAC Orientation]

tinyurl.com/4p3d7wh9

Announcements

From the CAC inbox

CAC Participation in Legislative Day

CAC at the Special Education Resource Fair

CAC Participation in School Board Taskforce

Approval of Linked Learning Plan for the Young Adult Program

Advising on the Facilities Master Plan

You don't have to be a CAC member to support the work of the CAC.

Let Us Know If You Want to Help.

Write to us at cacoakland@gmail.com if you would like join a specific initiative or support our committee in any way.

Follow Us and Stay Connected!

tinyurl.com/yem3h3a6

This link QR code leads to all
CAC-related addresses and key documents.

May & June Meetings and Activities

Wednesday, 5/14		Report at School Board Meeting
Monday, 5/19	6:00 pm	Members Dialogue
Wednesday, 5/21	6:00 pm	Report at PSAC Meeting
Week of 5/28 Last Week of School		
Monday, 6/1	6:00 pm	Prepare to Present Recommendations for 2025-26 to the School Board
Wednesday, 6/11		Present Recommendations to the School Board
Friday, 6/13	5:00 pm	End-of-Year Celebration
Monday, 6/16	TBD	Members Reflection Gathering

Special Education Updates

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Celebrating Fruitful Partnerships

Jennifer Blake, Special Education Executive Director

Guiding Question from CAC Members

In 2024-25, which partnerships with other OUSD departments or units most yielded improvements in the educational and socio-emotional support that disabled students receive?

Central Departments

Beneficial Partnerships, 2024-25

MTSS Team:

- Breaking silos by:
  - Bringing Behavior Specialists together for a shared monthly community of practice
  - Creating shared coaching strategies and documentation processes
- Supporting students with disabilities by:
  - Ensuring elementary schools receive a consistent three-part professional learning arc focused on behavioral functions, deescalation, and reinforcement systems, with 212 teachers reached so far
  - Creating accountability and tracking systems for the implementation of interventions for all students, including those with IEPs

Early Childhood Education:

- Breaking silos by:
  - Creating shared practices for tiered interventions and universal conditions
  - Collaborative planning for use of inclusive grant dollars
- Supporting students with disabilities by:
  - Building a plan to reduce reliance on segregated programs and increase inclusive enrollment
  - Strategically funding three new positions, including a Burbank site administrator, family engagement specialist, and a TSA

Beneficial Partnerships, 2024-25

Linked Learning Team:

- Breaking silos by:
  - Building common goals with shared accountability
  - Providing staff training on reasonable accommodations for internship and work partners
- Supporting students with disabilities by:
  - Increasing access to work-based learning activities for students in self-contained programs
  - Increasing the number of students with IEPs participating in ECCO summer internships for two years running

Summer Learning:

- Breaking silos by:
  - Operating an integrated program with students receiving ESY co-located with general summer programs
  - Managing partner contracts to include dedicated space for students participating in SCPs
- Supporting students with disabilities by:
  - Funding non-IEP added support for students in credit recovery
  - Prioritizing students with IEPs for general summer program seats, resulting in more than proportional participation last summer

Schools & Staff

Amazing First Year Educators!

- Ryland Takaro, UFS
- Brenda Franklin, Castlemont
- Matthew Akuluze Skyline
- Ophelia Groomes Oakland High
- Gabriel Lugo Home/Hospital
- Sara Mahjoobi Frick
- Jonathan Uribe - KDA
- Liz Powers - Montclair
- Nicole Keer - SEED
- Sonia Montoya - Bella Vista
- Margaret Chinn (OT)
- Alana Northup- YAP
- Emily Lovato (SLP)
- Magdalena Harper (Psych)
- Valexis Sutton- Skyline, mid year hire
- Luis Oceguera - Not first year in education, but first in this role
- Monica Torres- Piedmont Ave
- David Reed (MPA)
- Runda Osman (O High)
- Sienna Kuykendall (OT)

Site Highlights & Shout-Outs

Madison Park Upper:

- Reduced past-due IEPs considerably compared with last year
- Engaging in strategic planning for student groupings by analyzing iReady and Transmath/Language Live data
- Providing consistent literacy intervention for struggling readers

Joaquin Miller:

- Impactful partnership and deep planning work to create a learning center model that allows more students access to a flexible continuum of service rather than a binary RSP/SCP model.

Site Highlights & Shout-Outs

Esperanza:

- Year one principal who has dived into Special Education and been an active presence in the SCP programs on campus
- Direct relationship building with Special Education teachers and staff

Oakland High:

- Principal is providing meaningful feedback to support staff through the evaluation process
- Commitment to ensuring rigor in all programs
- Strong hiring of a midyear educator to lead the TACLE program

Site Highlights & Shout-Outs

Claremont:

- Administrative presence in learning walks and next steps to improve instructional quality in our SCPs
- Monthly SpEd:Site Leadership meetings
- Higher rates of IEP completion
- Reduction in support staff vacancies

Edna Brewer:

- Productive and consistent monthly SpEd:Site Leadership meetings
- Higher rates of IEP completion
- Student-level team consultation led to reduction in referrals and suspensions from SCPs

Questions

https://www.youtube.com/watch?v=gzmA1kkk660

Break 10 minutes

CAC Recommendations for the Local Control and Accountability Plan

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Link to the 2024-27 LCAP as adopted in June 2024

tinyurl.com/5bmznrmm

Pay special attention to Action 2.4, which begins on page 73.

Link to the CAC Recommendations for the 2024-27 LCAP with Responses from the Superintendent

tinyurl.com/42bsjd2z

Go to page 23.

Discussion of CAC Recommendations in Relationship to their Current Initiatives

1) Board Adoption of *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD*

Stopping the Expulsion of Disabled Students from their Schools to Close their Programs

2) Reducing Suspensions for Disabled Black Students in Middle School

3) Implementing *Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities* After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

4) Access and Equity for the Young Adult Program: Measure N/H Funding and Work-Career Opportunities for Disabled Students

5) Sufficient Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, and Instructional Support Specialists

6) School Board Legislative Priorities Related to Special Education: Requirements for Charter Schools, Funding for Students with Intensive Services

Discussion

Looking Ahead to 2025-26

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Please share our 2025-26 flyer and calendar of meetings.

English: tinyurl.com/yc2dnm9y
Spanish: tinyurl.com/y8ydrtbs

We will place the Arabic and Cantonese versions into the CAC public folder and into the document linked in the previous page as soon as they are available.

What is **one question** that you would like to have answered

OR

one change that you would like to see happen

in the 2025-26 school year?

Announcements, Appreciations Comments

TODOS LOS CUERPOS ESTAN ATRAPADOS EN LAS ATADURAS DE LA CAPACIDAD, RAZA, CLASE, GENERO, SEXUALIDAD Y CIUDADANIA.

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTRAS IDENTIDADES, SINO DEBIDO A ELLAS.

SÓLO EL ACCESO UNIVERSAL Y COLECTIVO NOS PUEDE LLEVAR A LA LIBERACIÓN UNIVERSAL Y COLECTIVA.

ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

Appendix

About Us:
The Community Advisory Committee for Special Education

Who can be part of the CAC?

Parents of disabled students in public or private schools

Parents of other students

Disabled students and adults

General Education teachers

Special Education teachers

Other school personnel

Representatives of other public and private agencies

Persons concerned with the needs of disabled people

Source 30 EC 56192

Our committee is required by law.

All Special Education Local Plan areas must establish and support a Community Advisory Committee for Special Education or CAC.

CA Education Code Section 30 EC 56190

OUSD is a one-district SELPA.

The OUSD Board of Education
IS the SELPA Board.

Board Directors review, adopt, help to implement, and evaluate the *Local Plan for Special Education* in partnership with our committee and community.

What We Do

a) Advise on the **development, amendment, and review of the Local Plan for Special Education**

b) Recommend **annual priorities**

c) Assist in parent education and
in recruiting parents and volunteers who may help to **implement the plan**

What We Do

d) Encourage **community involvement** in the development and review of the **local plan**

e) Support **activities on behalf of disabled people**

f) Assist in parent awareness of the **importance of regular school attendance**

What We Do

g) Support **community involvement in the [LCAP] parent advisory committee** . . .
to make sure that the parents of disabled students are included