

**Programs for Exceptional Children
Report to the Board of Education
and Community Advisory Committee
October 23, 2013**

1. 2013-14 PEC Staff Directory (Attachment A)

- Updated PEC Central Office Staff Directory is available on the OUSD PEC website.

2. 2013-14 PEC Program Resource Guide (Attachment B)

- Updated PEC Program Guide is available on the OUSD PEC website. Contents include:
 - o PEC Program Descriptions
 - o Program Coordinator/Specialist Assignments
 - o Psychological Services
 - o Organizational Chart
 - o Continuum of Services

Related services assignments

- Speech/Language Therapy
- Occupational Therapy
- Assistive Technology
- Physical Therapy

Program description for Deaf, Hard of Hearing and Visually Impaired programs

Program description for young adult programs

High School Young Adult Program Directory

3. 2012-13 Special Education Student Outcome Data (Attachment C)

- 9 different reports with performance data for special education students give a framework for our collective work

Special Education Enrollment

- 3 -year CAHSEE Pass rate by grade
- 3- year CELDT results
- 3 -year chronic absence results
- 3-year College Enrollment results
- 3-year CST/California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) results
- 3-year Graduation/Dropout Results
- 3-year Pathway participation data
- 2-year SRI results
- 3-year Suspension results

4. Status of Inclusion and Integration of Special Education data, goals and strategies into 2014-15 Community School Strategic Site Plans (CSSSP) & Budgets and School Quality Review (SQR) process. (Attachment D)

- PEC and QAA are in collaboration with ensuring inclusion of students with special needs in the school strategic planning process. School sites will have the support of PEC, LCI, FSCP and QAA to ensure that ALL students' needs are being addressed.

PROGRAMS FOR EXCEPTIONAL CHILDREN**Telephone Directory**
**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

First Name	Last Name	Title	Phone Number	Fax Number
Petrina	Alexander	Program Specialist - TPP	510-874-3723	510-874-3725
Christie	Anderson	Site Administrator, Burbank	510-729-7771	510-729-7767
Sheilagh	Andujar	Associate Superintendent	510-874-3700	510-874-3707
Amy	Arroyo	NPS Case Manager	510-874-3726	510-874-3739
Neena	Bawa	Coordinator, Severely Handicapped	510-874-3753	510-874-3756
Linda	Belonger	Focus Team	510-874-3714	510-874-3719
Marcie	Bissey	Psychologist	510-729-7762	510-729-7767
Barbara	Boyd	Coordinator, K-5	510-874-3759	510-874-3756
Margaret	Bray	PT	510-874-3730	510-874-3739
Carmen	Buenger	Community Relations Asst.	510-874-3724	510-874-3725
Dominic	Cacioppa	Program Specialist	510-874-3741	510-874-3756
Izek	Campion	APE Teacher	510-836-9735	510-874-3739
Winnie	Chan	Teacher OM	510-874-3766	510-874-3765
Athena	Coleman	Program Specialist	510-874-3745	510-874-3740
MaryAnn	Conner	Coordinator, Transportation & DIS	510-874-3732	510-874-3756
Rachel	Converse	Speech Therapist	510-729-7762	510-729-7767
Jennifer	Cruz	Speech Therapist	510-729-7762	510-729-7767
Susan	Dalpino	OT	510-874-3729	510-874-3739
Nicolette	Danielson	OT	510-874-3729	510-874-3739
Cale	Davis	CIP Teacher	510-874-3749	510-874-3740
Rebecca	Del Bono	Teacher DHH	510-874-3766	510-874-3765
Marcus	Douglas	APE Teacher	510-836-9735	510-874-3739
Ann	Elliston	Speech Therapist	510-729-7762	510-729-7767
Bayle	Emlein	Assistive Technology	510-874-3768	510-874-3707
Laura	Figuroa	OT	510-874-3728	510-874-3739
Olivia	Flores-Bevineau	OT	510-874-3728	510-874-3739
Peggy	Forbes	Program Specialist , Secondary	510-874-3745	510-874-3740
Richard	Friedman	Program Specialist, Elementary	510-874-3757	510-874-3756
Aujeanae	Gatewood	Office Manager II	510-874-3700	510-874-3707
Lisa	Gessow	Teacher OM	510-874-3766	510-874-3765
Vikie	Gilbert	Admin Asst – Mental Hlth	510-874-3715	510-874-3756
Althea	Glover	Admin Asst – Psych Svcs	510-874-3716	510-874-3719
Ophelia	Gomez	Program Specialist, HS, SH, YAP	510-874-3745	510-874-3740
Elizabeth	Gonzalez	Bilingual Admin Asst	510-874-3701	510-874-3707
Emily	Greene	Program Specialist, Elementary	510.874-3757	510-874-3756
Leslyn	Henry	Program Specialist, TPP	510-874-3722	510-874-3725
Mary Ann	Hill	Home & Hospital Teacher	510-874-3703	510-874-3707
Leonard	Hooper	Teacher, TAP Center	510-874-3760	510-874-3707
Larraine	Humphrey	Job Specialist	510-874-3723	510-874-3725
Diana	Iniguez	Focus Team	510-874-3727	510-874-3739
Beverly	Jenkins	Program Specialist, Severely Handicapped	510-874-3746	510-874-3756
Lillian	Johnson	Job Specialist	510-874-3723	510-874-3725
Debbie	Kerreos	Speech Pathologist	510-874-3726	510-874-3739
Pam	Lellis	PT	510-874-3730	510-874-3739

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First Name	Last Name	Title	Phone Number	Fax Number
Victor	Littles	Community Relations Asst	510-874-3724	510-874-3725
Valerie	Lopes	Coordinator, Psych Services	510-874-3718	510-874-3719
Gayle	Mackey	Administrative Asst -Elementary	510-874-3758	510-874-3756
Cristina	Magpantay	Fiscal Manager	510-874-3709	510-874-3707
Olivia	Mandilk	Executive Officer, SELPA & Compliance	510-874-3706	510-874-3707
Neeraj	Manger	MIS Tech Specialist	510-874-3711	510-874-3717
John	Marconi	Program Specialist, Mental Health	510-874-3741	510-874-3756
Jennifer	Matsuoka	CIP Teacher	510-874-3749	510-874-3740
Soledada	Menchaca	Job Specialist	510-874-3722	510-874-3725
Leah	Mitsuyoshi	Teacher VI	510-874-3766	510-874-3765
Roxane	Moncayo	Speech Therapist	510-729-7762	510-729-7767
Michele	Moore	Teacher VI	510-874-3766	510-874-3765
Craig	Morgan	Nurse	510-729-7762	510-729-7767
Christine	Morris	CIP Teacher	510-874-3749	510-874-3740
Patricia	Natale	CIP Teacher	510-874-3749	510-874-3740
Ludy	Navarra	Admin Assistant – Secondary	510-874-3742	510-874-3740
Dennis	Nelson	Program Specialist, High School	510-874-3745	510-874-3740
Phoebe	Nguyen	OT	510-874-3729	510-874-3739
Linda	Nieves	Administrative Assistant, Secondary	510-874-3743	510-874-3756
Pauline	Nishi	CIP Teacher	510-874-3749	510-874-3707
Raul	Nunez	MIS Tech Specialist	510-874-3712	510-874-3717
Silvia	Nuno	Diagnostic Center	510-729-7762	510-729-7767
Armando	Ochoa	Burbank Preschool Center	510-729-7771	510-729-7767
Terrie	Odabi	Job Specialist	510-874-3723	510-874-3725
Kara	Oettinger	Executive Officer, Programs and Services	510-874-3753	510-874-3756
Adam	Packer	CIP Teacher	510-874-3749	510-874-3740
Laurie	Panther	Coordinator, Curriculum & Instruction	510-847-3741	510-874-3756
Bryan	Payne	CIP Teacher	510-874-3749	510-874-3740
Deborah	Payne-Kelley	TSA	510-874-3703	510-874-3707
O'Neil	Provost	Teacher, Home & Hospital	510-874-3703	510-874-3707
Chelsea	Quann	Psychologist	510-729-7762	510-729-7767
Lila	Ramirez	Program Specialist, Severely Handicapped	510-874-3746	510-874-3756
Carolyn	Raymond	OT	510-874-3729	510-874-3739
Belinda	Rector	APE Teacher	510-836-9735	510-874-3739
Ursula	Reed	Coordinator	510-874-3726	510-874-3739
Beverly	Robinson	Teacher, Home & Hospital	510-874-3703	510-874-3707
Toni	Rosso	Teacher VI	510-874-3766	510-874-3765
John	Rusk	Coordinator, Compliance	510-874-3764	510-874-3707
Alita	Sanchez	APE Teacher	510-836-9735	510-874-3739
Raymond	Sanchez	Custodian	510-874-3703	510-874-3707
Wynne	Sarran	OT	510-874-3728	510-874-3739
Robin	Sasada	SELPA Program Manager	510-874-3702	510-874-3717
Chantay	Shepperd-Dykes	Community Service Worker	510-874-3713	510-874-3736
Jodi	Sinclair	Teacher OM	510-874-3766	510-874-3765

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First Name	Last Name	Title	Phone Number	Fax Number
Bernice	Stanley	Coordinator, Mental Health	510-874-3761	510-874-3756
Rena	Moore	Community Service Worker, Transportation	510-874-3705	510-874-3717
Lisa	Sully	Teacher DHH	510-874-3766	510-874-3765
Charlton (Peach)	Tarver	Reading Clinic @ LaEscuelita	510-874-4552	510-874-4504
Kamila	Weaver	Program Specialist, Non Public Schools	510-874-3726	510-874-3739
Don	Weinger	Speech Therapist	510-729-7762	510-729-7767
Nancy	Welt	1:1 Assessment	510-874-3726	510-874-3739
Melissa	Williams	Coordinator, Secondary	510-874-3721	510-874-3740
Mary Ann	Wittenberg	Teacher, Home & Hospital	510-874-3703	510-874-3707
Michaelynn	Woodrow	OT	510-874-3728	510-874-3739
Leanne	Wu	Program Specialist, Severely Handicapped	510-874-3746	510-874-3707
Ana	Zambrano-Sanchez	CIP Teacher	510-874-3744	510-874-3740

Programs for Exceptional Children

Program Guide

2013-2014

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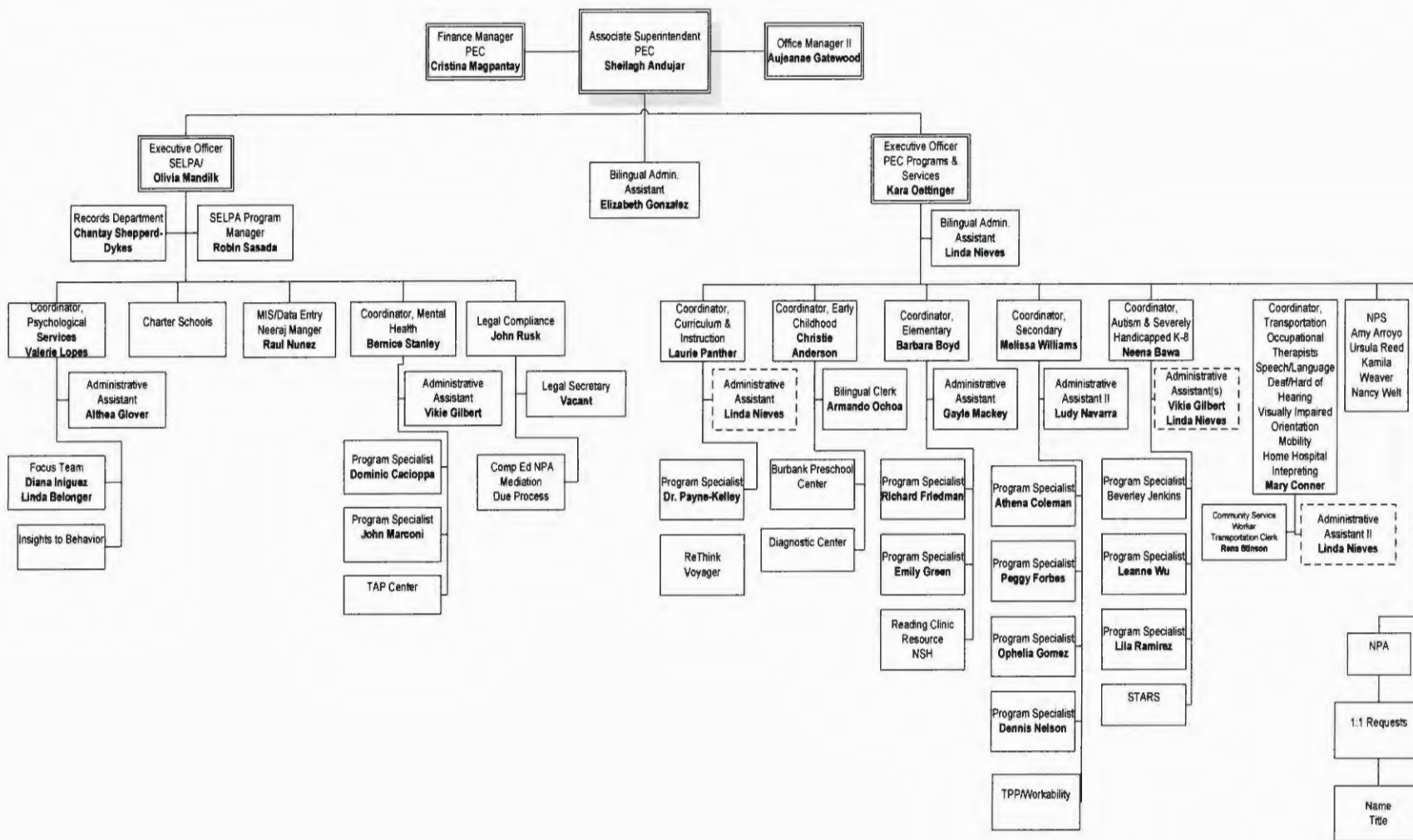
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Appendices

Speech/Language Therapy Assignments

Program description for Young Adult Programs

High School Young Adult Program Directory



Continuum of Services and Placements for Students with IEP's

Least Restrictive Environment

Percent of time spent outside general education

Areas of Need		0-15%	16-30%	30-65%	65-85%	85-100%	
M I L D	Academic Skills	RSP Push in and pull out services and case management. Student in 10-28:1	RSP Push in and pull out services and case management. Student in 10-28:1	NSH SDC Specialized Day Class (SDC) for 3 periods per day Student in 6-10:1	NSH SDC Specialized Day Class (SDC) for 4 periods per day Student in 6-10:1	NSH SDC Specialized Day Class (SDC) for 5 periods per day Student in 6-10:1	
	M O D E R A T E	Social / Behavioral Skills	ASIP Pull out 0-1 period/day. Support with Social Skills and unstructured times. Students in 2-3:1	ASIP Pull out 1-2 period/day Support with Social Skills and unstructured times. Students in 2-3:1	ASC Specialized Day Class (SDC) for 3-4 periods per day Modified academics and social skills Students in 4:1	ASC / NSH SDC Specialized Day Class (SDC) for 4-5 periods per day Modified academics and Students in 4:1 / 7:1	NSH SDC Specialized Day Class (SDC) for 5-6 periods per day Student in 6-10:1
		S E V E R E	Functional Skills	Full Inclusion Pull out 0-1 period/day. All push in services and case mngmnt Student in 2-3:1	Full Inclusion Pull out 1-2 period/day All push in services and case mngmnt Student in 2-3:1	SH SDC Specialized Day Class (SDC) for 3-4 periods per day Students in 4-6:1	SH SDC Specialized Day Class (SDC) for 4-5 periods per day Students in 4-6:1.

Program Description

Mild/Moderate Programs

ASIP (Autism Spectrum Inclusion Program)

ASIP is a full inclusion program that provides aide support in the general education classroom as needed and workshops to address social and executive functioning deficits.

Purpose:

- To address social and communication deficits including: social initiations, reciprocity and terminating interactions, social cognitions, perspective taking and self awareness, social anxiety and social withdrawal.
- To address executive functioning deficits including: organization, time management, self-monitoring, goal setting and work completion.
- To address academic deficits in areas such as writing skills, comprehension and higher order thinking.

Academic support

- Students are supported in all areas of their day using techniques such as prompting, scaffolding and curricular accommodations with the focus on increasing the students' skills to access curriculum and succeed independently.
- Students are functioning at or near grade level and receive accommodations per their IEP
- Social skills and executive functioning skills are directly taught in a small group setting to ensure that discrete skills are being learned. Once skills are learned in a small group setting, students are supported to practice and generalize those skills with their general education peers, across their school day.

Inclusion

- Students are fully-included for the entire school day, with the exception of a workshop and/or social skills group

Site	Grade Level	Teacher
Carl Munck	K-5	Amanda Seaton
Chabot	K-5	Natalie Weinberger
Crocker Highlands	K-5	Morgen Oecklers
Encompass	K-5	Laura Biga
Hillcrest	K-5	Natalie Wendt
J. Miller	K-5	Dominica Tarica
Piedmont Ave	K-5	Christeen Treacy
Sequoia	K-5	Sonia Thatcher
Edna Brewer	6-8	Kiernan Rok
Montera	6-8	Deborah Morris
Oakland Tech	9-12	Rebecca Wolf
Skyline	9-12	Courteny Gumora

Special Day Class (SDC)- Non-Severe (NSH)

The NSH SDC is a self-contained classroom that provides modifications and/or intervention curriculum with mild-moderate impairments and social-cognitive deficits.

Purpose

- Addresses academic deficits with targeted interventions (e.g. Voyager)
- Provide behavioral supports and structures to allow students access to the general education, to the extent in which the student benefits

Academic Support

- Modified or intervention curriculum in reading, writing and math
- Social skills and executive functioning supports as necessary and required by the IEP

Inclusion

- Students are included to the extent in which they benefit and in accordance with their IEP
- For socialization opportunities, students are included for lunch, recess, assemblies and field trips.

Site	Grade Level	Teacher
Burbank	Preschool	Kate Rozzi
MLK	Preschool	Arza Ralph
Fruitvale	Kindergarten	Kelsey Johnson
Fruitvale	1-3	Naima Smith
Fruitvale	3-5	Robert Kell
ACORN Woodland	Kindergarten	Kim Sharrar
ACORN Woodland	1-3	Natalie Kingler
Cleveland	Kindergarten	Mary Schriener
Brookfield	1-3	Effie Thomas
East Oakland Pride	K-2	Nicole Lockard
East Oakland Pride	3-5	Lois Corrin
Encompass	4-5	Monica Alcala
Global Family	1-3	Asha Levert
Global Family	3-5	Brian Green
J. Miller	4-5	Rita Meagher
Lafayette	1-3	Steve Butler
Lafayette	4-5	Jacqueline Smith
Manzanita Seed	K-4	Paul Davis
Manzanita Community	1-3	Micaela Reinstein
Manzanita Community	4-5	Randhawa Kirendeeep
Edna Brewer	6-8	Michelle Koo
Edna Brewer	6-8	Caitlin Everett
Edna Brewer	6-8	Ismael Armendariz
Elmhurst	6-8	Stephanie Evans
Frick	6-8	Nicholas Wright
Frick	6-8	Lindsay Maple

Site	Grade Level	Teacher
James Madison	6-8	Joann Jacob
Montera	6-8	Mathias Gordon
Roosevelt	6-8	Rene Carranza
Roosevelt	6-8	Molly Bloom
Roosevelt	6-8	Shawdee Rouhafza
United for Success	6-8	Sohail Ahmed
Westlake	6-8	Eric Chorley
Westlake	6-8	Angela Badami
Westlake	6-8	Loren Gluck
Coliseum College Prep Academy (CCPA)	6-12	Paul Callis
Coliseum College Prep Academy (CCPA)	6-12	Michael Delany
Castlemont	9-12	Danielle Dixon
Castlemont	9-12	Mary Padden
Castlemont	9-12	Michelle Gonzalez
Castlemont	9-12	Clifford Simmons
Fremont	9-12	Jessica Clarke
Fremont	9-12	Kristen Ramirez
McClymonds	9-12	Pat Calloway
Oakland High	9-12	Ben Siino
Oakland High	9-12	Michael Vuksinich
Oakland High	9-12	Karen Snider
Oakland High	9-12	Gray McIntosh
Oakland High	9-12	Diana MacDonald
Oakland Intl High	9-12	Ryann Pollock
Oakland Tech	9-12	Natalie Cooper
Oakland Tech	9-12	Keith Debro
Oakland Tech	9-12	Jennifer Borens
Skyline	9-12	Kathleen Mogica
Skyline	9-12	Chris Bloomfield
Skyline	9-12	Bryce Noble
Skyline	9-12	Chris Bloomfield
Skyline	9-12	Megan Robinson

Academic and Social Competencies (ASC)

The Academic Social Competency Class is designed to support students that have mild to moderate academic, social and study/organizational deficits. It is considered a specialized Non-Severe Special Day Class.

Purpose

- To address academic and social/emotional deficits
- Provide daily direction instruction in executive functioning skills

Academic Support/Executive Functioning and Social Skill Support

- Modified or intervention curriculum in reading, writing and math
- Focus on goal setting, sustained attention, task initiation/completion, organization, self-advocacy, communication and relationships

Inclusion

- Students are included in accordance with their IEP, but typically 30-60% of the school day.
- For socialization opportunities, students are included for lunch, recess, assemblies and field trips.

Site	Grade Level	Teacher
Emerson	K-2	Krista Schuller
Emerson	3-5	Jennifer Dunn
Grass Valley	4-5	Lizzie O'Reilly
Brett Harte	6-8	Sally Schultz
Brett Harte	6-8	Jessica Baer
Montera	6-8	Nikki Williams
Oakland Tech (upper campus)	9-12	Coriander Melious
Life Academy	9-12	Alexander Rice

Language Enriched SDC (LE SDC)

The LE SDC is an elementary self-contained classroom that provides targeted instruction to students who have significant language delays. It is considered a NSH program and students receive the general education curriculum/instruction.

Purpose

- To address the discrepancy between verbal abilities and performance
- To provide complete access to the common core standards while providing increased opportunities to expand expressive language skills

Language Instruction

- Students receive constant exposure to language and increased opportunities to respond using both verbal and non-verbal modes of communication.
- Speech/language services are provided both directly and indirectly through a consult model, in accordance with their IEPs.

Inclusion

- Students are included to the extent in which they benefit and in accordance with their IEP.
- For socialization opportunities, students are included for lunch, recess, assemblies and field trips.

Site	Grade	Teacher
Burbank	Preschool	Courtney Woolverton
Burbank	Preschool	Monica Del Rio
Markham	Preschool	Lara Lawrence
Markham	K	Robert McMillen
Markham	1-2	Andrea Durio

Site	Grade	Teacher
Grass Valley	K-1	Julie Slater
Grass Valley	2-3	Joan Buhler
Grass Valley	4-5	Diana Culmer
Bella Vista	K-1	Mai Young
Bella Vista	2-3	Christine Marchetti
Bella Vista	4-5	Sophia Tai

Reading Clinic

The reading clinic provides intensive research based instructional reading strategies to students in a small group setting. It supports students in grades K-5 who have not responded to the school-based interventions. Services are offered in both a pull-out and SDC model, which is based on targeted assessment.

Site	Grade	Teacher
La Escuelita	K-5 Clinic	As assigned
Redwood Heights	K-2	Stoddart, Kellie
Redwood Heights	3-5	Silberstein, Daniel

Resource

Resource Specialists conduct educational assessments and provide instruction and special education support services to students with mild to moderate disabilities who are assigned to general education classroom teachers for a majority of a school day. These students can range in age from birth through age 22 and have educational needs that have been identified in an Individualized Education Program (IEP) and/or Individualized Transition Plan (ITP) developed by the special education team.

The needs and goals of each student are designated by their Individual Education Plans (IEPs). In some cases, Resource Specialists “push into” their classes or provide consultation for their general education teachers. Other students benefit from “pull-out” time. In these cases, students visit an RSP classroom for part of the day, possibly every day or several times a week, to work on basic skills.

NAME OF SCHOOL	PROGRAMS	TEACHER	SUPPORT STAFF
100 Black Men	RSP	Linda Grayson	Vacancy
ACORN Woodland	RSP	Eric Miller	Maryann Vastag
Allendale	RSP	Taggylee Bowers	Antoinette Uzoma
American Indian	RSP	Sara Somers	Acoy Wade
Bella Vista	RSP	Chole Messdaghi	Vacancy
Bridges	RSP	Sam Martinez	Vacancy
Brookfield	RSP	Jerome Perry	Yaminah Omari
Burckhalter	RSP	Sara Somers	Acoy Wade
Carl Munck	RSP	Monica Rudnick	Linda Schennek
Chabot	RSP	Barbara Kass	Vacancy

NAME OF SCHOOL	PROGRAMS	TEACHER	SUPPORT STAFF
Cleveland	RSP	Christine Rosen	Maria Gonzalez
Community United	RSP	Cary Kaufman	Renae Foster
Crocker	RSP	Ashley Demelo	Vacancy
E.C. Reems	RSP	Shidah Rofan	Marie Cross
East Oakland Pride	RSP	Adarene Hoag	Vacancy
East Oakland Pride	RSP	Elizabeth Bone	Audrey Jones
Emerson	RSP	Aiste Solly	Vacancy (Mrs. Benjamin on leave)
EnCompass	RSP	Eric Miller	Maryann Vastag
EOLA	RSP	Christine Rosen	Vacancy
Esperanza	RSP	Rose Boos	Sophany Martinelli
Franklin	RSP	Anzella Jones	Keisha Rhodes
Fred Korematsu	RSP	Rose Boos	Sophany Martinelli
Fruitvale	RSP	Kulsoom Mirza	Betty Reed
Futures	RSP	Kimberly Lum	Vacancy
Garfield	RSP	Ellen Faden	Hilda Menjivar
Glenview	RSP	Ashley Demelo	Vacancy
Grass Valley	RSP	Ian Simko	Emma Jones
Greenleaf	RSP	Lena Eckhoff	Maria Gonzalez
Hillcrest	RSP	Mary Lou Solecki	Vacancy (Tran)
Hoover	RSP	Lyn Waldon	Angela Smith
Horace Mann	RSP	Sam Martinez	Antonette Uzoma
Howard	RSP	Ian Simko	Emma Jones
Int Comm	RSP	Naomi Katz	Rose Rosalea
Joaquin Miller	RSP	Mason McKinley	Joann Cooper
Kaiser	RSP	Bethany Meyer	Anne McGuinness
LaEscuelita	RSP	Tracy Donadio	Marta Silva
Lafayette	RSP	Lynn Waldon	Angela Smith
Laurel	RSP	Judy Wolfe	Jenine Ridgway
Lincoln	RSP	Adarence Hoag	TBD
Lincoln	RSP	Deborah Nelson	Morrell Smith
M.L.King Jr. K to 5	RSP	D'Quita Woods	Ardean Mundy
Manzanita Comm	RSP	Ray Brown	Monci Albert
Manzanita Seed	RSP	Ray Brown	Monci Albert
Markham	RSP	Kulsoom Mirza	Betty Reed
Montclair	RSP	Mason McKinley	Joann Cooper
New Highland	RSP	Jerome Perry	Yaminah Omari
NOCCS	RSP	Julia Hart	Vacancy
Parker	RSP	Monica Rudnick	Linda Schennek
Peralta	RSP	Anzella Jones	Mynnette Holland

NAME OF SCHOOL	PROGRAMS	TEACHER	SUPPORT STAFF
Piedmont	RSP	Bethany Meyer	Anne McGuinness
Place	RSP	D'Quita Woods	Ardean Mundy
Reach	RSP	Elaine Peterson	TBD
Redwood Heights	RSP	Valeria Haro	Vacancy
Rise	RSP	Cary Kaufman	Renae Foster
Sankofa	RSP	Kyoko Utsomi	Mynnette Holland
Sequoia	RSP	Sara Somers	Vacancy
Madison Lower Campus	RSP	Vacancy	Sybil Carpenter
Think College	RSP	Naomi Katz	Rose Rosalea
Thornhill	RSP	Danielle Schisler	Carolyn Person
Vincent Academy	RSP	Tracy Donadio	Marta Silva

Middle

NAME OF SCHOOL	PROGRAMS	TEACHER	SUPPORT STAFF
Alliance	RSP	Tiffany Chan	Vacant
Bret Harte	RSP	Amaru Moses	Rachel Manning
Bret Harte	RSP	Claire Lesnick	Stephanie Cansler
Claremont	RSP	Linda Higgins	Thomi McCray
Edna Brewer	RSP	Andrew Dryer	Sue Getreuer
Edna Brewer	RSP	Mark Airgood	Dale Lewis
Elmhurst	RSP	Cori Schneider	Kwame Stamp
Frick	RSP	Tuba Abbasi	Karen Slider
James Madison	RSP	LaDonna Byers	Audrey Phillips-Hornes
Melrose	RSP	Joanna Miller	Elvira Calderon
Montera	RSP	Patricia Breault	Randi Pritchard
Montera	RSP	Hanna Passafuime	Maria Ester Galicia
Montera	RSP	Mathias Gordon	Valerie Jones
Roosevelt	RSP	Jennifer Blakde	Ryan Pham
Roosevelt	RSP	May Chaltiel	LaDasha Berry
United for Success	RSP	John Refleng	Shirley Smith
Urban Promise/Oakland Charter Middle	RSP	Raisi Zambrano	Vacant
West Oakland MS	RSP	Jasmine Vance	Dawn Ajekuko
Westlake	RSP	Neku Pogue	Vacant
Westlake/American Indian	RSP	Kristin Psiaki	Vacant

High School

NAME OF SCHOOL	PROGRAMS	TEACHER	SUPPORT STAFF
Arise	RSP	Ericka Castillo	Vacant
Barack Obama/OCA	RSP	Vacant	Vacant

NAME OF SCHOOL	PROGRAMS	TEACHER	SUPPORT STAFF
Bay Tech/E.L./Rudsdale	RSP	Andrew Benz	Jina Howard
Bunche/McClymonds	RSP	Yvonne Hodge	Charles Simmons
Castlemont	RSP	Clarissa Chan	Vacant
Castlemont	RSP	Ebony Johnson	Steve McCutchen
CCPA	RSP	Rachel Korschun	Carl Rose
Community Day/Dewey	RSP	Johnetta Wimberly	
Fremont	RSP	Beth Suddreth	Lida Kem-Lam
Fremont	RSP	Edward Holohan	Marcella Evans
Life Academy/Sojourner Truth ISP	RSP	Lorraine Savatone	
Life Academy	RSP	Lindsay San Martin	Joycelyn Eckels
Metwest	RSP	Sara Heller	Ana Villalobos
Oakland High	RSP	Payton Carter	Vacant
Oakland High	RSP	Daniel Park	Tu Tran
Oakland High	RSP	Amy Wilder	Dyanasha McCree
Oakland High	RSP	Jessica Muldoon	Samson Yang
Oakland International/O. Tech	RSP	Elizabeth Wiemels	Vacancy
Oakland Tech	RSP	Mary Greene	Abraham Habte
Oakland Tech	RSP	Brooke Rocke	
Oakland Tech	RSP	Katherine Bynum	Eva Batista
Skyline	RSP	Matt Clark	Kristi Wright

Moderate/Severe Programs

Severely Handicapped SDC (SH SDC)

The SH SDC is a self-contained class that serves students with significant disabilities, which focuses on functional skills and communication

Purpose

- To teach self-help and daily living skills, such as dressing/undressing, toileting and basic hygiene skills.

Academic Support

- Alternative curriculum

Inclusion

- Students are included to the extent in which they benefit and in accordance with their IEP
- For socialization opportunities, students are included for lunch, recess, assemblies and field trips.

Site	Grade Level	Teacher
Burbank	Preschool	Jawwei Wang

Site	Grade Level	Teacher
Burbank	Preschool	Donna Wolfe
Montclair	Preschool	Bev Rubini
Korematsu	Preschool	Vacant
Korematsy	K-1	Anthony Williams
Bella Vista	1-3	Jocelyn Garcia
Bella Vista	4-5	David Takeuchi
Brookfield	1-3	Deborah Campbell
Brookfield	3-5	La'Porshi Harris
Franklin	K-2	Karen Gross
Franklin	3-5	Sherry Jacobs
La Escuelita	1-3	Natalie Morris
MLK	1-3	Barbara Rabb
MLK	K-2	Valerie Hite-Smith
MLK	4-5	Lindsey Smallwood
Piedmont Ave	K-1	Kathleen Hutchinson
Claremont	6-8	Daniel Grassian
Montera	6-8	Celina Andrade
Roots	6-8	Jacqueline Brown
Westlake	6-8	Monique Painton
Oakland High	9-12	Michael Vuksinich
Castlemont	9-12	Junstina Ogbu
Oakland Tech	9-12	Mary Ann Drilon
Oakland Tech	9-12	Vacancy
Oakland Tech	9-12	Stephanie Krause
Oakland Tech	9-12	Teren Ruiz/Jocelyn Lin
Skyline	9-12	Helena Segal
Skyline	9-12	Amy Burns
Skyline	9-12	Luke Kramschuster
Skyline	9-12	Stacey Dane

Special Day Class (SDC)-Autism

The Special Day Class-Autism is a self-contained class designed to support students with moderate-severe impairments and social-cognitive deficits.

Purpose:

- To address verbal behavior deficits and cognitive delays

Academic Support

- With the use of Applied Behavior Analysis, students are taught using methods such as Discrete Trial Training, Natural Language Paradigm and TEACCH method.
- Students are provided curricular modifications and/or intervention curriculum

Inclusion

- Students are included in academic periods to the degree in which they will benefit.
- Students are included in social opportunities, such as but not limited to: lunch, recess, assemblies and fieldtrips

Site	Grade Level	Teacher
Burbank	Preschool	Alana McDonough
Burbank	Preschool	Jane Woo
Burbank	Preschool	Melanie Barnett
Burbank	Preschool	Melissa Schwab
Burbank	Preschool	Queen Igbinake
Burbank	Preschool	Caroline Jones
Burckhalter	Preschool	Linda Phan
Burckhalter	K-2	Katherine Wilson
Burckhalter	3-5	Heidi Bratton
Brookfield	K-2	Pamela Litchenwalner
Brookfield	3-5	Denise Holladay
Emerson	Preschool	Anna Wolfe
Emerson	K-2	Angela Alfaqih
Emerson	3-5	Susan McWilliams
Sankofa	Preschool	Vacant
Sankofa	K-2	Traci Grizzle
Sankofa	3-5	Laura Aranda
Howard	K-2	Caitlin Healey
Howard	K-2	Moncia Novak
Howard	3-5	Matthew Monteen
Thornhill	K-2	Liana Nelson
Roosevelt	6-8	Sadie Guthrie
Claremont	6-8	Benjamin Woodside
Edna Brewer	6-8	Andrea Davis
Skyline	9-12	John Gillette
Skyline	9-12	Chris Tasik

Moderate/Severely Handicapped Inclusion

The SH Inclusion program is designed to support students with moderate to severe disabilities in the general education setting as much as appropriate.

Purpose:

- To address academic and social/emotional deficits
- Provide daily direction instruction in executive functioning skills

Academic Support/Executive Functioning and Social Skill Support

- Modified curriculum in reading, writing and math
- Focus on goal setting, sustained attention, task initiation/completion, organization, self-advocacy, communication and relationships
- Build community and life skills

Inclusion:

- Students are included in academic periods to the degree in which they will benefit, typically with a modified version of the same academic tasks.

- Students are included in social opportunities, such as but not limited to: lunch, recess, assemblies and fieldtrips

Site	Grade Level	Teacher
Carl Munck	K-5	Kimberly Hood
Garfield	K-5	Nolan Hutton
Montera	6-8	Celina Andrade
Bret Harte	6-8	Florence Grey
Skyline	9-12	Luk Kramschuster
Skyline	9-12	Stacey Dane
Oakland Tech	9-12	Stephanie Krause
Oakland Tech	9-12	Ruiz,Y/Lin, J

Deaf-Hard of Hearing SDC (D-HOH SDC)

The Oakland Unified School District Deaf and Hard of Hearing Program (D/HH) provides a variety of programs and services designed to meet the individual needs of a wide spectrum of hearing impaired students. This encompasses students from birth through 21 years old, whose hearing impairment, even with correction, adversely affects educational performance.

Program Options

Infant Program: This program provides both home and center based instruction from birth to three years old. Parent support and education are key parts of the program.

Preschool: This program is designed for hearing impaired students three through 5 years old. The goal is development of linguistic competence, communication skills and auditory/Verbal skills. The program uses a total communication system including sign language and oral communication. Students have the opportunity to integrate with age appropriate hearing peers. Both classroom instruction and home support are provided.

Special Day Class Programs. Classes for the hearing impaired students are available at designated elementary and middle schools. Credentialed teachers of the deaf provide instruction designed for continued language development in the student's primary mode of communication, English Language acquisition and access to core educational curricula. Students are placed in SDC classes with age appropriate deaf and hard of hearing peers, ensuring communication access to a critical mass of peers. Students have the opportunity for mainstreaming with hearing peers. Educational Interpreters are available for students taking classes in the regular education program. Home support as well as sign language classes are available for families.

Secondary Programs: High school aged deaf students are most often referred to the California School for the Deaf in Fremont in order to have access to increased opportunities for socialization with a larger group of deaf peers. Students who choose to remain in Oakland Public Schools are placed in the most appropriate program to meet their needs

and support services such as educational interpreters and itinerant services.

Itinerant Programs. Some hard of hearing students attend their neighborhood schools. These students receive support services from itinerant teachers of the deaf. Services may include support of classroom FM systems, auditory skill development, academic support and consultation to teachers and parents.

Site	Grade	Teacher
Burbank	Preschool	Diana Montes
Burbank	Preschool	Jennifer Watt
Franklin	K-1	Connor Cummins
Frankline	2-4	Sharon Graha-Allen
Bret Harte	6-8	Elizabeth Chiment
Skyline	9-12	Dennis Spencer

Visually Impaired SDC/Inclusion

The Visually Impaired Program, Oakland Unified School District, provides a variety of programs and services designed to meet the individual needs of a Wide spectrum of visually impaired students. The term visually impaired includes both partially seeing and blind students. Students from birth through age 21 are eligible for these services.

Programs Options

Infant Program: This program provides both home and center based instruction. The infant program is designed to encourage the Visually impaired child's awareness of the world and emerging learning style. Parent support and education are key parts to the program.

Preschool Program: This program is designed for visually impaired students aged 3-5. The preschool program provides both classroom instruction and home support. The goal is to help young Visually impaired students function their highest possible level before they enter age appropriate school programs.

Special Day Mainstream Programs: Visually impaired students are enrolled in designated elementary, middle school and senior high school in special day classes. Students are mainstreamed into regular classes for varying degrees of the school day. The special day resource room contains specialized materials and equipment designed especially for visually impaired students and has a full time teacher of the visually impaired available to facilitate the students' educational program. During one or more periods of the school day, instruction may be offered in the specialized subjects such as Braille, visual efficiency, typing and computers

Itinerant Programs: Some Visually impaired students attend their neighborhood school. These students may receive instruction/services at specific times from itinerant teachers of the visually impaired. Listening skills, visually efficiency, use of specialized equipment and academic skills may be taught. Itinerant teachers work closely with school staff to ensure program objectives are met and materials are available so that

students may function effectively in their classroom.

Orientation and Mobility: O&M training prepares students to travel independently in a safe and efficient manner at school, in their community and on public transportation. Specialized instruction might also focus on living skills. Information regarding the development and reinforcement of these skills will be shared with educators and parents.

Services: Specialized instructional materials and equipment are provided as appropriate. Books in Braille, large print and recorded format, Braille Writers, magnification , large print typewriters, adapted computers and other state of the are equipment may be provided.

Site	Grade	Teacher
Glenview	Preschool	Sandy Ratto
Glenview	K-5	Teri Ferree
Glenview	K-5	Brianne Stockman
Bret Harte	6-8	Sheila Brethauer
Skyline	9-12	Vacancy

Technology and Augmentative Communication for Learning Enhancement (TACLE) SDC

TACLE students are taught in a self-contained SDC setting. Students are taught using an appropriate curriculum, which is adapted to their unique needs. The emphasis is on communication using customized augmentative communication systems and assistive technology that enhances learning.

Purpose

- To address and develop for each student a multimodal, customized, augmentative/alternative communication (AAC) system(s) enabling interaction at school, home, and in the community.
- To identify for each student the necessary assistive technology (AT) for optimal access to the curriculum.
- To address and maintain academic focus utilizing AAC/AT.

Academic Support

- Students are supported in all areas of their day using varied communication and stimulation devices. The students are working on academic, functional, and life skills.
- Students receive assistive technology support throughout their day and as they go into inclusion settings.
- Students are working in small groups with the teacher and support staff. The students receive alternative and/or intervention curriculum

Inclusion

- When appropriate, students are mainstreamed into general education classrooms. They are also mainstreamed into general education in non-academic settings for any part of the school day.

Site	Grade Level	Teacher
Redwood Heights	3-5	Stephanie Tiaymuree
Redwood Heights	K-3	Maureen Gihooley
Claremont	6-8	Santiago Bustamante
Oakland High	9-12	Jocelyn Manalac

Adult Programs

Community Immersion Program (CIP) and Community Mainstream Program (CMP)

See appendices for description

Site	Grade	Teacher
CIP 1 Laney	Young Adult	Adam Packer
CIP 2 Merritt	Young Adult	David Cammarata
CIP 3 Laney	Young Adult	Viet Tran
CIP 4 Merritt	Young Adult	Jennifer Matsuoka
CIP 5 College of Alameda	Young Adult	Patricia Natale
CIP 6 Foster	Young Adult	Pauline Nishi
CIP 7 Highland Hospital	Young Adult	Bryan Payne
CMP 1 Defermery	Young Adult	Cale Davis
CMP 2 Foster	Young Adult	Ana Zambrano-Sanchez
CMP 3 Foster	Young Adult	Michael Hackett
CMP 4 Foster	Young Adult	Christine Morris

Mental Health Programs

Counseling Enriched SDC (CEP)

The Counseling Enriched Special Day Class (CESDC) Program is an integrated education and mental health program for students diagnosed with serious mental health disorders.

Purpose

- The primary objective of the CESDC program is to promote academic achievement through helping students overcome the emotional, behavioral, social and cognitive barriers that may prevent academic progress in school.
- CESDC classes provide individual and group therapy provided by Psychiatric social workers and therapeutic clinicians

Site	Grade Level	Teacher
Howard	K-5	Elizabeth Cerebinio
Martin Luther King	K-5	Kisha Mattox
Place @ Prescott	K-5	Michael Mizell
Edna Brewer	6-8	Mariano Gonzales
Frick	6-8	Christine Anderson
Roots International	6-8	Persephone Hintlian
Fremont	9-12	Yvette Huginnie
Oakland High	9-12	Angelique Roberts
Oakland High	9-12	Timothy Broderick

School Based Day Treatment Program (Intensive Counseling Enriched Special Day Class Program)

The Intensive Counseling Enriched Special Day Class program serves students who have severe mental health disorders requiring intensive therapeutic interventions. These students meet eligibility for special education under emotional disturbance.

Purpose

- These self-contained classes are instructed by district teachers who partner with specialized therapeutic agencies, such as East Bay Agency for Children, Fred Finch Center, Lincoln Child’s Center and Seneca Center to meet the academic and emotional needs of students, allowing them opportunities to achieve success on a public school campus.

Site	Grade Level	Teacher
East Bay Agency for Children	K-3	Megan Cheslock
East Bay Agency for Children	4-5	Marisol Melendrez
Lafayette	K-2	Josie Sommers
Sequoia	3-5	Kaitlin Manry
Montera	6-8	Cesar Salgado
Westlake	6-8	Lawrence Williams
Fremont	9-12	Josh Staub
Fremont	9-12	Celeste Fendell
Oakland High	9-12	Sarah Barta
Skyline	9-12	Nicole Edwards

Coordinator/Program Specialist Assignments

Autism/Severely Handicapped K-8

Coordinator: Neena Bawa

Beverley Jenkins: ASIP/SH Inclusion/ASC

School Site	Program	Grade	Teacher
Emerson	ASC	K-2	Krista Schluter
Emerson	ASC	3-5	Jennifer Dunn
Grass Valley	ASC	3-5	Lizzie O'Rielly
Bret Harte	ASC	6-8	Jessica Baer
Bret Harte	ASC	6-8	Sally Schultz
Montera	ASC	6-8	Nikki Williams
Carl Munck	ASIP	K-5	Amanda Seaton
Carl Munck	SH Inclusion	K-5	Kimberly Hood
Chabot	ASIP	K-5	Zoe Block
Joaquin Miller	ASIP	K-5	Johna Fernandez
Crocker Highland	ASIP	K-5	Morgan Oelckers
Encompass/Hillcrest	ASIP	K-5	Laura Biga
Piedmont Ave	ASIP	K-5	Christeen Tracy
Sequoia	ASIP/SH Incl	K-5	Sonia Thatcher
Edna Brewer	ASIP	6-8	Kiernan Rok
Montera	ASIP	6-8	Deborah Morris
Montera	SH INCL	6-8	Celina Andrade
Bret Harte	SH INCL	6-8	Florence Grey
Garfield	SH Incl	K-5	Nolan Hutton
Emerson	STARS	Pre K	Anna Wolfe
	STARS	K-2	Angela Alfaqih
	STARS	3-5	Susan McWilliams

Lila Rameriz: AU SDC/SH

School Site	Program	Grade	Teacher
Howard	AU SDC STARS	K-2	Caitlin Healey
		K-2	Monica Novak
		3-5	Mathew Monteen
Thornhill	AU SDC STARS	K-2	Liana Nelson
Sankofa	AU SDC	K-2	Traci Grizzle
		3-5	Laura Aranda
		PreK	Sherifa Tiamiyu
	Integrated	PreK	Tatiana Borda
Burckhalter	AU SDC	K-2	Katherine Wilson
		3-5	Heidi Bratton
		Pre K	Linda Phan

Brookfield	AU SDC	K-2	Pamela Litchenwalner
		3-5	Denise Holladay
Redwood Heights	TACLE	3-5	Stephanie Tiaymuree
		K-2	Maureen Gihooley
Claremont	TACLE	6-8	Santiago Bustamante
Claremont	AUT SDC	6-8	Ben Woodside
Edna Brewer	AUT SDC	6-8	Andrea Davis
Roosevelt	AUT SDC	6-8	Sadie Guthrie

Leanne Wu: SH SDC

School Site	Program	Grade	Teacher
Brookfield	SH SDC		La'Porsha Harris
	SH SDC		Deb Campbell
Bella Vista			Jocelyn Garcia
			David Takeuchi
Franklin	Tweener		Karen Gross
			Sherry Jacobs
Glenview	SH SDC VI		Terri Ferie
Piedmont	SH SDC	K-2	Kathleen Hutchinson
La Escuelita			Natalie Morris
MLK	SH SDC		Lindsey Smallwood
MLK			Barbara Rabb
MLK			Valerie Hite-Smith
Claremont	SH SDC	6-8	Trent Grassien
Roots International	SH SDC	6-8	Jackie Brown
Bret Harte	SH SDC	6-8	Sayuri Sakamoto
Westlake	SH SDC	6-8	Monique Painton

Elementary Non- Severe Programs

Program Coordinator: Barbara Boyd

Site	Program	Grade Level	Teacher	Program Specialist
100 Black Men	RSP	K-5	Linda Grayson	Richard Friedman
American Indian	RSP	K-5	Sarah Somers	Emily Greene
Acorn	RSP	K-5	Eric Miller	Richard Friedman
Acorn	NSH	1-3	Natalie Klingler	Richard Friedman
Acorn	NSH	K	Kim Sharrar	Richard Friedman
Allendale	RSP	K-5	Taggylee Bowers	Richard Friedman
Bella Vista	RSP	K-5	Chloe Messdaghi	Emily Greene
Bella Vista	NSH	K-1	Mai Yang	Emily Greene
Bella Vista	NSH	2-3	Christina Marchetti	Emily Greene
Bella Vista	NSH	4-5	Sophia Tai	Emily Greene
Bridges	RSP	K-5	Samuel Martinez	Emily Greene

Site	Program	Grade Level	Teacher	Program Specialist
Brookfield	RSP	K-5	Jerome Perry	Richard Friedman
Brookfield	NSH	K-5	Effie Thomas	Richard Friedman
Burckhalter	RSP	K-5	Sarah Somers	Richard Friedman
Carl Munck	RSP	K-5	Monica Rudnick	Richard Friedman
Chabot	RSP	K-5	Barbara Kass	Emily Greene
Cleveland	RSP	K-5	Christine Rosen	Emily Greene
Cleveland	NSH	K	Mary Schriener	Emily Greene
Community United	RSP	K-5	Cary Kaufman	Emily Greend
Crocker	RSP	K-5	Ashley DeMelo	Richard Friedman
E.C Reems	RSP	K-5	Shidah Rofan	Richard Friedman
Emerson	RSP	K-5	Aiste Solly	Richard Friedman
Encompass	RSP	K-5	Eric Miller	Richard Friedman
EOLA	RSP	K-5	Kimberly Lum	Richard Friedman
E. Oakland Pride	RSP	K-5	Elizabeth Bone	Richard Friedman
E. Oakland Pride	NSH	1-3	Nicole Lockard	Richard Friedman
E. Oakland Pride	NSH	4-5	Rose Alamparambil	Richard Friedman
Esperanza	RSP	K-5	Rose Boos	Richard Friedman
Franklin	RSP	K-5	Tracy Donadio	Emily Greene
Franklin	D/HoH	K-2	Connor Cummins	Emily Greene
Franklin	D/HoH	3-5	Sharon Allen	Emily Greene
Fruitvale	RSP	K-5	Kulsoom Mirza	Richard Friedman
Fruitvale	NSH	K	Kelsey Johnson	Richard Friedman
Fruitvale	NSH	1-3	Naima Smith	Richard Friedman
Fruitvale	NSH	4-5	Robert Kell	Richard Friedman
Futures	RSP	K-5	Kimberly Lum	Richard Friedman
Garfield	RSP	K-5	Ellen Fagan	Emily Greene
Glenview	RSP	K-5	Ashley DeMelo	Richard Friedman
Glenview	VI-Incl	K-5	Brianne Stockman	Richard Friedman
Global Family	RSP	K-5	Taggylee Bowers	Richard Friedman
Global Family	NSH	1-3	Asha Levert	Richard Friedman
Global Family	NSH	4-5	Brain Greene	Richard Friedman
Grass Valley	RSP	K-5	Ian Simko	Emily Greene
Grass Valley	NSH-LE	K-1	Julie Slater	Emily Greene
Grass Valley	NSH-LE	2-3	Joan Buhler	Emily Greene
Grass Valley	NSH-LE	4-5	Diana Culmer	Emily Greene
Greenleaf	RSP	K-5	Lena Eckhoff	Richard Friedman
Hillcrest	RSP	K-5	Mary Lou Solecki	Emily Greene
Hoover	RSP	K-5	Lynn Waldon	Richard Friedman
Horace Mann	RSP	K-5	Samuel Marinez	Emily Greene
Howard	RSP	K-5	Ian Simko	Emily Greene
International Community School	RSP	K-5	Naomi Katz	Emily Greene

Site	Program	Grade Level	Teacher	Program Specialist
Joaquin Miller	RSP	K-5	Mason McKinley	Richard Friedman
Joaquin Miller	NSH	4-5	Rita Meacher	Richard Friedman
Kaiser	RSP	K-5	Bethany Meyer	Emily Greene
Korematsu	RSP	K-5	Rose Boos	Richard Friedman
La Escuelita	RSP	K-5	Tracy Donadio	Emily Greene
Lafayette	RSP	K-5	Lynn Waldon	Richard Friedman
Lafayette	NSH	1-3	Steve Butler	Richard Friedman
Lafayette	NSH	4-5	Jacqueline Smith	Richard Friedman
Laurel	RSP	K-5	Judy Wolfe	Emily Greene
Lincoln	RSP	K-5	Deborah Nelson	Richard Friedman
Lincoln/EOP	RSP	K-5	Adarene Hoag	Richard Friedman
Manzanita Comm.	RSP	K-5	Ray Brown	Emily Greene
Manzanita Comm.	NSH	1-3	Micaela Reinstein	Emily Greene
Manzanita Comm.	NSH	4-5	Kirendeeep Rhandawa	Emily Greene
Manzanita Seed	RSP	K-5	Ray Brown	Emily Greene
Manzanita Seed	NSH	K-5	Paul Davis	Emily Greene
Markham	RSP	K-5	Kulsoom Mirza	Emily Greene
Markham	NSH-LE	K-1	Robert McMillan	Emily Greene
Markham	NSH-LE	1-2	Andrea Durio	Emily Greene
MLK	RSP	K-5	D'Quita Woods	Richard Friedman
Montclair	RSP	K-5	Linda Belonger	Richard Friedman
New Highland	RSP	K-5	Jerome Perry	Richard Friedman
NOCCS	RSP	K-5	Julie Weiner	Richard Friedman
Parker	RSP	K-5	Monica Rudnick	Richard Friedman
Peralta	RSP	K-5	Ancella Jones	Emily Greene
Piedmont	RSP	K-5	Bethany Meyer	Emily Greene
PLACE@Prescott	RSP	K-5	D'Quita Woods	Richard Friedman
REACH	RSP	K-5	Elaine Peterson	Richard Friedman
Redwood Heights	RSP	K-5	Valerie Haro	Emily Greene
Redwood Heights	NSH-LMB	1-3	Kellie Staddart	Emily Greene
Redwood Heights	NSH-LMB	4-5	Daniel Silberstein	Emily Greene
Rise	RSP	K-5	Cary Kaufman	Emily Greene
Sankofa	RSP	K-5	Kyoko Utsomi	Emily Greene
Sequoia	RSP	K-5	Mason McKinley	Richard Friedman
Madison Lower Campus	RSP	K-5	Vacant	Richard Friedman
Think College Now	RSP	K-5	Naomi Katz	Emily Greene
Thornhill	RSP	K-5	Danielle Schisler	Emily Greene
Vincent	RSP	K-5	Ellen Fagan	Emily Greene

Secondary Programs

Melissa Williams - Coordinator

Athena Coleman	Peggy Forbes	Dennis Nelson
Bay Tech (Charter)	Alliance	American Indian
Bunche	Barack Obama	Arise (Charter)
Cal Safe	Castlemont	Claremont
Civicorps Academy HS	CCPA	Life Academy
Dewey	Bret Harte	Met West
Edna Brewer	Frick	Oakland Charter MS/HS
Electronic Learning (S. Truth)	Melrose Leadership	Oakland International
Fremont	Madison	Oakland Tech
Lighthouse Charter HS/MS	Montera	Skyline
McClymonds	Roosevelt	Sojourner Truth
Oakland Community Day	Roots International	Street Academy
Oakland High	Westlake	United for Success
Rudsdale		Gateway (Laney)
Urban Promise		
Oakland Charter Middle		
West Oakland Middle		

Ophelia Gomez

Young Adult Programs	High School SH Programs
Community Immersion Program (CIP)	SDC/SH Castlemont, OHigh, OTech, Skyline
Community Mainstream Program (CMP)	SDC/SH Transitional- Castlemont, OHigh, OTech, Skyline
	SDC/SH Autism Skyline
	SDC/SH TACLE OHigh
	SH Inclusion Oakland Tech, Skyline

Mental Health/Non-Public School K-12

Coordinator: Bernice Stanley

Non-Public School Sites	Dominic Cacioppo	John Marconi
Amy Arroyo a Cheim Lincoln Child Center (LCC)	Edna Brewer Middle School (CE) #210 Mariano Gonzalez IA: James Bragg SW: Vacant	E.B.A.C. (DT) (Oakland Day Treatment) Megan Cheslock IA: Kevin Bryning PARA Staff: Nang Cao
MAC Oak Hill Raskob Seneca Building Blocks	Fremont High School (CE) #302 Yvette Huginnie IS: DeAnna Haley SW: Katie Elmore	E.B.A.C. (DT) (Oakland Day Treatment) Marisol Melendrez IA: Megan Wincher

		PARA Staff: Nang Cao
Seneca Fremont Seneca San Leandro Tobinworld II	Fremont High School (DT) #302 Celeste Fendell IA: Christianson Terrence IA: Monika Malone PARA Staff: Lincoln Child Center	Howard Elementary School (CE) #166 Elizabeth Cerabinio IA: Tamela Hopson IA: Micki Leung SW: Steve Graham
Kamila Weaver Residentials Spectrum Oakland	Fremont High School (DT) #302 Josh Staub IA: Cameron Alexander PARA Staff: Lincoln Child Center	Lafayette Elementary (DT) #129 Vacant IA: Chase Fischer PARA Staff: Nang Cao
Spectrum Tara Hills Stars High School	Frick Middle School (CE) #203 Christina Anderson IA: Jess Zepeda SW: Kelly Lo	Oakland High School (DT) #304 Sarah Barta ASE: Florida Robinett IA: Viset Yi PARA Staff: Margaret Calvert (Fred Finch)
Nancy Welt ABC Anova Avalon	M.L. King Jr. ES School (CE) #182 Kisha Mattox IA: Antonio Brooks SW: Katie Elmore	Oakland Tech High School (CE) #305 Timothy Broderick IA: Dora Hopson SW: Kimberly Hendrick
Bayhill Childrens Learning Center (CLC) CEID	Montera Middle School (DT) #211 Cesar Salgado IA: Karen Peters PARA Staff:	Oakland Tech High School (CE) #305 Angelique Roberts IA: Nosa Okunmwendia IA: Tamara Duenas SW: Kimberly Hendrick
Fred Finch Orinda Orion Springstone Star Academy	Place @ Prescott (CE) #183 Michael Mizell IA: Nina Jacob SW: Vacant	Roots International (CE) #226 Persephone Hintlian IA: Olumide Ayanbejo SW: Lisa Psai
Via Lein Weingarten	Sequoia Elementary School (DT) #151 Kaitlin Manry IA: Aisha Willingham-Rice PARA Staff:	Skyline High School (DT) #306 Nicole Edwards IA: Gary Harris PARA Staff:
TAP Center Hooper, Leonard		Westlake Middle School (DT) #213 Lawrence Williams IA: Donna Hall PARA Staff: Margaret Calvert

		(Fred Finch)
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Psychological Services Department

The Psychological Services Department supports both special and general education students, the Diagnostic Center, public/charter school sites, and parents in a variety of important areas, including: assessment; site-based counseling; consultation; and training.

Assessment

School psychologists conduct psycho-educational evaluations to help determine students' eligibility for Special Education services. Additionally, School Psychologists evaluate students at-risk for suicide and threat of violence.

Counseling

Psychological Services staff provides individual/group counseling to students, as well as crisis intervention when schools are impacted by critical incidents.

Consultation

Psychologists consult with parents and school staff around interventions related to student behavior and mental health. Recently, the department has implemented *Collaborative Problem Solving*, using a *psychologist as consultant* approach to building teacher efficacy around managing student behavior.

Training

School Psychologists develop and present workshops for parents and staff in the areas of learning disabilities, behavioral, and mental health.

Psychologist Site Assignments:

Site	Psychologist	Program	Teacher
	Hagle, Sarah	Autism	Lauren, Karin
Acorn Woodland/ Encompass	M. Winston/ Meyers, Kerr	Bella Vista	De Vera, Sarah
Bilingual/Spanish	Martinez, Kelley	Bilingual/Cantone se	Wong, May
Bret Harte MS	Bobino, Javarte	Brewer MS	Cyhanenko, Natalie
Bridges at Melrose	Angoff, Elizabeth		Levitan, Hayley
Brookfield	Welch, Caty	Bunche	Liu, Aileen

Site	Psychologist	Program	Teacher
Burckhalter	Weaver, Barbara	Castlemont HS	Akbar, Aaliyah
Chabot	Porter, Jennifer		Walker, Christina
	Weaver, Barbara	Charter	Outlaw, Heather
CIP/CMP	Akbar, Aaliyah		Bobino, Javarte
	Valentine, Florence		Mate, Nicole
Claremont	Tyler, Milton	Cleveland	Dalebout, Nick
Crocker Highlands	Green, Latrice	CUES	Bobino, Javarte
		East Oakland Pride	
Diagnostic	Bissey, Marci		Magdaleno, Lilia
	Hansen, Katie	EBAC	Mate, Nicole
	Hatcher, Catherine	Emerson	Hagle, Sarah
	Winston, Marla	Esperanza	Winston, Marla
Elmhurst/Alliance	Liu, Aileen	Franklin	Green, Latrice
Fremont HS	Valentine, Florence	Frick	Mate, Nicole
Fruitvale	Green, Latrice	Float	Bao/Reed/Weiland
Garfield	Nachtman, Laura	Glenview	Leung-Wong, Melissa
		Greenleaf @ Whittier	
Grass Valley	Wright, Jennifer		Williams, Kelley
Hard of Hearing (Franklin)	Weaver, Barbara	Hard of Hearing (Bret Harte)	Weaver, Barbara
Hillcrest	Laursen, Karin	Hoover	Tyler, Milton
Horace Mann	Leung-Wong, Melissa	Howard	Kerr-Meyers, Mary
ICS/TCN	Hagle, Sarah	International HS	Perez, Simone
Global @ Jefferson	Walker, Christine	Joaquin Miller	Weaver, Barbara
Kaiser	Wright, Jennifer	Korematsu	Winston, Marla
Lafayette	Markerr, Karen	Laurel	Liu, Aileen
La Escuelita	Martinez, Kelly	Life	Dean, Barbara
Lincoln/Indian Charter	Wong, May	Madison	Stuempfig, Shayna
Manzanita/Seed	De Vera, Zarah	Markham	Tienken, Kimberly
		Melrose Leadership	
McClymonds	Tyler, Milton		Stuempfig, Shayna
		Martin Luther King	
Metwest/Dewey/Street	Kerr-Meyers, Mary		Dalebout, Nick
Montclair	Laursen, Karin	Montera MS	Laursen, Karin
Munck	Jennings, Saundria		Lindsay-Simmons, Stacey
		New Highland/Rise	
NPS	Mate, Nicole		Walker, Christina
	Nachtman, Laura	NPS Team	Hatcher, Catherine
		NPS/Lincoln Child Center	
Oakland Tech	Marker, Karen		Wong, May
	Jeanpierre, Adrianna	Oakland HS	Akbar, Aaliyah
Peralta	Kerr-Meyers, Mary		Leung-Wong, Melissa
Place @ Prescott	Jeanpierre, Adrianna	Parker	Levitan, Hayley

Site	Psychologist	Program	Teacher
Redwood Heights	Tienken, Kimberly	Piedmont Avenue	Levitan, Hayley
ROOTS/CCPA	Perez, Simone	REACH	Jennings, Saundria
Sankofa	Jeanpierre, Adrianna	Roosevelt MS	Williams, Kelley
Skyline	Dean, Barbara		Dalebout, Nick
	Natividad, Charlene	Sequoia	Cyhanenko, Natalie
United for Success	Dean, Barbara	Sobrante Park @	Wright, Jennifer
West Oakland MS	Tyler, Milton	Thornhill	Kosmos, Kate
Urban Promise	Williams, Kelley	Westlake MS	Steumpfig, Shayna
Allendale	Hagle, Sarah	Autism	Lauren, Karin
Acorn Woodland/ Encompass	M. Winston/ Meyers, Kerr	Bella Vista	De Vera, Sarah
Binlingual/Spanish	Martinez, Kelley	Bilingual/Cantone se	Wong, May
Bret Harte MS	Bobino, Javarte	Brewer MS	Cyhanenko, Natalie
Bridges at Melrose	Angoff, Elizabeth		Levitan, Hayley
Brookfield	Welch, Caty	Bunche	Liu, Aileen
Burckhalter	Weaver, Barbara	Castlemont HS	Akbar, Aaliyah
Chabot	Porter, Jennifer		Walker, Christina
	Weaver, Barbara	Charter	Outlaw, Heather
CIP/CMP	Akbar, Aaliyah		Bobino, Javarte
	Valentine, Florence		Mate, Nicole
Claremont	Tyler, Milton	Cleveland	Dalebout, Nick
Crocker Highlands	Green, Latrice	CUES	Bobino, Javarte
		East Oakland Pride	Magdaleno, Lilia
Diagnostic	Bissey, Marci		
	Hansen, Katie	EBAC	Mate, Nicole
	Hatcher, Catherine	Emerson	Hagle, Sarah
	Winston, Marla	Esperanza	Winston, Marla
Elmhurst/Alliance	Liu, Aileen	Franklin	Green, Latrice
Fremont HS	Valentine, Florence	Frick	Mate, Nicole
Fruitvale	Green, Latrice	Float	Bao/Reed/Weiland
Garfield	Nachtman, Laura	Glenview	Leung-Wong, Melissa
		Greenleaf @ Whittier	Williams, Kelley
Grass Valley	Wright, Jennifer		
Hard of Hearing (Franklin)	Weaver, Barbara	Hard of Hearing (Bret Harte)	Weaver, Barbara
Hillcrest	Laursen, Karin	Hoover	Tyler, Milton
Horace Mann	Leung-Wong, Melissa	Howard	Kerr-Meyers, Mary
ICS/TCN	Hagle, Sarah	International HS	Perez, Simone
Global @ Jefferson	Walker, Christine	Joaquin Miller	Weaver, Barbara
Kaiser	Wright, Jennifer	Korematsu	Winston, Marla
Lafayette	Markerr, Karen	Laurel	Liu, Aileen
La Escuelita	Martinez, Kelly	Life	Dean, Barbara
Lincoln/Indian	Wong, May	Madison	Stuempfig, Shayna

Site	Psychologist	Program	Teacher
Charter			
Manzanita/Seed	De Vera, Zarah	Markham	Tienken, Kimberly
McClymonds	Tyler, Milton	Melrose Leadership	Stuempfig, Shayna
Metwest/Dewey/Street	Kerr-Meyers, Mary	Martin Luther King	Dalebout, Nick
Montclair	Laursen, Karin	Montera MS	Laursen, Karin
Munck	Jennings, Saundria		Lindsay-Simmons, Stacey
NPS	Mate, Nicole	New Highland/Rise	Walker, Christina
	Nachtman, Laura	NPS Team	Hatcher, Catherine
Oakland Tech	Marker, Karen	NPS/Lincoln Child Center	Wong, May
	Jeanpierre, Adrianna	Oakland HS	Akbar, Aaliyah
Peralta	Kerr-Meyers, Mary		Leung-Wong, Melissa
Place @ Prescott	Jeanpierre, Adrianna	Parker	Levitan, Hayley
Redwood Heights	Tienken, Kimberly	Piedmont Avenue	Levitan, Hayley
ROOTS/CCPA	Perez, Simone	REACH	Jennings, Saundria
Sankofa	Jeanpierre, Adrianna	Roosevelt MS	Williams, Kelley
Skyline	Dean, Barbara		Dalebout, Nick
	Natividad, Charlene	Sequoia	Cyhanenko, Natalie
United for Success	Dean, Barbara	Sobrante Park @	Wright, Jennifer
West Oakland MS	Tyler, Milton	Thornhill	Kosmos, Kate
Urban Promise	Williams, Kelley	Westlake MS	Stuempfig, Shayna

Related Services

Speech/Language

Speech and/or language impairments are a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance. Speech Therapists serve students from pre-school through young adulthood.

Speech-language pathology services include:

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments
- Provision of speech and language services for the habilitation or prevention of communicative impairments
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Thus, in addition to diagnosing the nature of a child's speech-language difficulties, speech-language pathologists also provide:

- Individual therapy for the child

- Consult with the child’s teacher about the most effective ways to facilitate the child’s communication in the class setting
- Work closely with the family to develop goals and techniques for effective therapy in class and at home.
- Speech and/or language therapy may continue throughout a student’s school years either in the form of direct therapy or on a consultant basis.

Assistive Technology

Assistive Technology is any device that helps a person with a disability complete an everyday task. Assistive technology can be “low-tech” (something very simple and low-cost, like a pencil grip), or “high-tech” (something sophisticated, like a computer).

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

•
AT Specialists:

Kathy Beatty
 Chris Beatty
 Bayle Emlein
 Jeeva John
 Regina Hawkins
 Jenna Williams

Orientation and Mobility

Teachers:

Chan, Winny

Sinclair, Jody - Jen Whitelaw is temp

Gessow, Lisa

Teachers of the Visually Impaired

Mitsuyoshi, Leah

Moore, Michelle

Rosso, Mary (Toni)

Simmons, Ruby

Teachers of the Hearing Impaired

Del Bono, Rebecca

Givler, Katy

Sully, Lisa

Sugimoto, Shelly

Occupational Therapy

School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. This might include working on handwriting or fine motor skills so the child can complete written assignments, helping the child organize himself or herself in the environment (including work space in and around the desk), working with the teacher to modify the classroom and/or adapt learning materials to facilitate successful participation

Therapists:

Beavenu- Flores, Oliva

Danielsen, Nicolette

Delpino, Susan

Figuroa, Laura

Nguyen, Phoebe

Raymond, Carolyn

Woodrow, Micky

Wynne, Sara

Physical Therapy

Pam Lellis

Adaptive P.E.

Adapted Physical Education is physical education, which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Federal law mandates that physical education be provided to students with disabilities and defines Physical Education as the development of:

- Physical and motor skills
- Fundamental motor skills and patterns (throwing, catching, walking, running, etc)

The services provided by an APE teacher include:

- Planning services
- Assessment of Individuals /Ecosystems
- Prescription/Placement: The IEP
- Teaching/Counseling/Coaching
- Evaluation of Services
- Coordination of Resources and Consulting
- Advocacy

The APE teacher is a direct service provider, not a related service provider, because physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that child and family receive. This is contrasted with physical therapy and occupational therapy, which are related services. These therapies are provided to the child with disabilities only if he/she needs them to benefit from instruction.

Teachers:

Campion, Izek
Douglas, Markus
Harrison, Leda
Rector, Belinda
Sanchez, Alita

Home & Hospital

The Home and Hospital Instruction Program serves students who incur a temporary disability, which makes attendance in the regular day classes, special education, or alternative education program impossible or inadvisable. The district in which the home or residential health facility is located is responsible for instructing and educating pupils who must be hospitalized or remain at home due to a temporary but extended illness or disability. The goal of home or hospital instruction is the maintenance of the pupil's former level of performance while recovering.

Teachers:

Hill, Mary Ann
Provost, O'Neil
Robinson, Beverly
Wittenberg, MaryAnn

**OAKLAND UNIFIED SCHOOL DISTRICT
PROGRAMS FOR EXCEPTIONAL CHILDREN**

**SPEECH-LANGUAGE ASSIGNMENTS
2013-2014 SCHOOL YEAR**

ELEMENTARY SCHOOLS

100 BLACK MEN OF THE BAY AREA (3 students)	SAMIRA PARSONS
ACORN WOODLAND/ENCOMPASS	CATHERINE GODDARD
ACORN WOODLAND/ENCOMPASS (Spanish)	FABIOLA ROSADIO
ALLENDALE	LAURA FAVELA
BELLA VISTA (LE + SDC)	ADRIENNE UYEDA
BELLA VISTA (overflow-3 days/week)	MARIE BROWN
BRIDGES ACADEMY @ MELROSE	CRISTINA HUERTAS
BROOKFIELD (38 students w/SDC/AUT classes)	JENNIFER RIPLEY
BROOKFIELD (Spanish) (10 students)	KATE ELAHI
BURBANK PRESCHOOL CENTER	KATY DUFFY-SHERR
BURBANK PRESCHOOL CENTER (2 days)	DANA WELSH
BURBANK PRESCHOOL CENTER (EI & Phonology)	EMILY DEROOS (COVERING LEAVE)- SHELLEY ADGER (on leave Aug-Jan)
BURBANK PRESCHOOL CENTER (Deaf/HOH) (12 students)	MEGHAN PITKO
BURBANK PRESCHOOL CENTER (Spanish)	CRISTINA HUERTAS
BURCKHALTER (5 days)	EMILY ST. CLAIR
CARL MUNCK	CHARITA JOHNSON
CHABOT	CHERIE ESTUAR-ZIFF
CLEVELAND	JEAN ZIKA
COVA CONSERVATORY	JAN WELSH
CROCKER HIGHLANDS	A.J. ROBINSON
E.C. REEMS (12 students)	LACRECIA WHITEMORE-GOVERS
EAST OAKLAND LEADERSHIP ACADEMY (4 students)	LACRECIA WHITEMORE-GOVERS
EAST OAKLAND PRIDE (English) (2 days)	LACRECIA WHITEMORE-GOVERS
EAST OAKLAND PRIDE (Spanish)	MARISELA ISAIS
EMERSON	LESLEY TILLEY & IRENE QUIAMBAO
EMERSON (AUT SDCs)	JENNA WILLIAMS
ESPERANZA/KOREMATZU (English)	NICK GARCIA
ESPERANZA/KOREMATZU (Spanish) (2 days)	FABIOLA ROSADIO
FRANKLIN (English)	MICHAEL BRENCHLEY
FRANKLIN (Deaf/HOH)	MEGHAN PITKO
FRANKLIN (Spanish)	EVELYN VARGAS
FRUITVALE	HAZEL BEN
GARFIELD	LINDSEY WALTERS
GLENVIEW	JEAN ZIKA
GLOBAL FAMILY SCHOOL/ (English)	SAMIRA PARSONS
GLOBAL FAMILY SCHOOL (Spanish)	MARISELA ISAIS
GRASS VALLEY	CHARITA JOHNSON
GRASS VALLEY (LE classes) (4 days)	LIBBY VAN HORN
GREENLEAF (English)	SAJINI ABRAHAM
GREENLEAF (Spanish)	SILVIA BUSTAMANTE

HIGHLAND/RISE (Spanish 5 days)	VACANT
HILLCREST (2 days)	CHERYL GONZALES
HOOVER	CATHERINE GODDARD
HORACE MANN	JANICE WELSH
HOWARD (5 days +Pre-K groups)	VACANT
INTERNATIONAL (Spanish)	SILVIA BUSTAMANTE
INTERNATIONAL (English)	MANDRA HOULSON
JOAQUIN MILLER	CHERYL GONZALES
KAISER	ERIN LEONG
LA ESCUELITA	CRISTINA HUERTAS
LAFAYETTE	ALISSA JOHNSON & MANDRA HOULSON
LAUREL (4 days)	STEPHANIE LO
LINCOLN	K.C. CHUA {3.5 days}
LINCOLN (English/Mandarin – 2 days)	VACANT
LOCKWOOD/FUTURES/COMMUNITY UNITED (Eng)	SAJINI ABRAHAM
LOCKWOOD/FUTURES/COMMUNITY UNITED (Span)	SILVIA BUSTAMANTE
MANZANITA	KIM EVANS-STANTON
MANZANITA (Spanish)	DANIELLE GONZALEZ (until Oct. 1 st) LAUREN VON BURKLEO
MARKHAM (English) (3.5 days)	WHITNEY GOLDSBERRY
MARKHAM (Spanish)	KATE ELAHI
MARTIN LUTHER KING	LYDIA HYDE & MANDRA HOULSON
MONTCLAIR	ERIN LEONG
N.O.C.C.S.	A.J. ROBINSON(covering leave) ADRIENNE WROEBEL
PARKER	LISA STEINDEL-BYRNE
PERALTA	MARCI VON BROEMBSSEN
PIEDMONT AVENUE (5 days + Pre-K groups)	ALIYA ARMORER
PRESCOTT	MARIE BROWN
REACH (ENGLISH)	LISA STEINDEL-BYRNE
REACH (SPANISH)	EVELYN VARGAS
REDWOOD HEIGHTS	CLAIRE COLON-HOPKINS
SANKOFA	MARCI VON BROEMBSSEN
SEED	KIM EVANS-STANTON
SEQUOIA	NICK GARCIA
SOBRANTE PARK (Spanish 2 days)	FABIOLA ROSADIO
THINK COLLEGE NOW	MANDRA HOULSON
THINK COLLEGE NOW (Spanish)	SILVIA BUSTAMANTE
THORNHILL	LAURA LEE SULLIVAN
VINCENT ACADEMY	STEPHANIE LO

MIDDLE SCHOOLS

AMERICAN INDIAN CHARTER	LAURA FAVELA
AMERICAN INDIAN CHARTER II	MICHAEL BRENCHLEY
BARACK OBAMA ACADEMY (no speech students)	NO SPEECH STUDENTS
BAY AREA TECHNOLOGY (no speech students)	SHARON RHYNES
BRET HARTE	LINDSEY SAFFOLD
BRET HARTE (DEAF/HOH)	SHELBY SUGIMOTO
BREWER	LESLEY TILLEY & IRENE QUIAMBAO
CLAREMONT	KELLY SMALL & SHARI KRELL

CLAREMONT (TACLE)	LINDSEY SAFFOLD
ELMHURST MIDDLE SCHOOL	
ALLIANCE (5 students)	KATRINA BRADY
ELMHURST COM PREP (13 students)	KATRINA BRADY
FRICK	JUDY HOLT
HAVENSCOURT	
ROOTS	JUDY ROWAN
COLISEUM COLLEGE PREP	JUDY ROWAN
MADISON	ADRIAN KROSNICK
MELROSE LEADERSHIP ACADEMY	WHITNEY GOLDSBERRY
MONTERA	RAQUEL NARAIN & KATRINA BRADY
OAKLAND CHARTER ACADEMY	KATRINA BRADY
ROOSEVELT & MAKE-UP SESSIONS (11 WEEKS-12 STUDENTS)	HASINA ANDERSON
UNITED FOR SUCCESS (9 students)	SHELBY SUGIMOTO
URBAN PROMISE (4 students)	SHARI KRELL
WEST OAKLAND MIDDLE SCHOOL	SHARON RHYNES
WESTLAKE	KELLY SMALL

HIGH SCHOOLS

AMERICAN INDIAN HIGH SCHOOL	LAURA FAVELA
ARISE HIGH (4 students)	ADRIAN KROSNICK
CASTLEMONT (14 students)	ADRIAN KROSNICK
EAST OAKLAND L A HIGH	NO SPEECH STUDENTS
FAR WEST	LAURA LEE SULLIVAN
FREMONT (4 students)	JUDY HOLT
LIFE ACADEMY	CARLEY ROTH
McCLYMONDS	NO SPEECH STUDENTS
METWEST HIGH SCHOOL	JUDY HOLT
OAKLAND CHARTER ACADEMY HIGH	NO SPEECH STUDENTS
OAKLAND HIGH	CARLEY ROTH
OAKLAND HIGH (TACLE)	JEEVA JOHN
OAKLAND INTERNATIONAL HIGH SCHOOL	SHARON RHYNES
OAKLAND TECHNICAL	SHARON RHYNES
OAKLAND TECHNICAL (ASIP)	LAURA LEE SULLIVAN
OAKLAND TECHNICAL (M/S 20 students)	RAQUEL NARAIN
SKYLINE	JUNE PETERSON
SKYLINE (Deaf/HOH) (9 students)	SHELBY SUGIMOTO
STREET ACADEMY	NO SPEECH STUDENTS
UNITY HIGH	NO SPEECH STUDENTS

YOUNG ADULT & ALTERNATIVE SCHOOLS

CIP	JEEVA JOHN
CIP (Deaf/HOH) (3 students)	SHELBY SUGIMOTO
CMP	JEEVA JOHN
BUNCHE H. S.	NO SPEECH STUDENTS
COMMUNITY DAY SCHOOL (2 students)	LESLEY TILLEY & IRENE QUIAMBAO
DEWEY ACADEMY	JUDY HOLT

EBAC (3 students)	RAQUEL NARAIN
RUDSDALE	NO SPECIAL STUDENTS

PROGRAMS FOR EXCEPTIONAL CHILDREN

PHONOLOGY (English) 2 X 45	-HOWARD
PHONOLOGY (English) 2 X 90	ALIYA ARMORER- PIEDMONT AVE
PHONOLOGY (English) 2 X 60	CHERIE ESTUAR-ZIFF - CHABOT
PHONOLOGY (English) 2 X 45 (to begin in December)	EMILY DEROOS (Covering leave) ADRIENNE WROEBEL – BURBANK (on leave Aug-Dec)
PHONOLOGY (Spanish) 2 X 90	JENNIFER CRUZ – BELLA VISTA
PHONOLOGY (Spanish) 2 X 90	JENNIFER CRUZ - BELLA VISTA
INTENSE PHONOLOGY/LANGUAGE (English) 2 X 45	LIBBY VAN HORN – GRASS VALLEY
INTENSE PHONOLOGY/LANGUAGE (English) 2 X 45	LIBBY VAN HORN – GRASS VALLEY
INTENSE LANGUAGE (English) 2 X 60	MARCI Von BROEMBSSEN - SANKOFA
INTENSE LANGUAGE (English) 2 X 60	SHARI KRELL - HOWARD
INTENSE LANGUAGE (Spanish) 3 X 60	EVELYN VARGAS -FRANKLIN
INTENSE LANGUAGE (Spanish) 3 X 60	EVELYN VARGAS -FRANKLIN
NON-PUBLIC SCHOOL ASSESSMENT TEAM	DEBORAH KERREOS (5 DAYS)
INFANT/PRESCHOOL ASSESSMENT TEAM (SPANISH)	JENNIFER CRUZ (3 DAY)
INFANT/PRESCHOOL ASSESSMENT TEAM (SPANISH)	ROXANE EIKHOFF (5 DAYS)
INFANT/PRESCHOOL ASSESSMENT TEAM (SPANISH)	DANIELLE GONZALEZ (until Oct. 1 st) LAUREN VON BURKLEO (2 DAYS)
INFANT/PRESCHOOL ASSESSMENT TEAM	DON WEINGER (4.5 DAYS)
INFANT/PRESCHOOL ASSESSMENT TEAM	K.C. CHUA (1.5 DAY)
INFANT/PRESCHOOL ASSESSMENT TEAM	EMILY DEROOS (Covering leave) ADRIENNE WROEBEL (1 DAY) (on leave Aug-Dec)
INFANT/PRESCHOOL ASSESSMENT TEAM	JENNIFER CRUZ (2 DAYS)
INFANT/PRESCHOOL ASSESSMENT TEAM	LINDA ERNST (5 DAYS)
INFANT/PRESCHOOL ASSESSMENT TEAM	RACHEL CONVERSE (5 DAYS)
AT/AAC ASSESSMENT TEAM	JEEVA JOHN (2 DAYS)
	REGINA HAWKINS (2-3 DAYS)
	JENNA WILLAMS (3 DAYS)
	KATHY BEATTY (1 DAY)
AT/AAC GRADE LEVEL CONSULTANTS; PRESCHOOL	
ELEMENTARY	
MIDDLE	
HIGH	
YOUNG ADULT	

NON PUBLIC SCHOOLS

C L C	DEBORAH BURNS-McCLOSKEY,
FRED FINCH (2 students)	JENNIFER RIPLEY
LINCOLN CHILD CENTER (3 students)	JENNIFER RIPLEY
BUILDING BLOCKS	KIM EVANS-STANTON

NAMES IN GREEN INDICATE A NEW THERAPIST FOR THE SITE THIS YEAR.

Oakland Unified School District
YOUNG ADULT PROGRAM

Young Adult Programs:

1. Community Immersion Program (CIP)
2. Community Mainstream Program (CMP)

Admission Criteria:

1. Must be 18 years old or above
2. Must have significant or severe disabilities
3. Must have received a certificate of completion from High School
4. Must be a resident of Oakland, CA.
5. Must be motivated to learn

Required Documents:

1. DMV ID (CA non –driver’s ID)
2. SSI check stub OR ITR (Income Tax Returns): Needed to apply for the Governor’s Fee Waiver
3. Social Security Card

Program Hours: 8:00 am – 2:00 pm (except Wednesday: 8:00 – 12:00)

Days: Monday – Friday

Number of School Days: 180

Important:

- (a) Although students in the Young Adult Program attend community colleges, please note that there is no formal relationship between these two institutions. OUSD students, just like other college students, merely take classes and YAP’s role is to support them. Please do not call up the colleges asking for what time your child needs to be picked up, that your child forgot to bring lunch money, etc- the colleges would have no clue about these. You will have to contact your child’s YAP teacher.
- (b) Unlike students in high school programs, students in the Young Adult Program are no longer provided with breakfast and lunch. Consequently, students in the YAP have a choice of bringing their own lunch bag or lunch money (e.g., \$5 - \$7).

A. Community Immersion Program (CIP)

1. HISTORY

- a. Established in 2001 from a university grant
- b. Created in response to the Inclusion movement
- c. Replaced most of OUSD's traditional transition program, ON-TRAC that follows an enclave model.

2. NATURE OF THE PROGRAM

- a. Young Adult Transition Program
- b. Serves students with significant (severe) disabilities, ages 18 – 21.
- c. Community Inclusion Program (100% community based)
- d. Young adult students are no longer in high school classrooms because teaching occurs in various community settings

3. GOALS

- a. Support students become independent young adults
- b. Assists students in finding their niche in the community especially after leaving the school district at the age of 22

4. TRANSITION SERVICES

- a. Employment /Vocational Training: supporting students in developing job skills through a variety of training (e.g., volunteer jobs, workability jobs)
- b. Post-Secondary Education : assisting students in taking classes (i.e., non-academic and basic academic classes) at the community colleges
- c. Mobility Training: training students to get around in the community
- d. Independent Living Skills Training: (e.g., making healthy food choices, community safety skills, money management, others as dictated by IEP goals)
- e. Social Relationships: facilitating friendships with typical peers
- f. Variety of Community Participation and Experiences: providing opportunities to experience community life

5. CIP CLASSES :

- a. Six classes of 13 – 14 students each class
- b. One teacher per class
- c. Paraprofessionals are assigned to each class to assist the teacher
- d. Regular meeting places (for arrival and dismissal routines)
 - i. Laney College (1 class)

- ii. Merritt College (2 classes)
- iii. College of Alameda (1 class)
- iv. Foster Site (1 class)
- v. Highland Hospital (1 class)

6. CIP CLASS PROFILE

a. CIP 1 Class – Laney College

- i. Thirty six per cent (36%) of students come from the NPS
- ii. Eighty two per cent (82%) of students are independent travelers
- iii. Eighty two percent (82%) of students are enrolled in an regular academic class (e.g., Basic Reading, Basic Math, Music Theory)
- iv. One hundred per cent (100%) of students are engaged in different forms of job training (i.e., volunteer / workability jobs)

b. CIP 2 Class – Merritt College

- i. Eight per cent (8%) of students come from the NPS
- ii. Seventeen per cent (17%) of students are independent travelers
- iii. One hundred per cent (100%) of students are enrolled in a non-academic course such as weight lifting, track and field, drawing, computer class for students with disabilities
- iv. One hundred per cent (100%) of students are engaged in different forms of job training (i.e., volunteer / workability jobs)

c. CIP 3 class – Merritt College

- i. Eight percent (8%) of students come from NPS
- ii. Thirty one percent (31%) of students are independent travelers
- iii. One hundred percent (100%) of students are enrolled in non-academic classes such as ceramics, drawing, computer class for students with disabilities, weight lifting
- iv. One hundred per cent (100%) of students are engaged in different forms of job training (i.e., volunteer / workability jobs)

d. CIP 4 class – College of Alameda

- i. One hundred percent (100%) of students are independent travelers
- ii. One hundred percent (100%) of students attend the DSPS (Disabled Students and Program Services) program that offers the following courses: Money Management, Vocational Assessment, Independent Living Skills, and Job Training.) [Note: the DSPS program will end by Dec 2011] Requirement to register for the DSPS classes: 6th Grade Reading Level

- iii. One hundred percent (100%) of students are engaged in jobs: 8% (direct hire jobs); 92 % (volunteer/workability jobs)
 - iv. Requirement to be in the CIP Alameda class: Independent Traveler
 - e. CIP 5 – Marcus Foster Site
 - i. Eight percent (8%) – independent traveler
 - ii. One hundred percent (100%) – engaged in volunteer/workability jobs
 - iii. One hundred percent (100%) – attend Merritt College (classes taken: Weight Lifting , Aerobics) or Laney College (classes taken: Weight Lifting, Dance Class)
 - f. CIP 6 – Highland Hospital
 - i. Ten percent (10%) – independent traveler
 - ii. One hundred percent (100%) – engaged in volunteer/workability jobs
 - iii. One hundred percent (100%) – attend Merritt College (classes taken: Weight Lifting , Aerobics) or Laney College (classes taken: Weight Lifting, Dance Class)
- 7. Comparison of courses that CIP students take in the different Peralta Colleges :
 - a. Similarities
 - i. All colleges offer Basic Academic Classes (Elementary English, Math, Writing) but student has to be assessed by the college counselor to determine potential match to the classes. Only those who passed the evaluation could take academic classes.
 - ii. All colleges offer weight lifting, ceramics class, computer class for students with disabilities, gym, aerobics
 - b. Dissimilarities
 - i. Only Laney College offers the following classes: swimming, dance, basketball, soccer
 - ii. Only Merritt College offers track and field
 - iii. Only College of Alameda offers DSPS classes (i.e., Money Management, Vocational Assessment, Independent Living Skills, and Job Training)
- 8. Other CIP Features
 - a. Conversation Club is held on Thursday mornings for students who need help with their communication skills.
 - b. Job Workshop is held every Thursday for students who need help in filling out a job application form, in undergoing job interviews, in developing interaction skills with the supervisor

- c. Cooking Classes are held by each CIP class at Foster
- d. CIP – Foster
 - i. Busy Bistro: cooks and sells lunch to the PEC staff
 - ii. Mercy Brown Bags – bagging donated groceries for elderly 2x weekly at the South Berkeley Senior Center.
 - iii. Contract job with Cole Coffee – attach labels to coffee bags.
- e. CIP – Highland
 - i. Has built in jobs @ the Hospital such as industrial dishwashing, table bussing, and gift shop
 - ii. Has a room where students meet in the morning for check in and meet again in the afternoon for dismissal.
 - iii. Requirements for placement: (a) Must have MMR, Varicella, T-Dap, T.B. Clearance, (b) Parent or guardian must sign the Highland Hospital Employee Health Screening Packet, and (c) that students placed at Highland Hospital do not have challenging behaviors.

B. Community Mainstream Program (CMP)

1. BACKGROUND

- Started SY 2010 – 2011
- Designed in response to the needs of some students and families who for some reasons, cannot be or do not want to be in the community 100% of the time, but also need to have some experiences in the community more than students in the totally segregated or self-contained settings.

2. NATURE OF THE PROGRAM

- Fifty – eighty percent community based program
- Young Adult Transition Program
- Serves students with significant (severe) disabilities, ages 18 – 21
- Young adult students are no longer in high school classrooms but are in rooms in community buildings (e.g., De Fremery Park)

3. GOALS

- Support students become independent young adults
- Assists students in finding their niche in the community especially after leaving the school district at the age of 22

4. TRANSITION SERVICES

- Employment / Vocational Training : supporting students in developing job skills through a variety of training (e.g., volunteer jobs, workability jobs)
- Post-Secondary Education : assisting students in taking classes at the community colleges
- Mobility Training: training students to get around in the community
- Independent Living Skills Training: (e.g., making healthy food choices, community safety skills, money management, others as dictated by IEP goals)
- Social Relationships: facilitating friendships with typical peers
- Variety of Community Participation and Experiences: providing opportunities to experience community life

5. CMP CLASSES :

- Three (3) classes of 12 – 13 students each class
- Paraprofessionals are assigned to each class to help the teacher
- One teacher per class
- Regular meeting places (for arrival and dismissal routines)
 - i. De Fremery Park
 - ii. Marcus Foster Site (2 classes)

6. CMP Class Profile

- CMP 1 – De Fremery Park
 - i. Forty –Five Percent (45%) of students have autism (current class 11 students)
 - ii. One hundred percent (100%) - engaged in volunteer/workability jobs
 - iii. Some attend Laney College
 - iv. Students spend time in the room being taught functional academics; they go into the community to generalize skills taught in the classroom
 - v. De Fremery Park has a computer room where students can work on their computer skills

- CMP 2 – West (@ Foster)

- i. Class has students with multiple disabilities and significant medical needs.
 - ii. Forty percent (40%) of students are on wheelchair.
 - iii. Most instruction occurs in the room. Having moved to Foster at the start of this school year, the class is still in the process of setting up. It is targeted that students will engage in community immersion by next semester.
- CMP 3 – West @ Foster [Recently developed in Jan 2013 to help students with behavior issues]

*** Student outcomes for each class profile are based on the 2009 – 2010 SY.

CONTACT NUMBERS:

Melissa Williams (Coordinator): 874 - 3742

Ophelia Gomez (Program Specialist): 874 - 3745

Ludy Navarra (Administrative Assistant): 874 – 3758; 874 - 3741

OAKLAND UNIFIED SCHOOL DISTRICT

PEC 2013-2014 Staffing List

(As of August 14, 2013)

HIGH SCHOOL PROGRAMS			
BY SCHOOL			
NAME OF SCHOOL	PROGRAM	TEACHER	SUPPORT STAFF
Arise (Charter)	RSP	Castillo, Ericka	No Assigned
Barack Obama	RSP (0.2)	TBA	TBA
Bay Tech/E.L./Rudsdale	RSP	Benz, Andrew	Howard, Jina
Bunche/McClymonds	RSP	Hodge, Yvonne	Simms, Charles
Castlemont	SDC/SH	Ogbu, Justina	Brooks, Rosetta (1:1) for Bernardo Perez Dominguez, Alma (1:1) for Denise Olvera Oshodin, Patience (1:1) for Isaiah Lottie-Hill Neravo, Daniel
Castlemont	SDC/NSH	Dixon, Danielle	Tutashinda, Xihuanel
Castlemont	SDC/NSH	Padden, Mary	Manieri, Cole
Castlemont	SDC/NSH	Gonzalez, Michelle	Sessions, Brinoda
Castlemont	SDC/TRANSITION	Simmons, Clifford	Sharon, Julius (IA)
Castlemont	RSP	Chan, Clarissa	Pugh, David
Castlemont	RSP	Johnson, Ebony	Empleo, Stefan
CCPA	RSP	Korschun, Rachel	Rose, Carl
CCPA	SDC/NSH	Delaney, Michael	Gaines, Sandra
Community Day/Dewey	RSP	Wimberly, Johnetta	No Assigned
Fremont	RSP	Suddreth, Beth	Kem-Lam, Lida
Fremont	SDC/NSH	Clark, Jessica	Hall, Dora (Medical Leave) Sub has been called
Fremont	SDC/NSH	Ramirez, Kirsten	Lindsey, Grant
Fremont	RSP	Holohan, Edward	Evans, Marcella
Life Academy - 6-7 (0.5)/Sojourner Truth ISP (0.5)	RSP	Savattonne, Lorraine	TBA
Life Academy - High School	RSP	San Martin, Lindsay	TBA
Life Academy	SDC/ASC	Rice, Alexamder	Corwin-Udell, Meryl/Edwards, Charlene/Tekpa, Yawo
McClymonds	SDC/NSH	Calloway, Pat	Richardson, Ellen
Metwest	RSP/ASIP	Heller, Sara	Villalobos, Ana (IS)
Oakland High	RSP	Carter, Payton	Jalil, Amir
Oakland High	RSP	Park, Daniel	Tran, Tu
Oakland High	SDC/NSH	Siino, Ben	Cusseux, Alkrumah
Oakland High	SDC/SH	Vuksinich, Michael	Barragan, Deborah (1:1) for Leslie Segura Brown, Angie Davis, Sheila Tillman, Delisha Ella Barcello (Nurse for Liliana Gonzalez)
Oakland High	SH/TRANSITION	MacDonald, Diana	Conaway, Omeka Sanders, LaTonia Windom, Geraldine
Oakland High	SDC/TACLE	Manalac, Jocelyn	Alexander, Eleanor Bongat, Eleanor (Maxim Nurse for Niara Pare) Madsen, Maureen (1:1) for Susana Vasquez Nguyen, Hanh Segarra, Ahmed (IS)

OAKLAND UNIFIED SCHOOL DISTRICT

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BY SCHOOL			
NAME OF SCHOOL	PROGRAM	TEACHER	SUPPORT STAFF
Oakland High	SDC/NSH	Snider, Karen	Brit, Deborah (IA) Sincere, Tina
Oakland High	RSP	Wilder, Amy	McCree, Dyanasha
Oakland High	RSP	Muldoon, Jessica	Yang, Samson
Oakland International	NSH/INCL.	Pollock, Ryann	Williams, Sylvia Yu, Louise
Oakland International/O. Tech	RSP	Wiemels, Elizabeth	TBA
Oakland Tech	SDC/NSH	Debro, Keith	Cherry, Cynthia
Oakland Tech	SDC/NSH	Borens, Jennifer	Bellow, Mildred
Oakland Tech	SDC/NSH	Cooper, Natalia	Allen, Barbara
Oakland Tech	SH/TRANSITION	Vacancy	Akins, Tonya Aubrey, Tori Aurwin, Cliff
Oakland Tech	SDC/SH	Drilon, Mary Ann	Anderson, Cynthia Heath, Paul (1:1) for Michael Andrews Williams, Regina (Medical Leave) Behavioral Aide (1:1) for Nurislom Akbaro Suluki, Geneva
Oakland Tech/O.Charter High	RSP	Hahn, Moss	Samson, David
Oakland Tech	SDC/ASC	Melious, Coriander	Butler, Erykah Lovejoy, Daniel Pfeiffer, Brian
Oakland Tech	RSP	Greene, Mary	Habte, Abraham
Oakland Tech	RSP	Rocke, Brooke	No Assigned
Oakland Tech	SH/INCL.	Krause, Stephanie	Narcise, Linda Candice, Mitchell (IS) Patterson-Pratt, Sharif Walker, Wilma (1:1) for Jakeel Patnode
Oakland Tech	SH/INCL. (New Class)	Ruiz, Teren/Lin/Jocelyn (Job Share)	Cole, De Andre MacMahon, Mary
Oakland Tech	SDC/ASIP	Wolf, Rebecca	Avery, Karen Pho, Emerly Woolridge, Michael
Oakland Tech	RSP	Bynum, Katherine	Batista, Eva
Skyline	NSH/INCL.	Mogica, Kathleen	Campos, Paulette
Skyline	NSH/INCL.	Noble, Bryce	Okokon, Ekong
Skyline	SH/TRANSITION	Burns, Amy	Sims, Sherry Wright, Kristi Behavioral Aide (1:1) for Evan Meadows
Skyline	SH/INCL.	Kramschuster, Luke	Noll, Tom Sherry, Towanda
Skyline	RSP	Clark, Matt	TBA

OAKLAND UNIFIED SCHOOL DISTRICT

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HIGH SCHOOL PROGRAMS			
BY SCHOOL			
NAME OF SCHOOL	PROGRAM	TEACHER	SUPPORT STAFF
Skyline	SDS/SH	Segal, Helena	Booker, Lawana (1:1) for Lyric Cervantes Culpepper, Erwin Soto-Gonzalez, Sara (Medical Leave) Chin, Lauren (1:1) for Nabia Alnajar Justice Ntagbu Pippins, Sanara
Skyline	SH/INCL.	Dane, Stacey	Adeniyi, Femi (1:1) for Alexander Brooks-Pierce Thourn, Ebi King, Darryl (IS) replacement for F. Cunningham
Skyline	SDC/D/HOH	Spencer, Dennis	Schickler, Cathy Watson, Kishana
Skyline	NSH/INCL.	Bloomfield, Chris	Turner, Grace
Skyline	NSH/INCL.	Robinson, Megan	Jackson, Nancy
Skyline	RSP	Simon-Bryant, Rachael	Wheeler, Angela
Skyline	SDC/ASIP	Gumora, Courtney	Moore, Bryan (IS) Patton, Ian (IS)
Skyline	RSP	Horton, Loral	TBA
Skyline	RSP	Hopkins, Sam	Sierra, Mariana
Skyline	SDC/AUTISM	Tasik, Chris	Carter, Tamesa (1:1) for Tyler Kelly Hughes, Tamisha Knight, Myeti
Skyline	SDC/AUTISM	Gillette, John	Osborne, Nathaniel (IS) (1:1) for Robert Viney Vacancy (ASE) replacement for L. Jefferson
Sojourner Truth Independent Study	RSP	Williams, Mia	TBA
Street Academy	RSP	Cherin, Kelley	TBA
CIP 1 Laney	SDC/SH	Packer, Adam	Bundura, Gary (1:1) for William Goodwin Linzie, Melisha Richardson, Sheila Rowe, Alicia
CIP 2 Merritt	SDC/SH	Cammarata	Clements, Yvette Goodwin, Artelia Reeves, Nadine Behavioral Aide (1:1) for Omar Brown
CIP 3 Laney	SDC/SH (New Class)	Tran, Viet	Harrison, Dwana Tolentino, Gregory Wilson, Sandra
CIP 4 Merritt	SDC/SH	Matsuoka, Jennifer	Barber, Chris Jefferson, Lonniece Lewis, Linda (HR Case) McCoy, N'gala Payne, Kasheema Yeweb, Tesfaye
CIP 5 College of Alameda	SDC/SH	Natale, Patricia	Ewell, Miriamne Nepali, Mani (1:1) for Graham Vaamonde Vasquez, Thelma

OAKLAND UNIFIED SCHOOL DISTRICT

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HIGH SCHOOL PROGRAMS			
BY SCHOOL			
NAME OF SCHOOL	PROGRAM	TEACHER	SUPPORT STAFF
CIP 6 Foster	SDC/SH	Nishi, Pauline	Harrison, Sharon Jackson, Bernadean Martin, Micah (1:1) for Cedric Johnson Viengvilay (Maxim Nurse for Samuel Gold Watson, Armondo Young, Diana (1:1) for Steven Thach
CIP 7 Foster	SDC/SH	Payne, Bryan	Halsell, Dorothy Hill, La Tosha Scott, Barbara
CMP 1 Highland Hospital	SDC/SH	Davis, Cale	Ogbu, Grace (IS) (1:1) for Brendell Van Buren Sudduth, Aaron (IS) (1:1) for Seiyala Leng Young, Margaret
CMP 2 Foster	SDC/SH	Zambrano-Sanchez, Ana	Ms. James (1:1) for Amber Collins Ikeme, Ngozi (1:1) Moises Rodriguez Truong, Huong
CMP 3 Foster	SDC/SH	Vacancy	Parker, Jeffrey (IS) Parker, Princess (IS)
CMP 4 Foster	SDC/SH (New Class)	Morris, Christine	Bahta, Haimanot (Maxim Nurse) for Cherokee, W Jenkins, Curtis Layne, Felicia Thomas, Andre

2012-13 Enrollment Based on CBEDS Day

Students with Disabilities in OUSD K-12 Schools

Disability	Counts	%
Specific Lrng Disability	1432	38.8%
Speech Impairment	898	24.3%
Intellectual Disability	361	9.8%
Autism	351	9.5%
Other Health Impairment	244	6.6%
Emotional Disturbance	225	6.1%
Hard of Hearing	55	1.5%
Multiple Disabilities	38	1.0%
Visual Impairment	31	0.8%
Orthopedic Impairment	29	0.8%
Traumatic Brain Injury	16	0.4%
Deaf	6	0.2%
Estab Medical Disab	1	0.0%
Deaf-Blindness	1	0.0%
Total	3688	100.0%

Students with Disabilities in OUSD K-12 Schools

Ethnicity	SWD	Total	%SWD
African American	1654	11387	14.5%
Asian	340	5188	6.6%
Filipino	33	372	8.9%
Latino	1242	13549	9.2%
NatAmer	22	184	12.0%
NotSpec	100	923	10.8%
Paclsl	28	462	6.1%
White	269	4073	6.6%
Total	3688	36138	10.2%

Students with Disabilities in OUSD K-12 Schools

Ethnicity by Gender	SWD	Total	%SWD
African American Female	523	5571	9.4%
African American Male	1131	5816	19.4%
Asian Female	87	2497	3.5%
Asian Male	253	2691	9.4%
Filipino Female	4	167	2.4%
Filipino Male	29	205	14.1%
Latino Female	378	6519	5.8%
Latino Male	864	7030	12.3%
NatAmer Female	7	83	8.4%
NatAmer Male	15	101	14.9%
NotSpec Female	33	443	7.4%
NotSpec Male	67	480	14.0%
Paclsl Female	6	212	2.8%
Paclsl Male	22	250	8.8%
White Female	78	1948	4.0%
White Male	191	2125	9.0%
Total	3688	36138	10.2%

Students with Disabilities in OUSD K-12 Schools & PEC Home/Hospital & PEC Young Adult Programs

Disability	Counts	%
Specific Lrng Disability	1435	37.5%
Speech Impairment	902	23.6%
Intellectual Disability	417	10.9%
Autism	365	9.5%
Other Health Impairment	246	6.4%
Emotional Disturbance	228	6.0%
Hard of Hearing	57	1.5%
Multiple Disabilities	43	1.1%
*	39	1.0%
Orthopedic Impairment	34	0.9%
Visual Impairment	33	0.9%
Traumatic Brain Injury	16	0.4%
Deaf	6	0.2%
Estab Medical Disab	1	0.0%
Deaf-Blindness	1	0.0%
Total	3823	100.0%

* These students are enrolled in PEC Young Adult Program but do NOT have disability code.

Students with Disabilities in OUSD K-12 Schools & PEC Home/Hospital & PEC Young Adult Programs

Ethnicity Overall	SWD	Total	% SWD
African American	1726	11459	15.1%
Asian	360	5208	6.9%
Filipino	34	373	9.1%
Latino	1268	13575	9.3%
NatAmer	22	184	12.0%
NotSpec	100	923	10.8%
Paclsl	29	463	6.3%
White	284	4088	6.9%
Total	3823	36273	10.5%

Students with Disabilities in OUSD K-12 Schools & PEC Home/Hospital & PEC Young Adult Programs

Ethnicity by Gender	SWD	Total	%SWD
African American Female	547	5595	9.8%
African American Male	1179	5864	20.1%
Asian Female	92	2502	3.7%
Asian Male	268	2706	9.9%
Filipino Female	4	167	2.4%
Filipino Male	30	206	14.6%
Latino Female	390	6531	6.0%
Latino Male	878	7044	12.5%
NatAmer Female	7	83	8.4%
NatAmer Male	15	101	14.9%
NotSpec Female	33	443	7.4%
NotSpec Male	67	480	14.0%
Paclsl Female	6	212	2.8%
Paclsl Male	23	251	9.2%
White Female	85	1955	4.3%
White Male	199	2133	9.3%
Total	3823	36273	10.5%

Academic Yr	Total	ChrAbs	ChrAb%
2010-11	3229	686	21.2%
2011-12	3713	654	17.6%
2012-13	3972	727	18.3%

	CELDT				
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
2010-11	1.51%	9.78%	29.57%	26.88%	32.26%
2011-12	2.18%	14.12%	31.69%	26.41%	25.60%
2012-13	2.42%	12.08%	33.27%	27.70%	24.54%

CAHSEE Grade 10			
	Did Not Take Either	Did Not Pass Both	Passed Both
2010-11	23.11%	70.75%	6.13%
2011-12	23.26%	68.60%	8.14%
2012-13	25.37%	62.50%	12.13%
CAHSEE Grade 11			
	Did Not Take Either	Did Not Pass Both	Passed Both
2010-11	14.02%	66.36%	19.63%
2011-12	19.05%	61.47%	19.48%
2012-13	18.14%	66.67%	15.19%
CAHSEE Grade 12			
	Did Not Take Either	Did Not Pass Both	Passed Both
2010-11	12.16%	62.16%	25.68%
2011-12	13.47%	52.24%	34.29%
2012-13	18.38%	52.99%	28.63%

	College Enrollment		
	Did Not Enroll	2 Year College	4 Year College
2009-10	43.14%	52.45%	4.41%
2010-11	60.54%	33.51%	5.95%
2011-12*	57.43%	37.13%	5.45%

*College data for 2011-12 graduates is only available through December 2012 and 1

Year	Cohort Rate Type	Rate	Group Size (#)	Cohort Size (N)
0910	Drop Out	30.31%	77	254
0910	GED	0.39%	1	254
0910	Graduation	45.28%	115	254
0910	Special Ed Certificate of Completion	11.42%	29	254
0910	Still Enrolled	12.60%	32	254
1011	Graduation	42.64%	229	537
1011	Drop Out	37.24%	200	537
1011	Still Enrolled	17.32%	93	537
1011	GED	0.19%	1	537
1011	Special Ed Certificate of Completion	2.61%	14	537
1112	Graduation	51.63%	111	215
1112	Drop Out	26.98%	58	215
1112	Still Enrolled	13.02%	28	215
1112	GED	0.00%	0	215
1112	Special Ed Certificate of Completion	8.37%	18	215

	Pathway	
	Pathway	Non Pathway
2010-11	23.5%	76.5%
2011-12	22.5%	77.5%
2012-13	28.2%	71.8%

Status of inclusion and integration of Special Education data, goals, and strategies into 2014-2015 Community School Strategic Site Plans & Budgets, and School Quality Review processes.

Community Schools Strategic Site Plan (CSSSP)

The PEC Associate Superintendent is a member of the CSSSP Executive Board, the group that sets strategy and policy for the CSSSP. In this role, she is providing guidance for changes to the CSSSP tool and processes, to ensure inclusion and integration of Special Education data, goals, and strategies. Changes are being made to the tool for schools to highlight their goals and strategies for exceptional children, and mini-retreats and content workshops are planned to provide support to schools regarding high-quality strategies that accelerate the achievement of students, including those for exceptional children.

School Quality Review (SQR)

The School Quality Review process currently includes gathering qualitative data through interviews of PEC staff, students, and parents, and observation of PEC classrooms. The SQR reports, through several different school quality standards, describe the strengths and challenges of PEC services in the schools. In response to the District's focus this year on Special Education, the SQR staff is currently designing improvements to the format of the SQR reports that will support readers to locate more easily in the reports the described strengths and challenges of PEC services.