

5:30 pm
Interpretation and
Zoom Instructions

6:00 pm
Meeting Begins

Welcome ⇔ Bienvenidos ⇔ Chào mừng Quý vị
أهلاً بك ⇔ 歡迎

Please do not change settings until instructions are given.

-

Por favor NO cambie la configuración hasta que se le indique.

在講解說明之前，請不要更改設置。

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Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

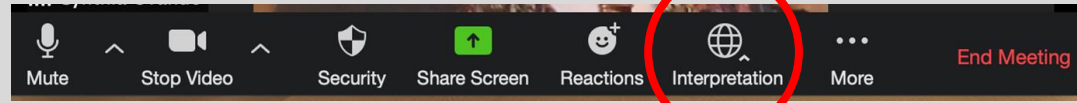
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يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

Interpretation ⇔ Interpretación

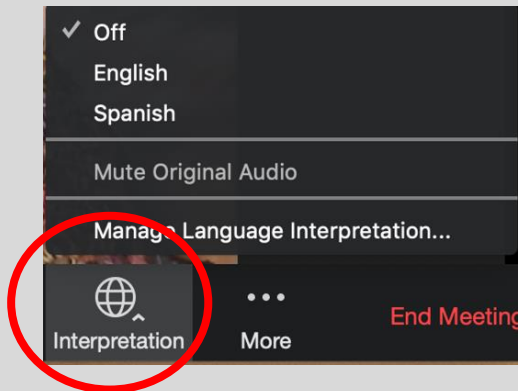
1 Go to Controls

Vaya a los controles



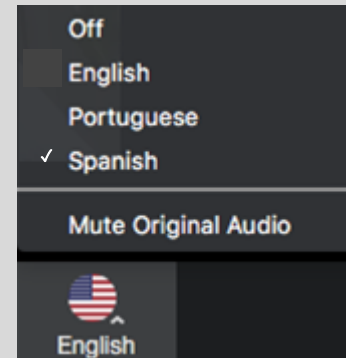
2 Click "Interpretation"

Clic en "Interpretación"



3 Choose a Language

Escoja un idioma



If you do not see the interpretation icon on your phone screen:

Si no ve el ícono de interpretación en la pantalla de su teléfono



1) Tap on the three dots at the end of the meeting controls.

Toque sobre los **tres puntos** al final de los controles para la junta.

2) Tap on "Language Interpretation" and choose your language.

Toque sobre "**Language Interpretation**" y escoja su lenguaje.

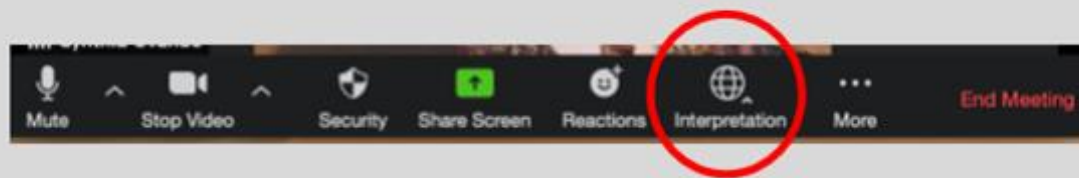
3) Tap on "Mute Original Audio" and then on "Done."

Toque sobre "**Mute Original Audio**" y después sobre "**Done.**"

Interpretation / Interpretación / 翻譯

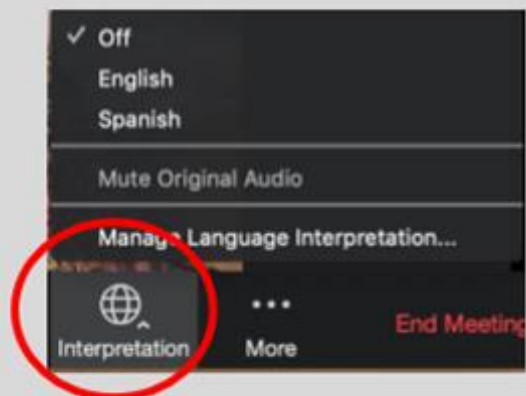
1 Go to Controls

Vaya a los controles | 控制鍵



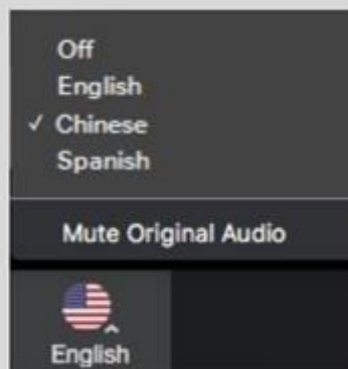
2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



3 Choose a Language

Escoja un idioma | 選擇一種語言



If you do not see the interpretation icon on your phone screen:

若你不能夠在電話屏幕見到傳譯圖像：

1) Tap on the **three dots** at the end of the meeting controls.

點擊會議控制鍵後面的三點。



2) Tap on "**Language Interpretation**" and choose your language.

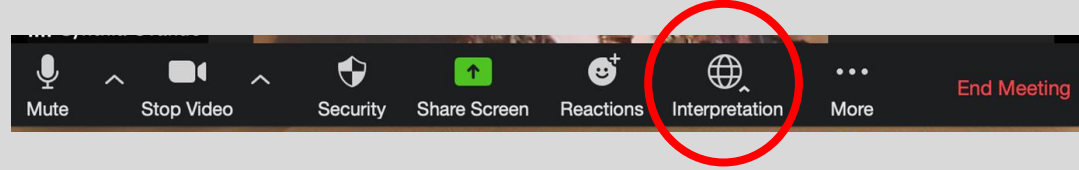
點擊『語言翻譯』，然後挑選你的語言。

3) Tap on "**Mute Original Audio**" and then on "**Done.**"

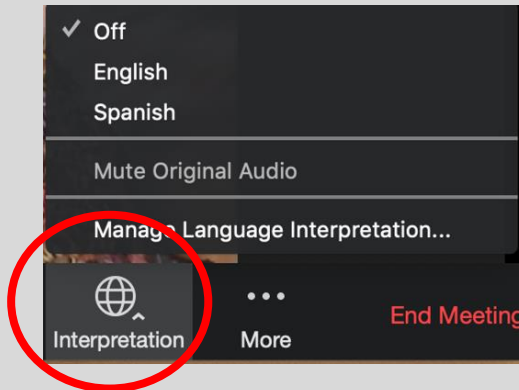
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الترجمة

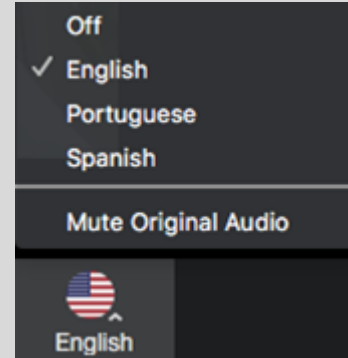
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"

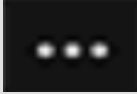


3 أختار اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.



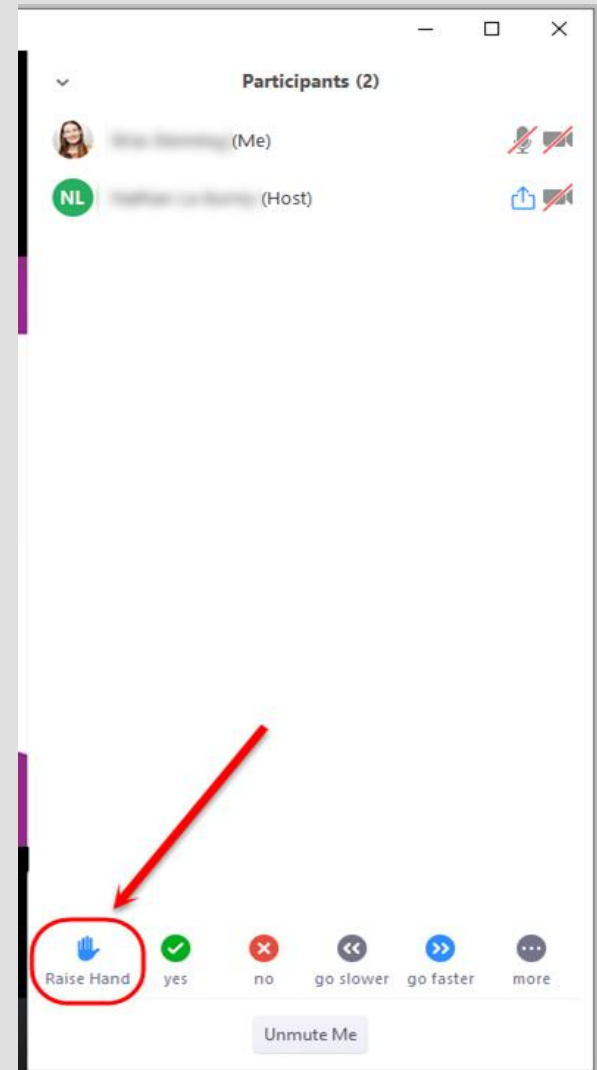
2) اضغط على "ترجمة اللغة" واختر لغتك.

3) اضغط على "كتم الصوت الأصلي" ثم على "تم."

¿Puede oír al intérprete?
Can you hear the interpreter?



Levante la mano
Raise your hand



¿Puede oír al interprete?
你能否聽到傳譯員嗎？



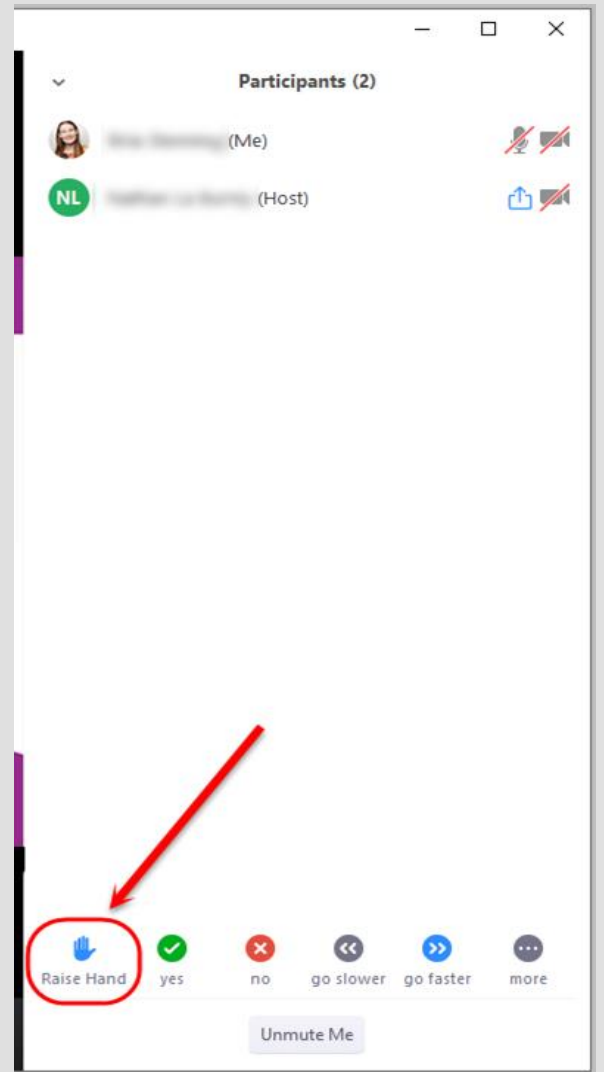
Levante la mano | 舉起你的手



هل يمكنك سماع المترجم؟



ارفع يدك





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/81826589264>

September 9, 2024

Meeting ID: 818 2658 9264 To join by phone: 1-669-444-9171

ALL BODIES ARE UNIQUE AND ESSENTIAL.

ALL BODIES ARE WHOLE. ALL BODIES HAVE STRENGTHS AND NEEDS THAT MUST BE MET.

WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES OF OUR BODIES, BUT BECAUSE OF THEM.

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS

TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

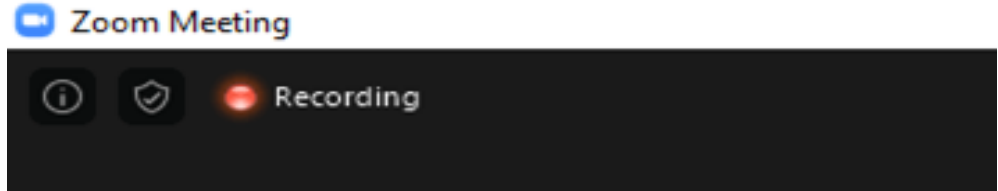
SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

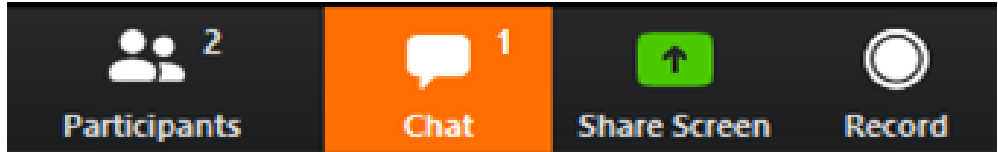
ESTO ES JUSTICIA DE DISCAPACIDAD.

<https://www.sinsinvalid.org/>

We are recording.



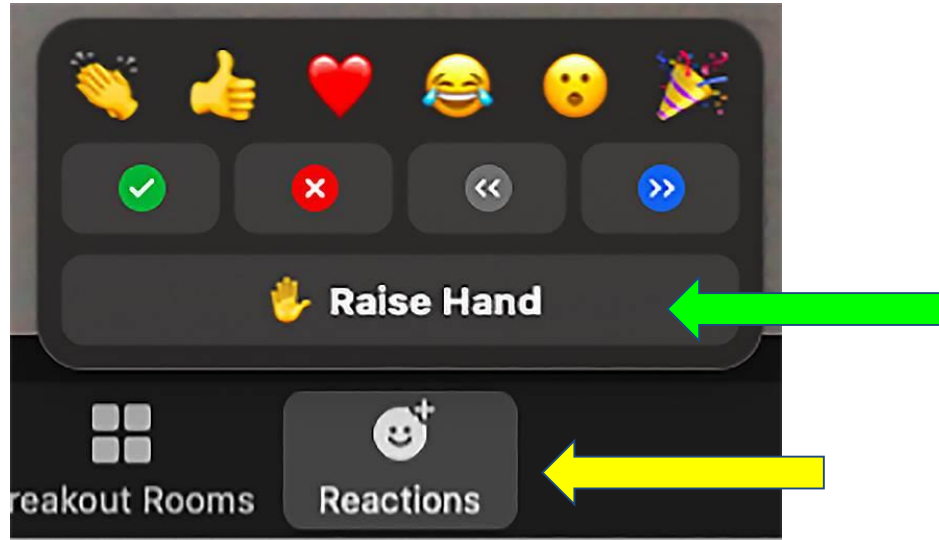
We invite you to use the chat.



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

Please Use the
Sign-In Sheet

You can find links for tonight's documents at ousd.org/LCAP in the folder for the **Community Advisory Committee for Special Education** and under 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-Corvette Kirtman**

Who Is Helping Us Today

Facilitator/Chair	Coriander Melious
Timekeeper	Melisha Linzie
Notetaker	Cintya Molina
Zoom Host	Raquel Jimenez
Chat Monitor	Lena Anthony
Link Monitor	Lena Anthony

Thank you!

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

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:



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



Special  Education

Community Advisory Committee for Special Education

Role, Responsibilities, and Membership

Fall 2024

www.ousd.org     @OUSDnews

Link: tinyurl.com/ytwn3422

Meeting Goals and Agreements

Tonight, we will:

→ share questions to help determine the content of future Special Education updates

→ learn about the staffing of Special Education support staff (paraeducators and instructional support specialists), including:

- the number of these positions that are funded
- how the number of these positions is decided each year
- how OUSD has been doing in hiring staff for them
- where there are persistent vacancies
- how many of these staff leave or stay and possible reasons
- what is being done to improve the hiring and retention of Special Education support staff

→ learn about the initiatives of the CAC and how they are progressing

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.	Special Education Updates
6:45 20 mins.	CAC Member Updates
7:05 10 mins.	Break
7:15 65 mins.	Presentation and Discussion: Allocating, Hiring and Retaining Special Education Support Staff (Paraeducators and Instructional Support Specialists)
8:20 10 mins.	Announcements, Appreciations, and 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?



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
Jennifer Blake, Carol Delton, Ashley Demelo, Sheila Haynes,
Ginale Harris, Patty Juergens, Corvette Kirtman, Alan Pursell,
Daisy López, Joe Manekin, Coriander Melious, Anna Realini,
Tiffany Stewart, Sayuri Valenza, Inga Wagar,
JD Woloshyn, Kristen Zimmerman

Quorum: 11

Special Education Updates

6:30 pm 15 minutes

Listening Segment

→ What information would you like to see included in future Special Education Updates?

→ What timely information should Special Education staff share with families and students in the months to come?

Notes

Notes

Notes

CAC Member Updates

6:45 pm 20 minutes

The CAC Executive Board

Alan Pursell & Coriander Melious	Co-Chairs
Lateefa Ali	Vice-Chair
Lena Anthony	Communications Secretary
Anna Realini	Parliamentarian



Our Ongoing Initiatives & Member Leads

- Issues on which we are focusing
- Looking for additional members and others to help move the work forward

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

JD Woloshyn reporting (Member of the Ad Hoc Committee to Develop Metrics for School Closures, Mergers, and/or Redesign)

2) Implementation of Plan to Reduce Suspensions for Disabled Black Students in Middle School

Working Group meets every third Thursday.

Patty Juergens reporting

3) Implementation of *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.]

Anna Realini reporting

4) Access and Equity for the Young Adult Program; Linked Learning Access and Equity; Work-Career Opportunities for Disabled Students

Coriander Melious reporting

5) School Board Legislative Priorities Related to Special Education

Joe Manekin reporting

6) Sufficient Special Education Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, Instructional Support Specialists, etc.

Working Group meets every third Thursday.

This is the main topic of tonight's meeting.

**7) Local Plan Subcommittee: Implementation of CAC
Recommendations for the Local Plan**

Alan Pursell

**6) Access to Designated English Language Development for
Disabled English Learners with IEPs**

Lateefa Ali (with District English Language Learners Subcommittee)

*Representing DELLS on the Ad Hoc Committee to Develop Metrics for
School Closures, Mergers, and/or Redesign*

7) Reducing the Suspension of High School Foster Youth with IEPs

Patty Juergens (with Foster Youth Advisory Committee)

Meeting of the Local Plan Subcommittee

Monday, September 23 6:30 pm

Write to cintya.molina@ousd.org
for information to participate.

Key CAC Dates in September 2024

- W. Sep. 11** **CAC Report to the School Board**
- W. Sep. 18** **LCAP Parent and Student Advisory Committee (CAC Reporting)**
- Th. Sep. 19** **Meetings of CAC Working Groups**
- M. Sep. 23** **CAC Local Plan Subcommittee**
- M. Sep. 30** **CAC Planning Meeting**
- T. October 1** **Meeting of the Measure H Commission**
Linked Learning Resources for the Young Adult Program will be on the agenda. History of its eligibility.

Learnings and Outcomes from the August 17 Goal-Setting Retreat

1) CAC recommendations for our district's big plan (the Local Control and Accountability Plan) showcase the **need for more data-driven decision-making across our district to benefit disabled students.**

We will continue to expect that disabled students be included in all data and that the choice of data be responsive to their experiences and needs.

2) We will continue to demand that **disabled students be fully reflected in all areas of service that are included in the LCAP**, that there be **greater transparency about how they are being served within the plan.**

3) **School and program stability for disabled students will be a priority this year, especially in the Fall.** We must choose this focus in light of current conversations in OUSD about school closures, mergers, and redesign.

Main Topics for Fall Meetings

September

Sufficient and Sustainable Special Education Staff for Disabled Students

October

School and Program Stability for Disabled Students

November

Full Access for Disabled Students to the Academic & Social-Emotional Opportunities in OUSD
Implementation of the Access Resolution

Focus on Visual and Performing Arts.

Smaller reports from Linked Learning, Athletics, and Expanded Learning.

Overview of Enrollment Process for 2025-26

December

Supporting the Intersectional Experiences of Disabled Students

District Advisory Committees Fall 2024 Calendar of Meetings and Events

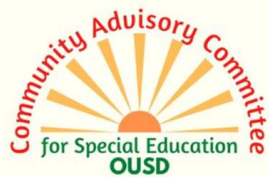
M. Aug. 12 ▾	First Day of School	W. Oct. 16	LCAP Parent & Student Advisory Committee
W. Aug. 14	All Committees Report to the School Board	M. Oct. 21	Community Advisory Committee for Special Education
M. Aug. 19 6 pm	Community Advisory Committee for Special Education The CAC meets regularly at 6pm. Go to ousd.org/calendar for exact meeting times and zoom links.	Th. Oct. 24	District English Language Learners' Sub-Committee
W. Aug. 21 5:30 pm	LCAP Parent & Student Advisory Committee PSAC meets regularly at 5:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.	T. Oct. 29	Foster Youth Advisory Committee
F. Aug. 23 4:30 pm	District English Language Learners' Sub-Committee: Language Access Fair DELLS will not meet in August. Exact time and location of the DELLS-sponsored Language Access Fair at ousd.org/calendar .	T. Nov. 5	Election Day
T. Aug. 27 5:30 pm	Foster Youth Advisory Committee FYAC meets regularly at 5:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.	M. Nov. 11	Veterans' Day
M. Sept. 2	Labor Day	W. Nov. 13	All Committees Report to the School Board
M. Sept. 9	Community Advisory Committee for Special Education	M. Nov. 18	Community Advisory Committee for Special Education
W. Sept. 11	All Committees Report to the School Board	W. Nov. 20	LCAP Parent & Student Advisory Committee
W. Sept. 18	LCAP Parent & Student Advisory Committee	M. Nov. 25 - F. Nov. 29	Thanksgiving Break
T. Sept. 24	Foster Youth Advisory Committee	T. Dec. 3	Foster Youth Advisory Committee
Th. Sept. 26 6:30 pm	District English Language Learners' Sub-Committee DELLS meets regularly at 6:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.	Th. Dec. 5	District English Language Learners' Sub-Committee
W. Oct. 9	All Committees Report to the School Board	M. Dec. 9	Community Advisory Committee for Special Education
M. Oct. 14	Indigenous Peoples' Day	W. Dec. 11	All Committees Report to the School Board
		W. Dec. 18	LCAP Parent & Student Advisory Committee
		M. Dec. 23 - F. Jan. 3	Winter Break

For more information contact Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

**Fall 2024 and Spring 2025
Calendar of Committee Meetings**
also available at ousd.org/LCAP

Link to Fall 2024 Calendar
tinyurl.com/3x7murri

Link to Spring 2025 Calendar
tinyurl.com/3c7csc2f



Join the parents, caregivers, students, teachers, staff, and community members of the **COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)**.

Let's advocate together for the belonging and support that all disabled students deserve!

- ✓ Attend our meetings on second Mondays. Meeting information at [ousd.org/calendar](https://www.ousd.org/calendar).
- ✓ Check us out on Facebook at facebook.com/CAC4SpEdOUSD.
- ✓ Email us at cacoakland@gmail.com.



COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

2ND MONDAY OF THE MONTH
(except for holidays) **6-8:00 pm**

Meeting details & Zoom link at www.ousd.org/calendar

We provide Spanish, Arabic & Chinese interpretation.

Additional languages by request.

Meeting materials in committee folder at www.ousd.org/LCAP

For more information, contact: cintya.molina@ousd.org 510-491-6069

MEETING DATES

AUGUST 19

SEPTEMBER 9

OCTOBER 21

NOVEMBER 18

DECEMBER 9

JANUARY 13

FEBRUARY 10

MARCH 10

APRIL 14

MAY 12

Folder with CAC Flyer and Calendar of Meetings in Multiple Languages:
tinyurl.com/2mta7y7t

Meeting Details and Zoom Link:
[ousd.org/calendar](https://www.ousd.org/calendar)

Attend our public meetings on 2nd Mondays.
When there is a holiday, we meet on the next available Monday.

Let Us Know If You Want to Help.

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

**Some CAC Questions and
Perspectives from the 2/14/24
Meeting about Tonight's Topic**

Posing the Questions; Naming the Problems

- 1) Given the increase in the number of students who need support and how their needs are changing, **insufficient support staff** is being allocated to students. This causes the remaining staff to burn out.
- 2) The **pay** for paraeducators and instructional support specialists **is too low**. They often take on other district jobs that pay more or they take on other jobs altogether.
- 3) For support staff to fully participate as members of instructional teams and better serve students in the transitions to and from the school day, **they must be allowed 100% of a full-time position and not just 80% of a full-time position**.

4) Paraeducators and Instructional Support Specialists must have **opportunities for advancement within their jobs**. A common practice is to recruit away from these jobs. **These jobs require high skills and continual learning**; a fact that must be recognized and valued.

5) There seems to be **a focus on recruiting Special Education teachers from the paraeducator and ISS pool**. Related questions:

- Is this increasing paraeducator and ISS vacancies?
- Are we also recruiting other staff such as General Education teachers, reading intervention specialists & afterschool instructors, etc. to become Special Education teachers?
- Do pipeline programs* exist to specifically recruit and retain staff to serve as paraeducators and Instructional Support Specialists?

*program to improve improve diversity or increase hiring for specific positions

6) **Are paraeducator and ISS positions being treated as "transitory?"** Are we presuming that people will quickly leave these positions? If so, what is the impact of this?

7) Is there a **comprehensive plan for quickly filling support staff vacancies** as they arise? If so, how are we recruiting for those vacancies?

8) What do we know about the **prestige or stigma that this work carries within specific communities?** What **message** are we sending **about the value of the work** that Special Education support staff do?

9) Are we **combatting the austerity mindset about Special Education investment**, the false idea that we are “spending too much” on the education of disabled students?

We need strong messaging across OUSD about the value of this investment, including the work to fill support staff and other Special Education positions.

10) What **policy changes within and outside OUSD** do we need to ensure that students with IEPs have sufficient and consistent paraeducator and ISS support throughout the school year?

Allocating, Hiring, and Retaining Paraprofessionals & Instructional Support Specialists

7:15 pm 65 minutes

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**

SEGMENT OUTLINE

7:15-7:25	<ul style="list-style-type: none">- What Paraprofessional and Instructional Support Specialists Do- How We Decide the Number of Positions; Changes Over Time
7:25-7:30	Questions and Answers
7:30-7:40	<ul style="list-style-type: none">- Hiring for These Positions Each Year: Our Outcomes- Persistent Vacancies
7:40-7:45	Questions and Answers
7:45-7:55	<ul style="list-style-type: none">- Retaining (Keeping) Support Staff: Our Outcomes- Some Reasons Why Support Staff Stay and Leave
7:55-8:00	Questions and Answers
8:00-8:10	<ul style="list-style-type: none">- Current Actions to Recruit, Hire, and Retain Support Staff
8:10-8:20	Questions and Answers

**Paraeducators and
Instructional Support Specialists:
What They Do for Students**

What are paraeducators and instructional support specialists? What do they do?

Paraeducators: the most staff across programs. Can work from Early Childhood to Young Adult. Provide direct academic support individually and small groups and support classroom instruction. Support physical and custodial needs of students. They may also support behavioral needs associated with student disabilities. (e.g. support behavior intervention plans and classroom behavior interventions and supports. They may be called on to support data collection (important in Gen Ed settings when the Special Education teacher may not be present.

Minimum Qualifications: 48 college units or passage of a competency assessment. They may also take and pass the CBEST.

What are paraeducators and instructional support specialists? What do they do?

ISS: similar work duties and some different. Minimum qualification: bachelor's degree. More elements of behavior intervention in their job descriptions. More focused in supporting students who are accessing Gen Ed common core instruction or behavior intervention (or both). Physical care cannot be their primary duty.

IA's: no longer an active job classification. Small number until those people retire. 10 people remaining. Focus on academic support only without physical or custodial care services. More commonly at the secondary level (especially high schools).

Determining the Number of Support Staff Positions

A Few Guiding Questions

- 1) As we budget for the upcoming year, how do we decide the total number of Paraprofessionals and Instructional Support Specialists that we need?
- 2) How has this total number varied since the 2018-19 school year (pre-pandemic to now)? Has it kept pace with the increase in the number of students with IEPs?
- 3) How does the number vary across grades, schools, and programs?
- 4) What has driven any changes in the total allocation of support staff within our budget? [Examples: increases in certain types of disability experiences, demands for greater inclusivity]

Standards for Special Education Program Staffing

Primary factors that determine the number of staff:

- Assessed student needs and services, as indicated in IEPs;
- Collective Bargaining Agreements (CBAs) with the labor units that represent our Special Education personnel, where applicable;
- California Education Code, where applicable

We also align to a statewide standard that is set by the Financial Crisis and Management Assistance Team (FCMAT).

Standards for Special Education Program Staffing

1. Resource Specialists serve students at a hard cap ratio of 1:27 (OEA CBA*). There is a “soft cap” of 22 for elementary and 25 for secondary, after which a plan of support must be provided.
2. Self-Contained Program teachers have caseloads** (OEA CBA):

Early Childhood Education (ECE) Mild-Moderate: 10

ECE Moderate-Extensive Support Needs: 8

School Aged Mild-Moderate: 13

School Aged Mental Health: 12 in 2024-25, 11 in 2025-26

School Aged Extensive Support Needs: 10

* *OEA CBA: Oakland Education Association Collective Bargaining Agreement*

** *Caseload: The number of "cases" (clients, students, patients, etc.) that a professional has been assigned to support.*

Standards for Special Education Program Staffing

3. Each self-contained program must be allocated at least one support staff position (OEA Collective Bargaining Agreement)

4. At least 80% of Resource Specialists must have support staff (California Education Code)

Standards for Special Education Staffing

OUSD supplements staffing beyond the base in the following circumstances:

Extensive Support Needs Programs: two support staff as the base for the program.

This is to make sure there is enough support to attend to the basic physical care of students beyond their academic and functional skills goals;

Programs with more than three students who use wheelchairs:

This varies based on the number of students in the program with that level of need, as well as whether or not one or more students have dedicated staffing support already in place.

Standards for Special Education Program Staffing

Additional staffing is assigned to **programs with students who receive Intensive Individual Services (IIS) or Behavior Intervention Services (BIS)** for the majority of their day.

Inclusive services may require additional staff beyond the base where the unique needs of the students in the teacher's caseload call for it.

This ensures that IEPs are implemented.

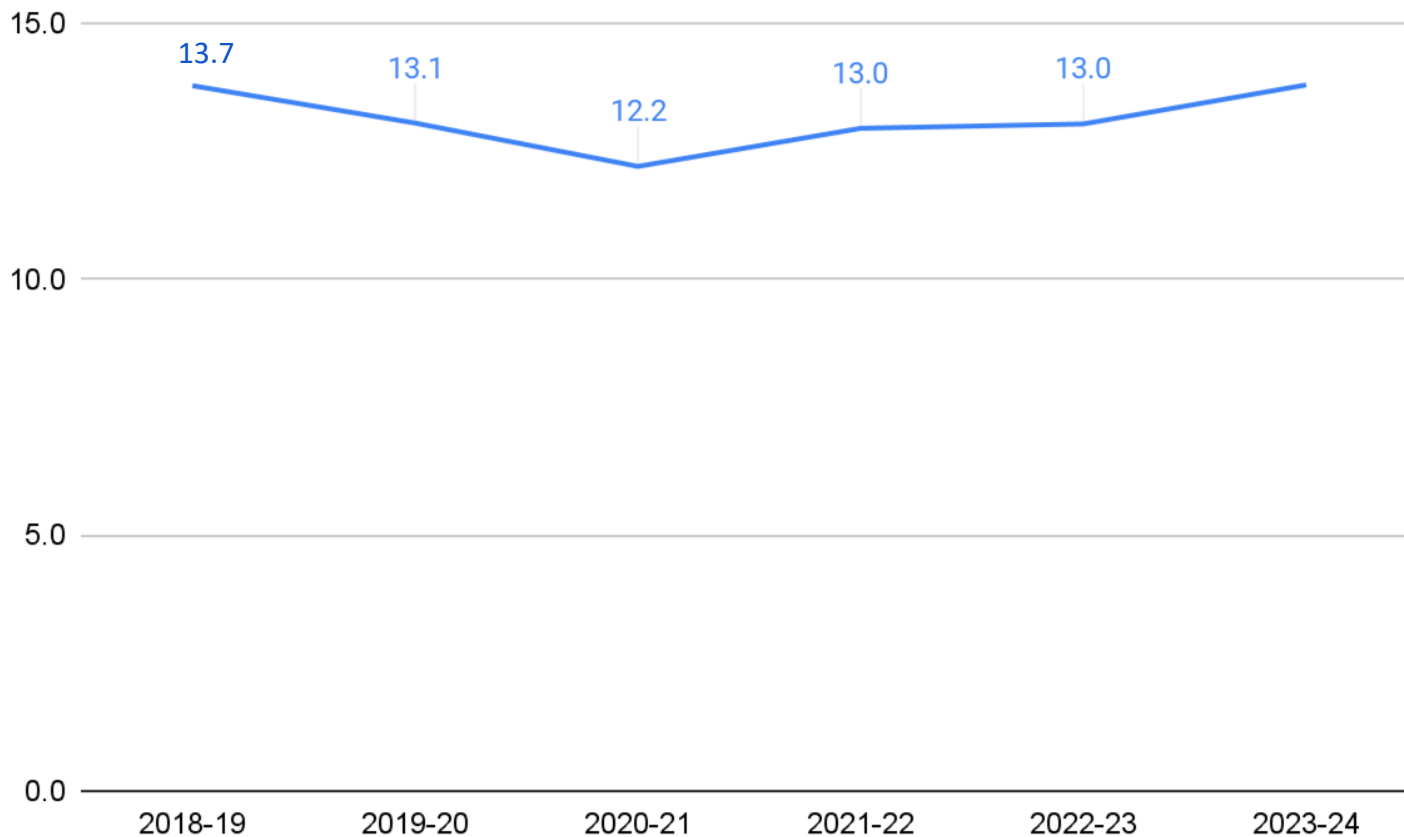
Can you show how paraprofessional and ISS numbers have kept pace with the number of students with IEPs? It would be good to see this starting in 2018-19 (for a pre-Covid baseline) up to the present. Can you show both allocations and actual hires?

Year	# of Staff (ISS/Para)	Total # of Support Staff	# of S w/ IEPs (CALPADS count)
2018-19	146 ISS positions @ .8FTE 347 para positions @ .8FTE	493	6796
2019-20	160 ISS positions @ .8FTE 361 para positions @ .8FTE	521	6801
2020-21	163 ISS positions @ .8FTE 382 para positions @ .8FTE	545	6653*
2021-22	180 ISS positions @ .8FTE 392 para positions @ .8FTE	572	7408
2022-23	168 ISS positions @ .8FTE 401 para positions @ .8FTE	569	7418
2023-24	156 ISS positions @ .8FTE 402 para positions @ .8FTE	558	

*Note that very few initials were complete in 2020 because of COVID closures, impacting our counts.

Support Staff to Student Ratios

[in the graph: number of students with IEPs per 1 support staff]



Describing the Changes in Staffing

As the number of students who need self-contained, segregated programming has decreased, we have required more staff supporting services in general education classrooms.

Many Autistic students present with communication, behavior and executive functioning needs that impact access in different ways and that require additional support staff to implement IEPs.

Describing the Changes in Staffing

We have had an increase in the number of students who require dedicated Behavior Intervention Services to ensure implementation of Behavior Intervention Plans (BIPs) and maintain safety.

Additionally, we have seen increases in speech and language services as more students have presented with language-related needs that require speech as a related service.

Contracted Registered Behavior Technicians & Contracted Nursing Assistants/LVNs

Program/Grade	# Positions
Behavior Techs, Public School	146
Behavior Techs, Nonpublic Schools or State Special Schools	10
Licensed Vocational Nurse (LVN) or Certified Nursing Assistant (CNA)- Special Education Only	13

Questions



**Our Outcomes: Hiring
Special Education Support Staff
& Persistent Vacancies**

Some Grounding Questions

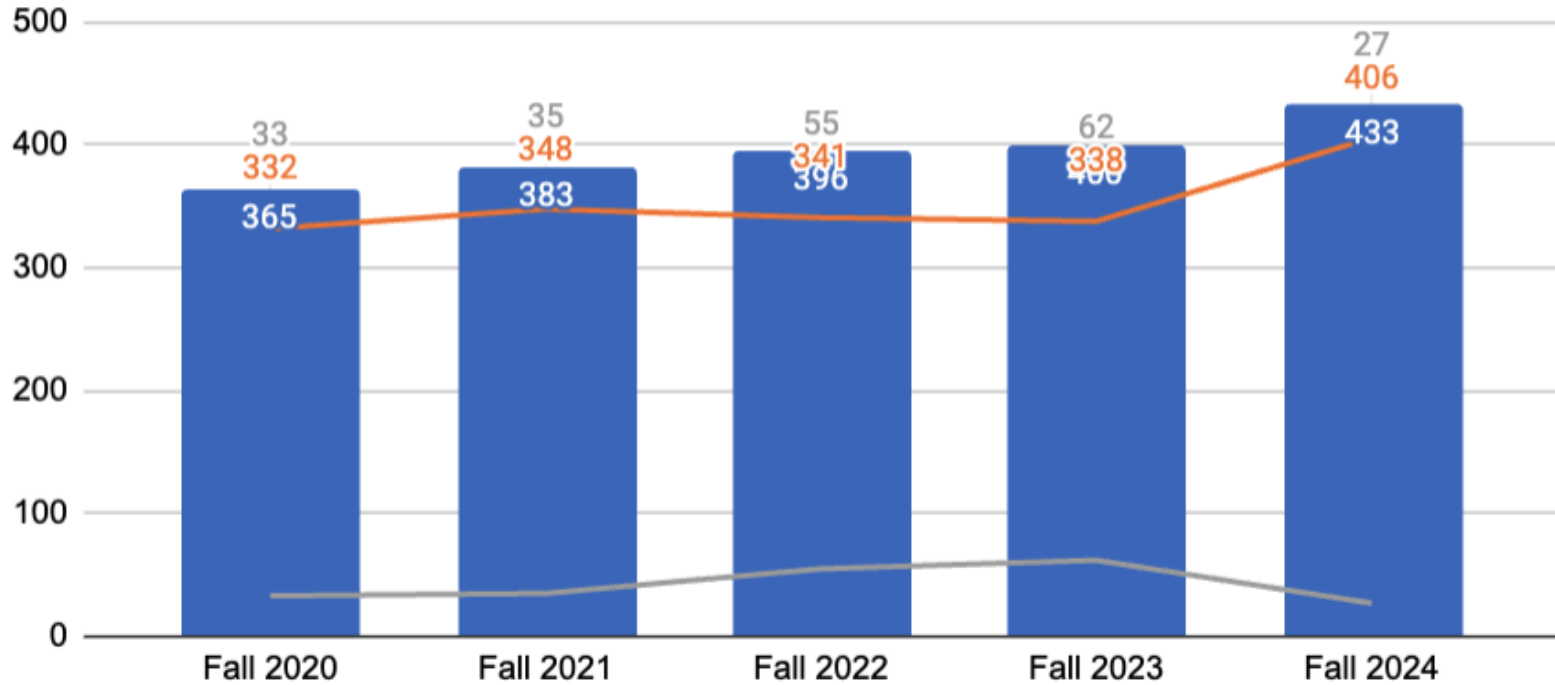
- 1) What success have we had in hiring paraeducators and instructional support specialists each year? Please include data up to the same date for school years 2021-22, 2022-23, and 2023-24.
- 2) How quickly are these positions filled each year?
- 3) Which positions are filled most slowly? In which programs, grade spans, schools, etc.
- 4) How many of these positions tend to remain unfilled by Spring?
- 5) Please note any specific vacancies that persist from year to year.
- 6) Where do vacancies fluctuate the most, with staff frequently leaving positions after being hired?

Filling Special Education Positions

Easier to Fill	Harder to Fill
<p>Resource Specialists</p> <p>Mild-Moderate Teachers</p> <p>Elementary Paraeducators</p> <p>Young Adult Program Teachers</p> <p>Occupational Therapists</p>	<p>Mental Health Teachers</p> <p>Instructional Support Specialists (ISSs)</p> <p>Paraeducators at Specific Middle and High Schools</p> <p>School Psychologists</p> <p>Bilingual Assessors in General</p>

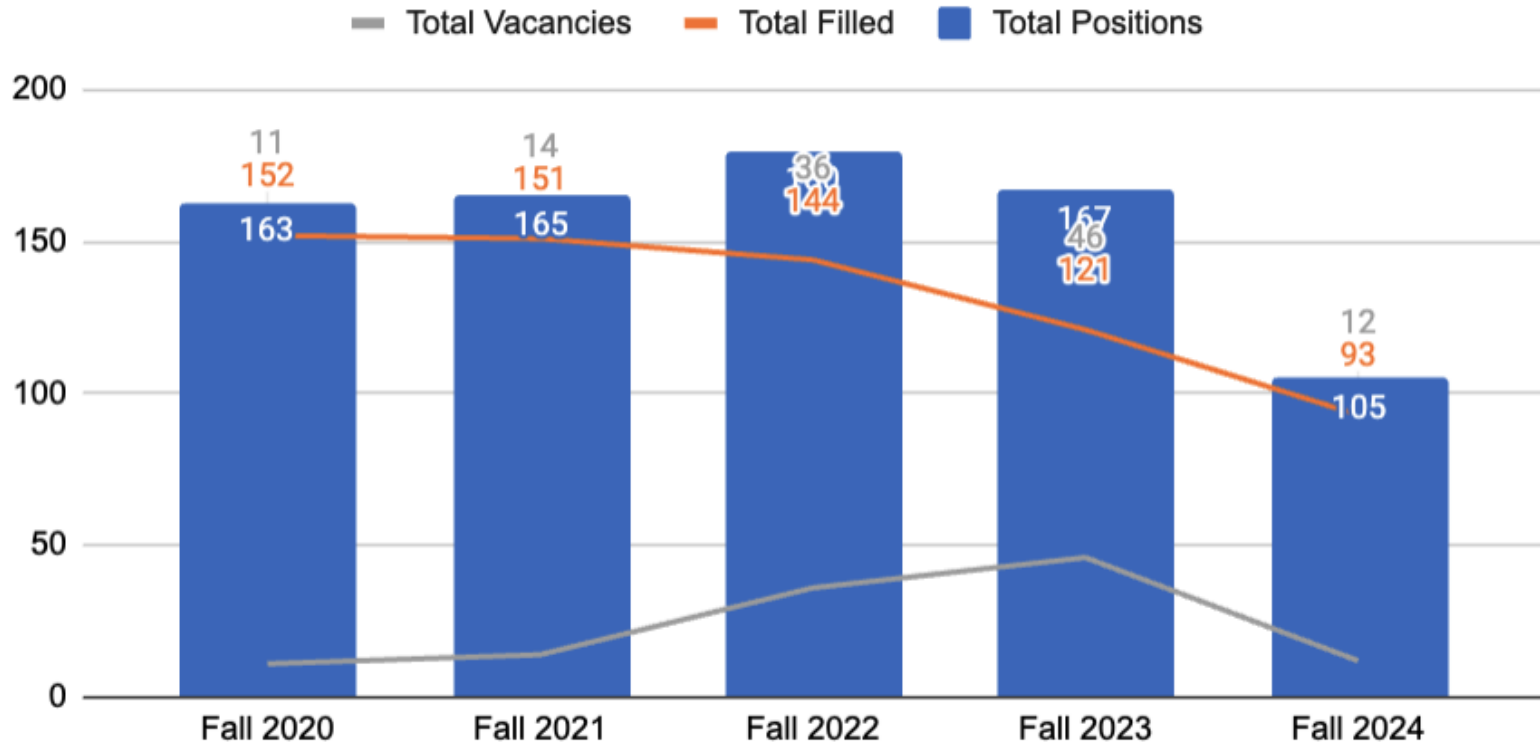
2020-2024 Staffing Trends for ParaEducators

— Total Vacancies — Total Filled ■ Total Positions



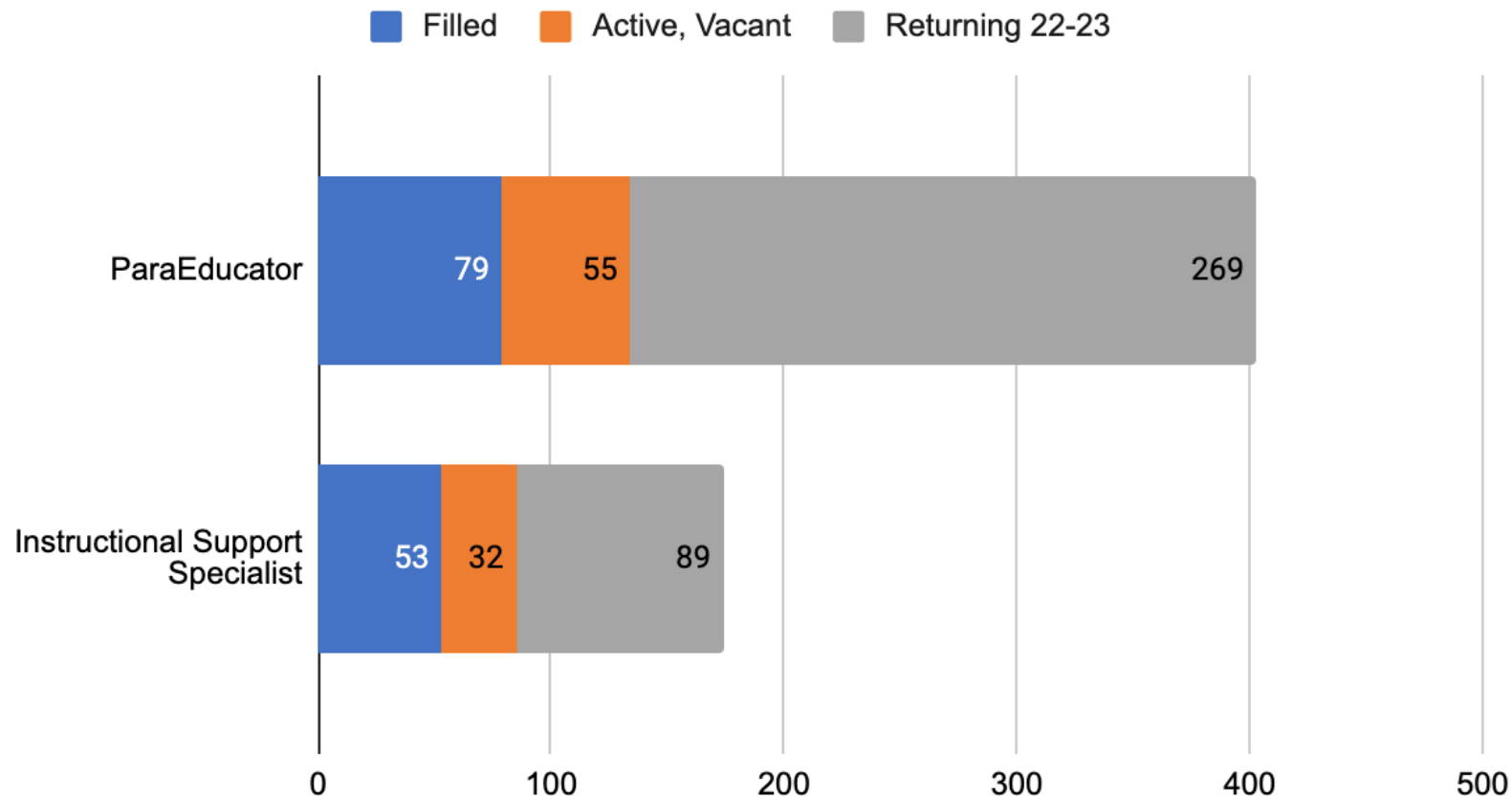
Staffing Trends for Para-Educators

2020-2024 Staffing Trends for Instructional Support Specialist

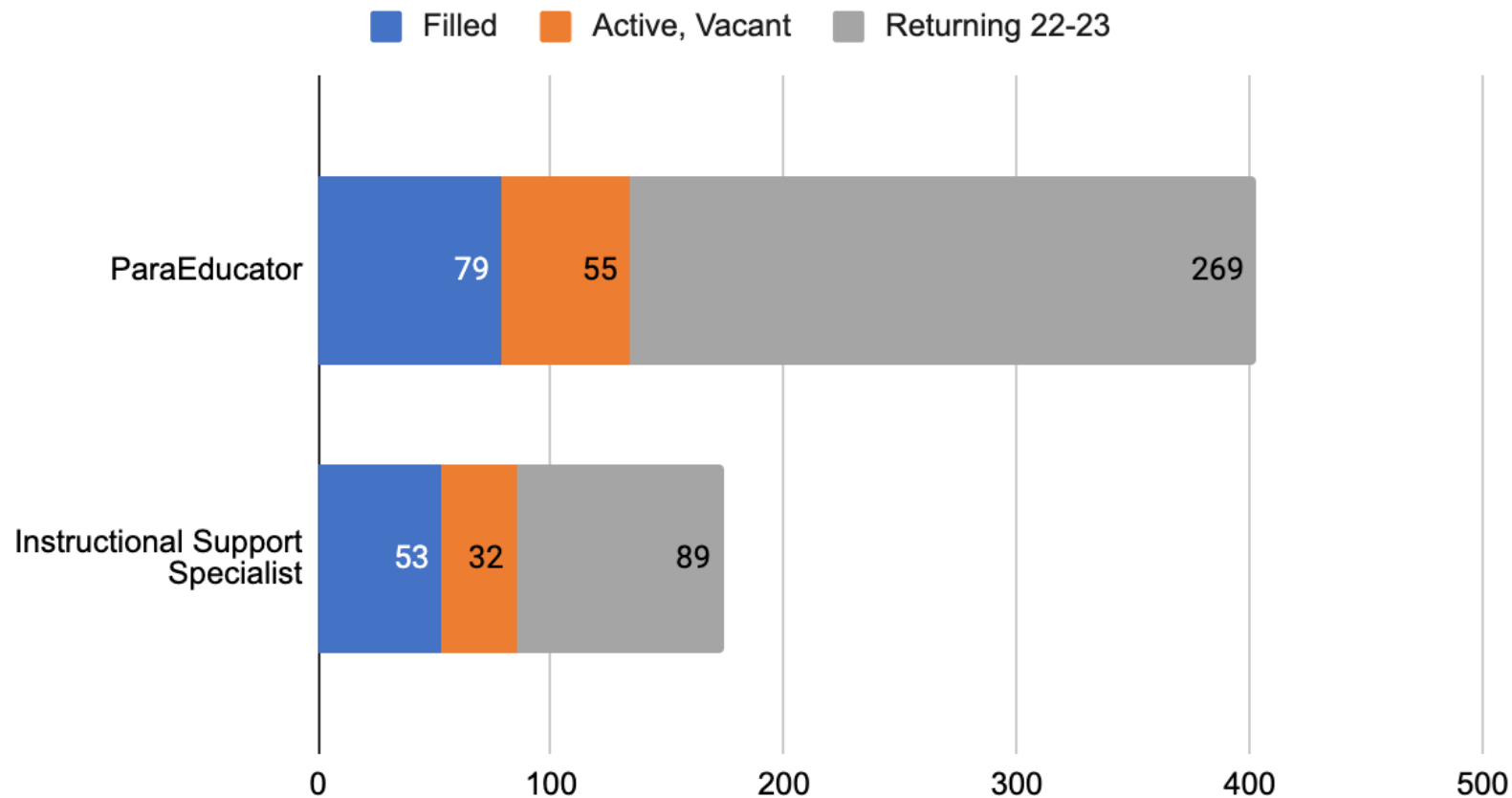


Staffing Trends for Instructional Support Specialist

22-23 Hiring & Staffing Snapshot



22-23 Hiring & Staffing Snapshot



Persistent Vacancies at a Glance (2023-24)

We have had persistent vacancies or high attrition* of support staff (paras and ISSs) at specific school communities over the last several years, including:

Montera Middle

Castlemont High

Skyline High

Coliseum College Prep Academy

Korematsu Discovery Academy

**attrition: the rate at which employees leave a workforce (how quickly)*

Questions



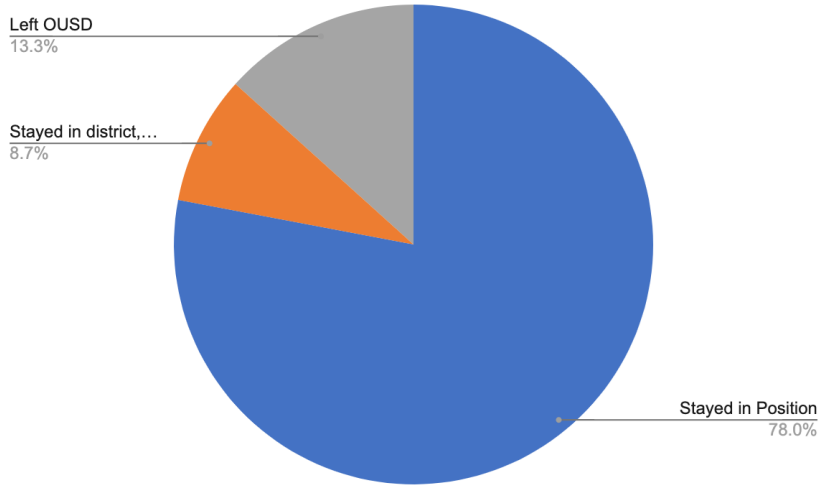
**Our Outcomes:
Retaining
Special Education
Support Staff**

Some Grounding Questions

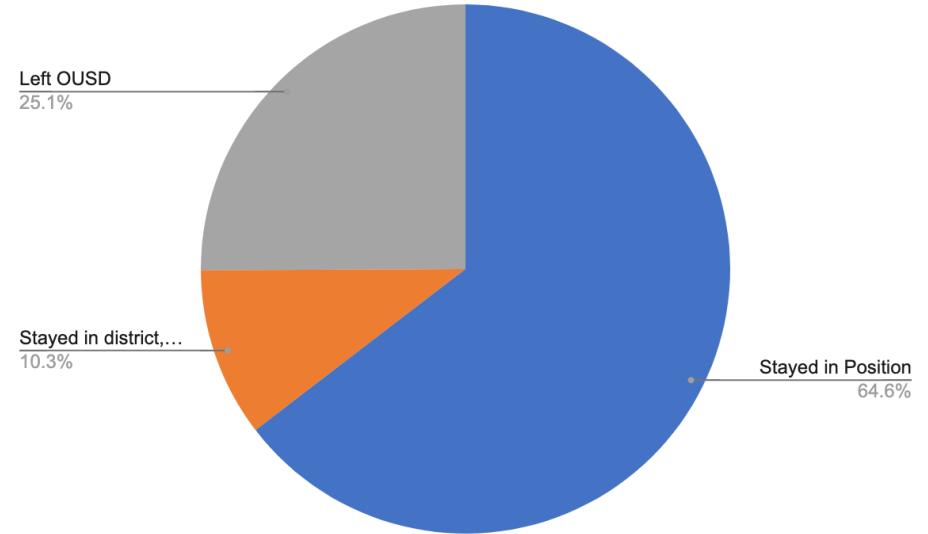
- 1) What are the one-year and three-year retention rates for paraeducators and instructional support specialists? Please compare school year 2023-24 to the previous two years.
- 2) Where are retention rates the highest? For example: by program, grade span, school, etc.
- 3) Where are they the lowest?
- 4) Please share any available data about the reasons why staff in these positions leave and why they stay.

One-, Three- year retention rates for ParaEducators

One year Para retention

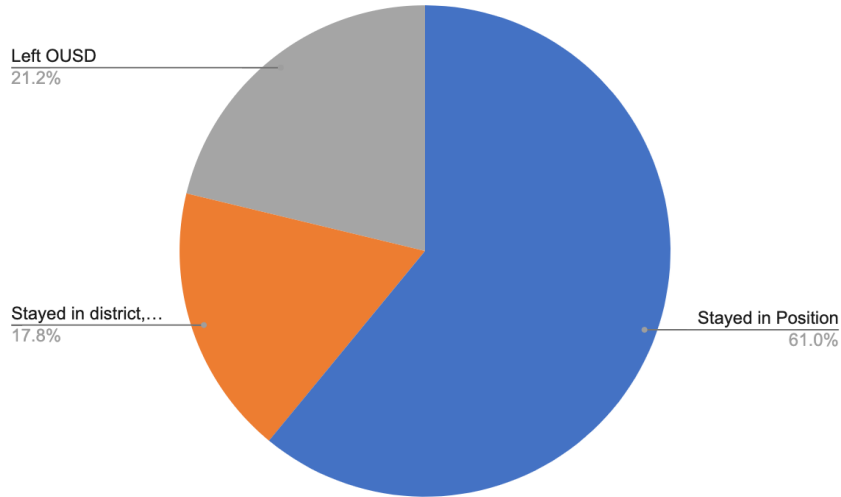


Three year Para retention

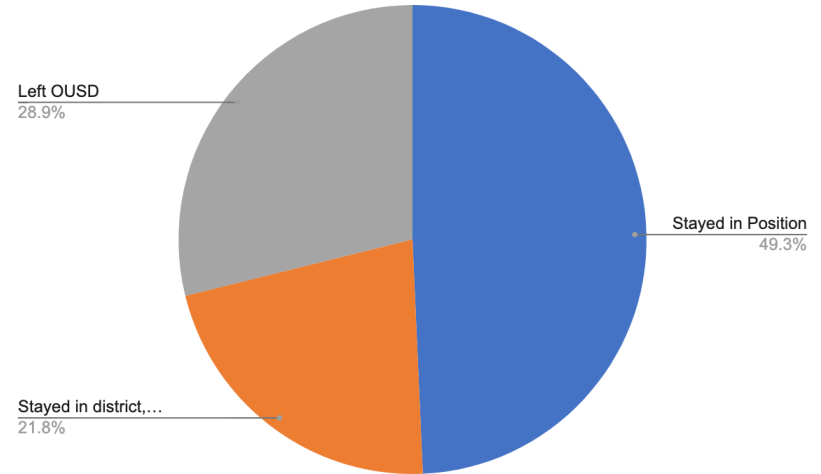


One-, Three- year retention rates for ISSs

One year ISS retention

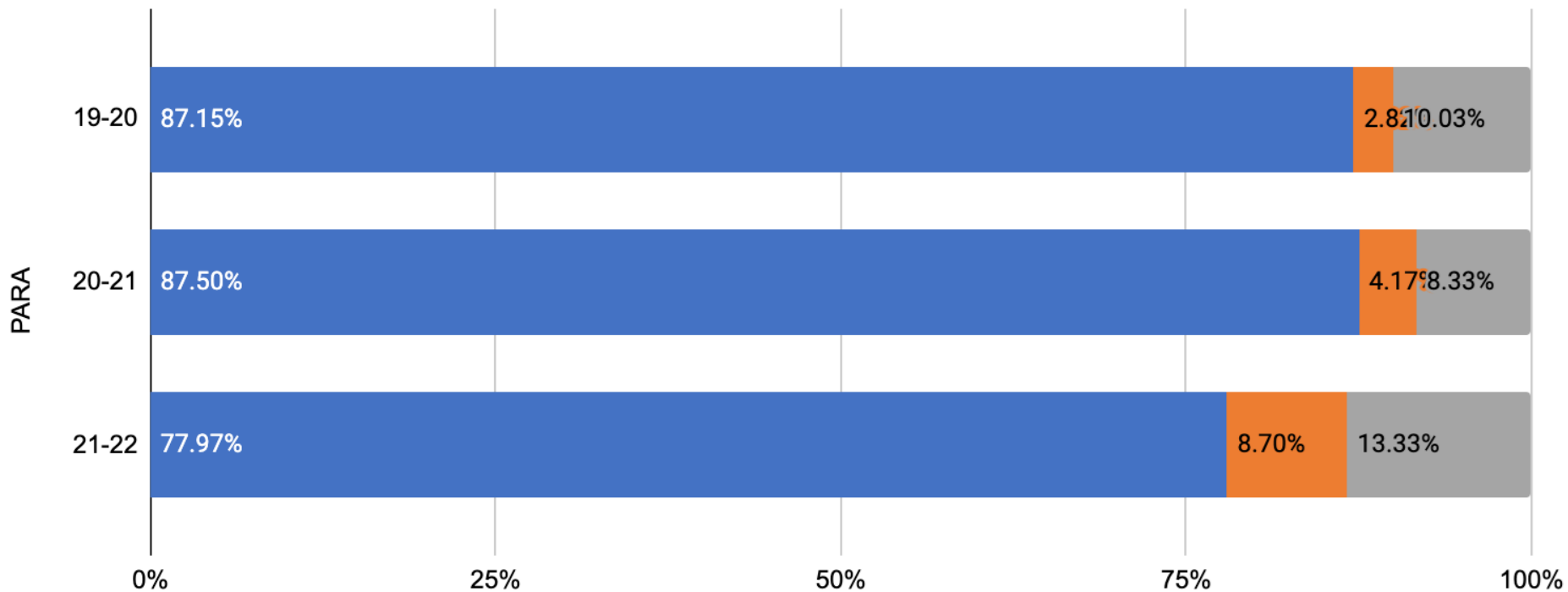


Three year ISS retention



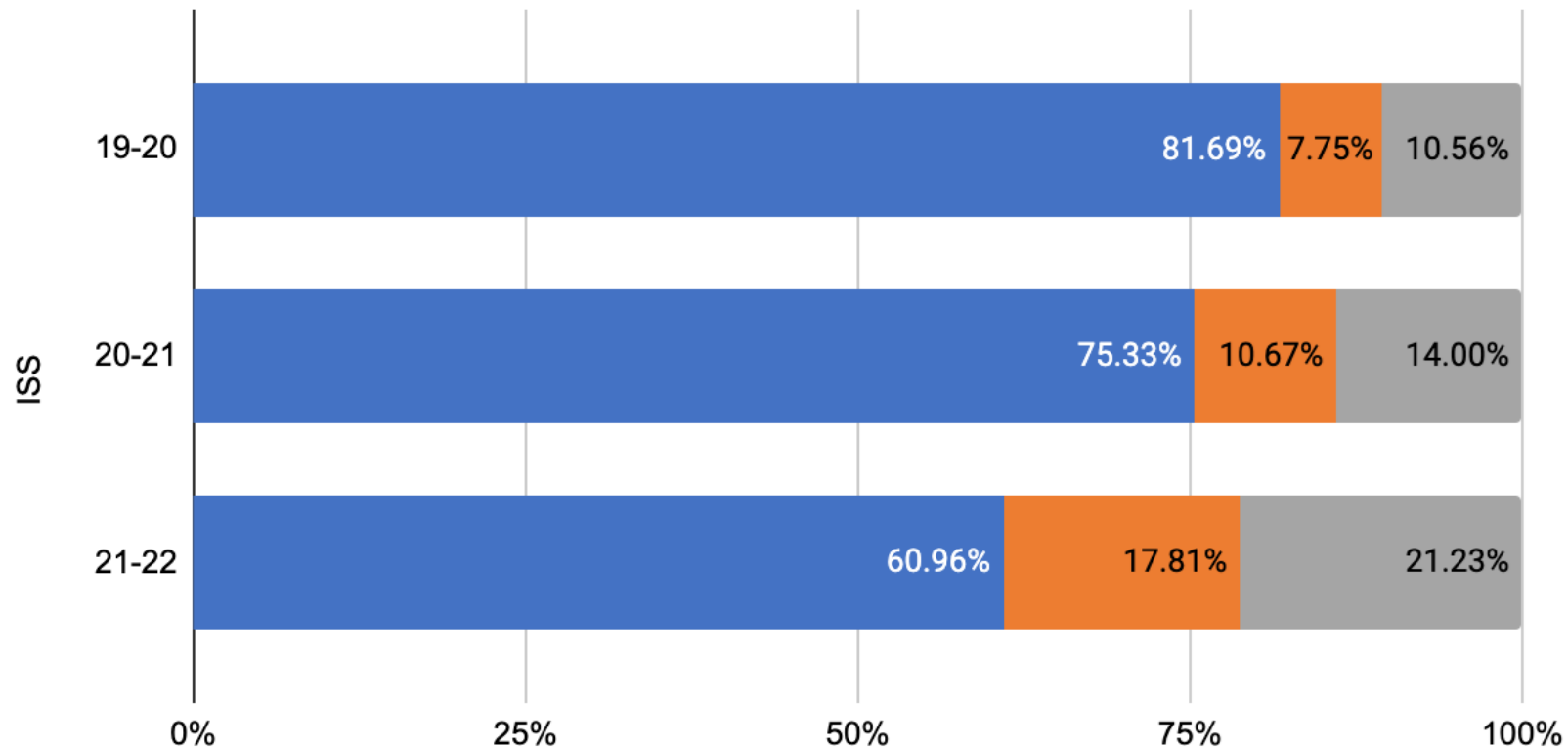
ParaEducator Data Trends 19-23

■ Stayed in Position ■ Stayed in district, different position ■ Left OUSD



ISS Data Trends 19-23

■ Stayed in Position ■ Stayed in district, different position ■ Left OUSD



Potential Candidate Experience for Paraeducators

Starting pay for the position is about 17.22 an hour. Candidates have expressed that they are unable to support their own needs.

Time Commitment for the prerequisites process.

- Fingerprinting/Live Scan process
- CPR/First Aid Training (up to 3 hours in-person/online)
- ParaPro exam - no fail rate (2 hours / test attempt)

Additional 15 hours of training to perform other duties of the job

This complete time frame can range from 1-2 weeks depending on availability. Other opportunities may be made available to applicants during this time.

Potential Candidate Experience for Instructional Support Specialists

Starting pay for the position is about 21.72 an hour. Candidates have expressed that they are unable to support their own needs.

Candidates need 30 hours of Applied Behavioral Analysis (ABA) training

Time Commitment for the prerequisites process.

- Fingerprinting/Live Scan process

- CPR/First Aid Training (up to 3 hours in-person/online)

- Proof of completion of Bachelor's degree (transcripts)

Additional training to perform other duties of the job - willing to obtain Crisis Prevention Intervention certification

This complete time frame can range from 1-2 weeks depending on availability. Other opportunities may be made available to applicants during this time.

STIP Sub: Site-Based Sub Teacher - 284.44/day (same minimum requirements)

Questions



**Actions and Investments to
Hire and Retain Paraeducators and
Instructional Support Specialists**

Current Efforts to Fill & Retain

- Weekly meetings between *Special Education* and *Talent Recruitment* to ensure all vacancies are posted, to refresh advertisement on all platforms, and to prioritize vacancies and match candidates;
- First round of interview process done online/in person to streamline hiring;
- 1:1 candidate support from application to onboarding
- Consideration of part-time candidates
- Community college flyering and job fairs
- Live employment offers at OUSD hiring events
- Direct Hire Authorization from schools
- Opportunity for monthly paid professional development outside of the regular day to supplement income and enhance skills
- Public acknowledgement and email shout-outs
- Coming soon: staff appreciation kits for all para/ISS in their first year and those with 15+ years

Current Efforts to Fill & Retain

In person, local classified hiring events situated within the community

- Teachers and SpEd staff supported interviews and hires on-site

External partnerships & hiring events:

- Oakland Housing Authority, Private Industry Council, Local Community Colleges, all local universities job fairs online and in person

Outreach to Community Schools Managers, families and communities near school sites

Live interest form with regular hiring events every week, open office hours, individualized career counseling and guidance provided by team

Oakland Pathways & Retention Initiatives

Classified to Teacher program supports current staff to complete BA and teaching credential in hard to staff subject area, including Special Education programs.

Salesforce Recruitment & Retention Initiative for Middle Schools:

- For harder to staff middle schools, we can help to support Special Education staff to complete BAs and earn teaching credentials, in addition to supporting further professional development

Early Educator Teacher Grant program supports staff looking to work in Preschool-3rd grade to complete BA and a teaching credential.

Oakland Teacher Residency

We are growing Special Education apprentice teachers through a partnership with Alder Graduate School of Education - we target Para/ISS staff as excellent teaching candidates

Strategies to Address Minimum Qualifications

- Historically, to become a ParaEducator, 48+ college units were required, in addition to LiveScan, TB & CPR
- In 2020, we partnered with CODESP to proctor their exam to promote community members with HS diplomas into Para positions
 - For any applicant, we set up a 1:1 to proctor this exam on their behalf and support them in the preparation process
 - We proctor it until the candidate has the supportive conditions to pass

Long Term Strategy

Build a HS to Para-Educator Apprenticeship Program, beginning with rising 11th grade students

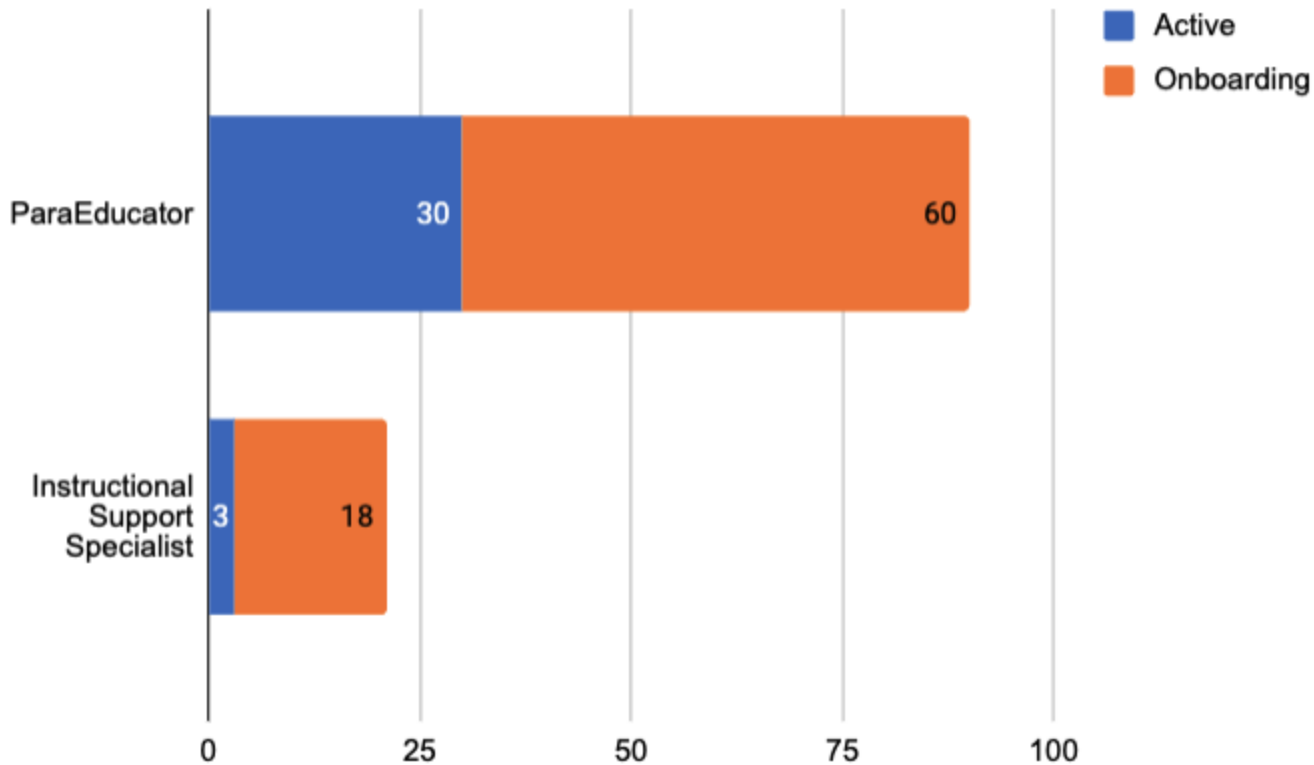
- They will take a series of 4-6 classes at community college as a cohort to prepare them for the OUSD workforce
- Education + paid employment will lead to long term career growth

Para and ISS positions are often highly transitory; this means we need to consistently fill and refill given the Bay Area market conditions around employment

- Investing in compensation increases is the #1 most important strategy

Active and Filled

Vacancies 24-25



Announcements, Appreciations Comments

10 minutes

8:20-8:30 pm

**ALL BODIES ARE CAUGHT IN THE BINDINGS OF ABILITY,
RACE, CLASS, GENDER, SEXUALITY AND CITIZENSHIP.
WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES
OF OUR IDENTITIES, BUT BECAUSE OF THEM.**

**ONLY UNIVERSAL, COLLECTIVE ACCESS CAN
LEAD TO UNIVERSAL, COLLECTIVE LIBERATION.**

THIS IS DISABILITY JUSTICE.



Written by Aurora Levins Morales, Patty
Berne and Micah Bazant for Sins Invalid.

**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.

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