5:30 pm

Interpretation and Zoom Instructions

6:00 pm

Meeting Begins

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

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/88615809690
Meeting ID: 886 1580 9690
By Phone: 1-669-444-9171

October 21, 2024

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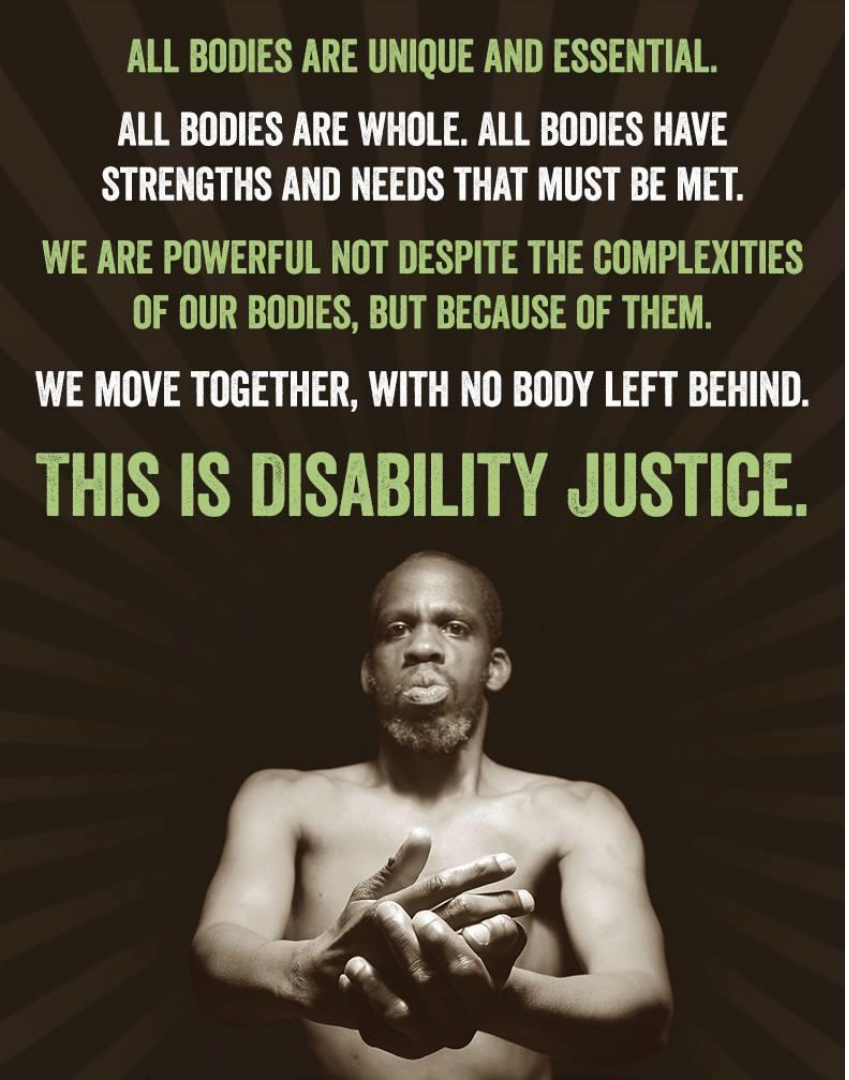


TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

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

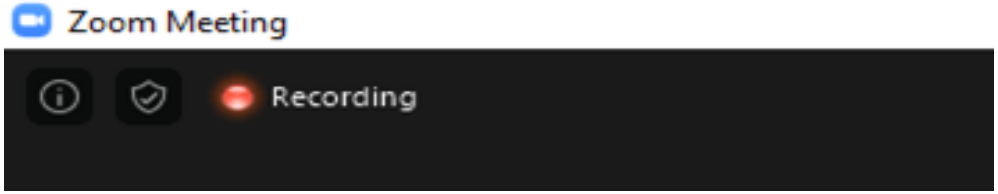
SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

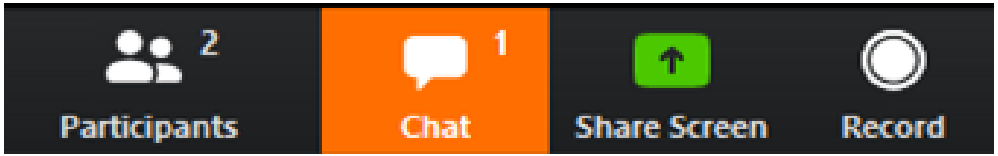
ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

We are recording.



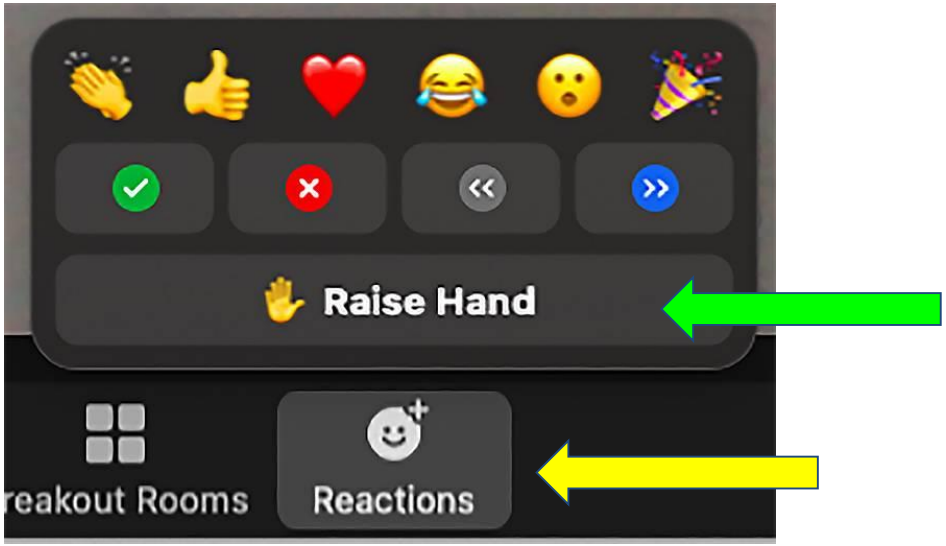
We invite you to use the chat.



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 . The folder for the **Community Advisory Committee for Special Education** is at the bottom of the page. Look inside for today's date.

CAC Members and Special Education/Central Office Administrators

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

Example: CAC-Corvetta Kirtman

Who Is Helping Us Today

Facilitator/Chair	**Coriander Melious**
Timekeeper	**Lateefa Ali**
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

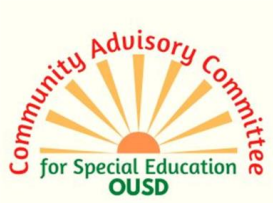
You can become a CAC member at any time.

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:

Link: tinyurl.com/ytwn3422



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.
- ✓Check us out on Facebook at facebook.com/CAC4SpEdOUSD.
- ✓Email us at cacoakland@gmail.com.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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

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

Meeting Goals and Agreements

Tonight, we will:

1. review the schools in which current programs are located and how many classrooms are assigned to each type of program at those schools, as well as any changes that can be expected

2. get a report from the CAC representative to the Ad Hoc Committee for the AB 1912 Metrics (These are metrics that would guide any closure, merger, or redesign of schools in OUSD).

3. learn about the 3Rs Resolution* adopted by the School Board; including what is currently known about the process to possibly close, merge, or redesign schools as part of the resolution

4. Develop questions to guide the CAC and its community in the process

**Resolution to Re-envision, Redesign and Restructure the District in the 2024-2025 Fiscal Year*

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, Election of New Member, Roll Call**
6:30 20 mins.	**CAC Member Updates**
6:50 25 mins.	**Presentation: Special Education Programs in OUSD–School Locations and Space Use**
7:15 10 mins.	**Break**
7:25 20 mins.	**Report from the CAC Representative to the Ad Hoc Committee for the AB 1912 Metrics**
7:45 35 mins.	**Presentation: The 3 Rs Resolution–Purpose, Goals, Process, Timeline & the Possible Closure, Merger, Redesign of Schools**
8:20 10 mins.	**Announcements, Appreciations, & Public Comments**

Introducing Ourselves

The Special Education Leadership Team

Executive Director

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

K-12 School Support

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

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

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

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

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

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

Transition Services

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

Related Services

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

SELPA, IEP Quality, and Access

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

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

Who Is Here Today?

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

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

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

Election of a New CAC Member

We have a new nominee for CAC membership!

Let's take a moment to meet

Mike Beebe

CURRENT CAC VOTING MEMBERS:

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

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

YES

NO

ABSTAIN

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, Corvetta Kirtman, Alan Pursell,

Daisy López, Joe Manekin, Coriander Melious, Anna Realini,

Tiffany Stewart, Sayuri Valenza, Inga Wagar,

JD Woloshyn, Kristen Zimmerman

Quorum: 11

CAC Member Updates

6:30 pm 20 minutes

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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

This relates to the topics of tonight's meeting.

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

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

Meeting on Monday, November 4th

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

Lateefa Ali (with District English Language Learners Subcommittee)

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

Patty Juergens (with Foster Youth Advisory Committee)

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.

We held our School Board Candidates Forum on September 30th.

All 8 candidates attended and engaged in dialogue with our community.

To watch and hear the forum:

tinyurl.com/mr4xs78h **Passcode:** J=q0u@86

We asked questions about:

- their personal connection to disability justice
- school stability and belonging for disabled students
- reducing the suspensions of disabled Black students
- inclusive funding and resource development

Key CAC Dates in October and November 2024

W. Oct. 9 — **CAC Report to the School Board**

W. Oct. 16 — **CAC Report to the Parent and Student Advisory Committee**

Th. Oct. 17 — **Meetings of CAC Working Groups**

M. Oct. 28 — **CAC Planning Meeting**

T. Nov. 5 — **Meeting of the Measure H Commission**

The CAC is attending this meeting to advocate for full Measure H funding and equitable Linked Learning Resources for students who attend the Young Adult Program and other Special Education programs.

Location of OUSD's Special Education Programs

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

Guiding Questions

1) At which schools or sites are current Special Education programs located? Please specify the number of programs at each location [# of caseloads for each type.]

2) Please specify how many classrooms or spaces are being used by each program at those locations.

3) How long has that location had each program? Please note any recent increases or decreases in the number of each type of program and when the year when they occurred.

Programs by Location

A full accounting of all programs by location can be found on this spreadsheet.

Link: https://docs.google.com/spreadsheets/d/16oBhlcU6Rm4HX9u7JpoSDdIiJ0Vq3WjvuNPTIwdnbRc/edit?usp=sharing

At this time, we have a catalog of 195 primarily self-contained programs from ECE through Young Adult. This is broken down as follows:

- 76 MM SCPs
- 24 MOD SCPs
- 75 ESN SCPs
- 14 Mental Health SCPs
- 6 Low Incidence Programs

Changes in Recent Years

Closures:

United For Success Academy 1 MM SCP	Castlemont Mental Health SCP (closing in May, 2025)
Bret Harte Middle, 1 MM SCP	Montera 1 MM SCP
Joaquin Miller, MM SCPs (one closing in May, 2025)	Montera 1 CE SCP
Frick 1 CE SCP	
Sequoia, K-2 CE SCP* Note that this closure was due to a lack of demand. There is less than one caseload of K-2 MH in all of OUSD.	

Changes in Recent Years

Openings:

Highland Community, ESN SCPs and Highland CDC MM ECE SCP	Allendale, K-2 MM SCP
Franklin, K-2 ESN SCP	Markham, K-2 ESN SCP
Horace Mann, ECE and K-2 ESN SCP	Hintil, ESN SCP ECE

Changes in Recent Years

Location Movement:

ECE MM SCP, Prescott to United Nation CDC
ECE ESN SCP, Prescott to Harriet Tubman CDC
DHH SCP, Glenview to KDA
Mental Health Program, Sequoia to Fruitvale

How We Determine Programming

We must adjust our catalog of programming as enrollment, IEP services, and assessed needs change. We consider the following factors when we need to open or change programs:

- Enrollment of students by grade and program type
- Caseload caps as bargained with labor units
- Live-Go patterns and birth rates by region
- Feeder patterns and matriculation of typical peers
- Keeping classrooms as full as possible to optimize staffing and programming

Space Utilization for Special Ed

We have developed a utilization standard for Special Education Programs that is shown below. This helps people understand how much space a Special Education program needs.

MM SCP	One full-sized classroom space
MOD and ESN SCP	One full-sized classroom space, ideally close to restrooms, must be ADA accessible
Mental Health SCP	One full-sized classroom space and one dedicated counseling space
Resource	One full-sized classroom for every two RSs in 6-12 and for every three RSs in TK-5

Anticipated Enrollment & Spaces for SY 2024-25

We have developed a utilization standard for Special Education Programs that is shown below. This helps people understand how much space a Special Education program needs. Note that this is an early look at enrollment and is likely to shift between now and the new calendar year.

Program Type	Inventory K-2 Expected	Inventory 3-5	Inventory 6-8	Inventory ECE
MM SCP	Projecting full	Projecting three seats	Projecting 25 seats	Projecting two seats
MOD SCP	Projecting eight seats	Projecting seven seats	Projecting six seats	N/A
Mental Health SCP	Projecting nine seats	Projecting eleven seats	Projecting twelve seats	N/A
ESN SCP	Projecting full	Projecting fifteen seats	Projecting 15 seats	Projecting full

Anticipated Enrollment: What do the numbers show?

Our numbers show the following high-level indications:

- **ECE**: We will be full but have adequate ECE programs
- **K-2**: We will be full except for mental health programming
- **3-5**: We have ample current ESN and mental health inventory, but ESN will change over the next few years given that we have full K-2 programs
- **6-8:** We have surplus mild-moderate and mental health inventory, and these surpluses have persisted for several years
- **9-12:** We have surplus mild-moderate and mental health inventory, and these surpluses have persisted for several years

Questions

Break 7:15 pm, 10 minutes

https://www.youtube.com/watch?v=6Bn38mkJZNE

Report from the CAC Representative to the AB 1912 Ad Hoc Committee

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OUSD is beginning the process to consider closing or merging schools.

Before approving the closure or consolidation [merging] of a school, a district must:

(1) conduct an **equity impact analysis**

(2) develop a **set of metrics** for the development of the equity impact analysis and **make those metrics public at a regularly scheduled meeting** of the governing board **so that the public can provide input**

Equity Impact Analysis:

studying how different groups will be affected by a proposed action.

This study is done to prevent discrimination or inequitable (unfair) impact for those groups.

Metrics for Conducting the Analysis

metrics are "things measured in numbers" or "quantitative data."

The Community Advisory Committee for Special Education was invited to send a representative to the Ad Hoc Committee that would advise on these metrics

We will now share about how that process went for us.

Questions

Resolution to Re-envision, Redesign, and Restructure the District in the 2024-25 Fiscal Year: The 3Rs Resolution

Link to the Resolution: tinyurl.com/3xx7wdcb

7:45 pm 35 minutes

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

We will review the resolution right now.

tinyurl.com/3xx7wdcb

Questions

Announcements, Appreciations Comments

10 minutes

8:20-8:30 pm

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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.

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