OAKLAND UNIFIED SCHOOL DISTRICT

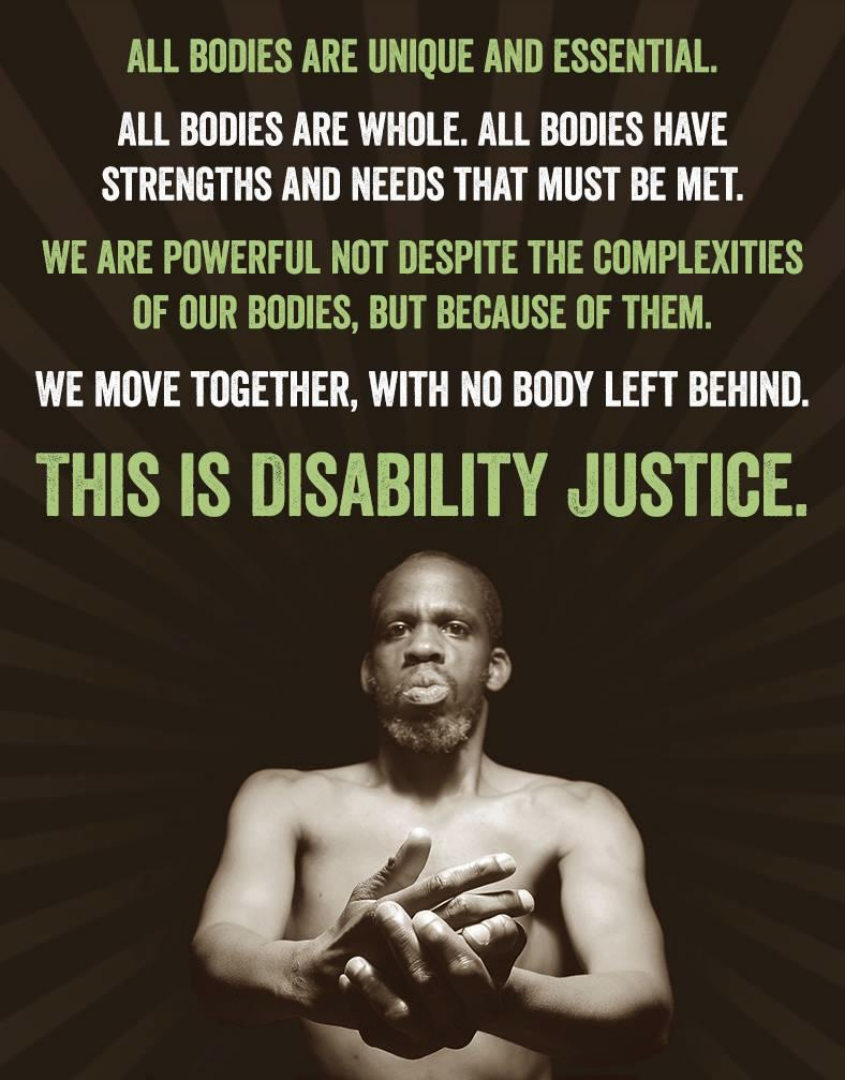
Community Schools, Thriving Students

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

Zoom Link: ousd.zoom.us/j/86778682907
Meeting ID: 867 7868 2907
By Phone: 1-669-900-9128

January 13, 2025

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



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

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

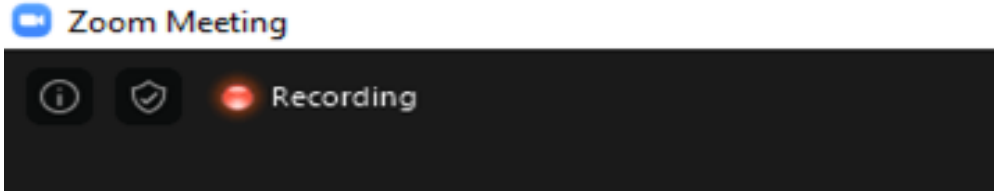
SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

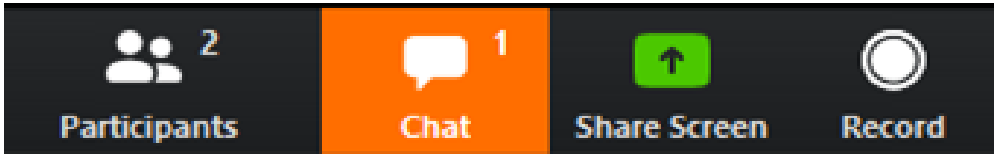
ESTO ES JUSTICIA DE DISCAPACIDAD

https://www.sinsinvalid.org/

We are recording.



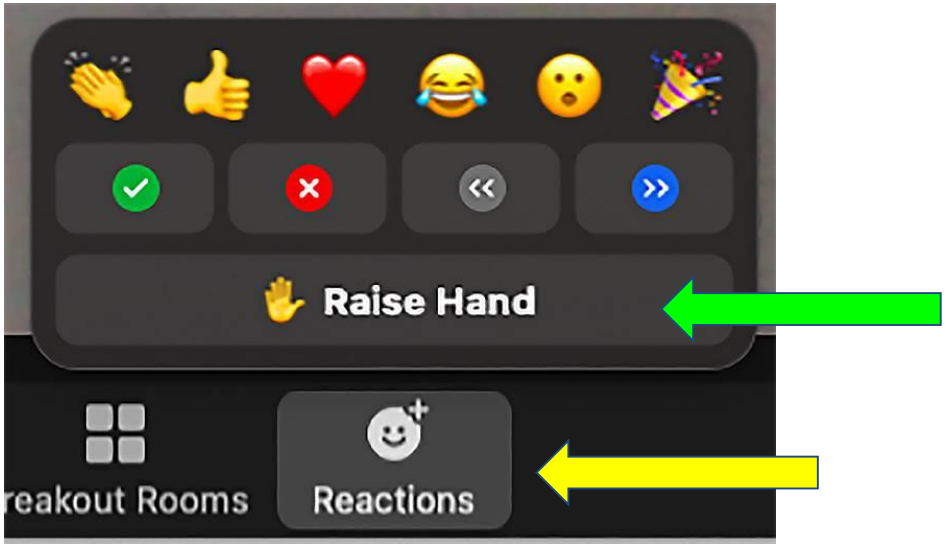
We invite you to use the chat.



Reminder: We can see and hear EVERYONE.

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

Please raise your hand to speak.



Security Instructions

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

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

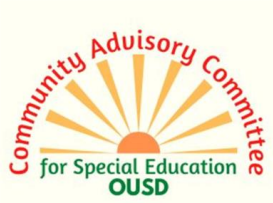
You can become a CAC member at any time.

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

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 20 mins.	**CAC Member Updates**
6:50 20 mins.	**Special Education Updates**
7:10 10 mins.	**Break**
7:20 60 mins.	**Progress Report: Reducing Suspensions for Disabled Black Students in Middle School**
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.

Roll Call

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony, Mike Beebe, Jennifer Blake, Carol Delton, Ashley Demelo, Sheila Haynes, 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

Election of New CAC Members

We have two nominees for CAC membership!

Cynthia Gutiérrez, parent

Denise Huffstutler, teacher

CURRENT CAC VOTING MEMBERS:

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

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

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

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

We will work with Board directors to reintroduce this resolution for consideration this month.

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

Working Group meets every third Thursday.

This is the topic of tonight's meeting.

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.]

This was a topic at December's meeting. An update about actions to improve access and accessibility for Disabled students in the area of Visual and Performing Arts will be provided in February.

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

Carol Delton reporting (for YAP Funding)

5) School Board Legislative Priorities Related to Special Education

No report at this time

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

This will be a main topic at the February meeting.

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.

Special Education Updates

Jennifer Blake, Special Education Executive Director

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

Reducing Suspensions for High School Foster Youth with IEPs:

Collaboration between the Foster Youth Advisory Committee, the Special Education Department, & Foster Youth Services

Foster Youth with IEPs as of 1/8/25

There are 147 foster students in OUSD.
Almost 40% of foster students have IEPs.

45.5% of foster youth with IEPs are in high school.
29.1% are in elementary school and 25.5% in middle.

65.5% of foster youth with IEPs are African-American.
14.5% of them are Latinx. These percentages are very similar for high school foster youth with IEPs.

Foster Youth with IEPs as of 1/8/25

54.5% of Foster Youth with IEPs have a Resource Program placement. 34.5% have a Special Day Classroom placement.

The percentage of high school foster youth with an SDC placement is much higher. It is 68%.

More than half of the foster students who were suspended in 2023-24 had IEPs.

About 60 percent of foster youth suspension incidents were also for foster youth with IEPs.

Most foster youth (with and without IEPs) were suspended in high school.

The Foster Youth Advisory Committee did this data analysis late in the Fall of 2024 and chose to focus on helping to reduce the number of high school foster youth with IEPs who are suspended.

Actions Proposed by FYAC

Review suspensions forms and IEP documents for all 2023-24 suspended 8th grade and high school foster youth with IEPs

Do an IEP benefit review for all students in the focal group

Offer an Education Advocate to caregivers of high school foster youth with IEPs.

Support from Special Education Staff

Special Education staff reviewed the IEPs for the high school foster youth who were suspended in 2023-24.

They identified:

1. **strengths of the IEPs and changes needed**
2. **next steps for improving the IEPs and for providing additional support to the students who need it**

Support from Special Education Staff

In 2024-24, Special Education staff will:

1. **do an IEP benefit review for all high school foster youth with IEPs each semester**
2. **pull suspension data for foster youth with IEPs at each marking period**

Support from Special Education Staff

Special Education staff will also:

1. **secure a restorative reentry meeting for any FY with an IEP who is suspended.**
2. **help to create an automated alert through the Aeries system whenever a student with an IEP is suspended. They will notify Foster Youth Services when the student is also a foster youth.**

Appreciation

Big appreciation for the work of the Foster Youth Advisory Committee yielding depth of collaboration by staff.

We need to leverage the formal IEP meeting structure to help convene all parties that can help disabled foster youth.

Appreciations by Jesse Miller and Jennifer Tam from Foster Youth Services for their work.

The OUSD Special Education Program Guide and Enrollment Reminders

Our 2025-26 Program Guide is Here!

What is the guide? The guide is designed to provide information about our Special Education Department, the continuum of services and structure of our programs, and the locations that offer each type of program.

Q&A Accompaniment: This document provides answers to common questions about enrollment and has links to information about school tours and info sessions.

Specialized Programs not in the Guide

1. Deaf and Hard of Hearing self-contained services are provided at Burbank Preschool, KDA, Bret Harte, and Skyline.
2. Programs for the Vision Impaired are a bit different, as there are far fewer students who are blind or who have significant vision impairments, and most are in general education or California School for the Blind. We have concentrated Teacher of the Vision Impaired supports at Bret Harte and Skyline.

Please make sure to enroll on time!

Do you have a child entering TK, K (not already in TK), 6, 9, or Young Adult? If so, you need to enroll!

Please see the December CAC slides for specific instructions.

You can use https://www.chooseousd.org/ to enroll your child. Please make sure to use the 'forgot password' option if your child has ever attended OUSD before instead of making a duplicate account.

On-time enrollment ends on February 9th, 2025.

Alternative Dispute Resolution

What is ADR?

Alternative Dispute Resolution (ADR) refers to a system of informal meetings and exchanges that can help districts and families move through disputes and disagreements that arise during the IEP development or implementation processes.

OUSD SELPA is fortunate to have a dedicated, neutral ADR facilitator.

Why ADR?

ADR can be a good alternative to more formal, legal dispute processes in many ways:

- **It's usually much faster**
- **It can provide creative solutions that a judge cannot order**
- **It preserves relationships**
- **It saves on legal costs**

ADR Works for OUSD!

- In the 2023-24 school year, we had 29 ADR intakes. Of those cases, 26 were resolved in ADR, often months faster than an Office of Administrative Hearings Due Process Request would take.
- Only one ADR referral resulted in a Due Process Request in the 2023-24 school year.
- For the first half of the 2024-25, 15 cases have been referred to ADR, 10 have been resolved in ADR. The other 5 cases are still actively engaged in ADR and have not resulted in a Due Process Request. Notably, 4 of the 10 cases resolved this year through ADR involved students represented by counsel, yet still required no legal fees be paid for settlement.

Who should reach out for ADR?

Any educational rights holder of a child within the SELPA boundaries who has an ongoing dispute or disagreement regarding Special Education evaluation, placement, or services may request ADR.

We request that parties attempt to resolve their concerns at the site level via an IEP amendment, at minimum, before requesting an ADR intake meeting.

ADR focuses on disputes related to IEP development and implementation, not areas like school site preferences, personnel conduct or performance allegations, or transportation preferences.

What happens in ADR?

Step 1: Contact

If you have a concern or disagreement not resolved via an IEP meeting, reach out to the ADR team via email at adr@ousd.org.

Step 2: Intake

Our ADR facilitator will reach out to you to set up an intake meeting for you to share your concerns in more details at a time that works for you.

Step 3: Meet

You will meet via phone or Zoom with our neutral ADR facilitator. You will likely have a few emails and phone calls to gather information and/or concerns.

Step 4: Resolve

The facilitator will guide you and OUSD staff through each concern and move things to a successful resolution.

To Contact our ADR Facilitator:

adr@ousd.org

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

Break 7:10 pm 10 minutes

Progress Report & Discussion: Reducing Suspensions for Disabled Black Students with IEPs

7:20 pm 60 minutes

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

SEGMENT OUTLINE

CAC Introduction	**5 minutes**
Data Update: Comparing Suspension Rates for Middle School Black Students with IEPs at End of 2022-23 and 2023-24 School Years **We will pause for clarifying questions throughout.**	**20 minutes**
Administrative Report: Impact of Actions to Reduce Suspensions	**15 minutes**
Discussion	**15 minutes**
Next Steps for the Work	**10 minutes**

Link to the Presentation from December 2023:

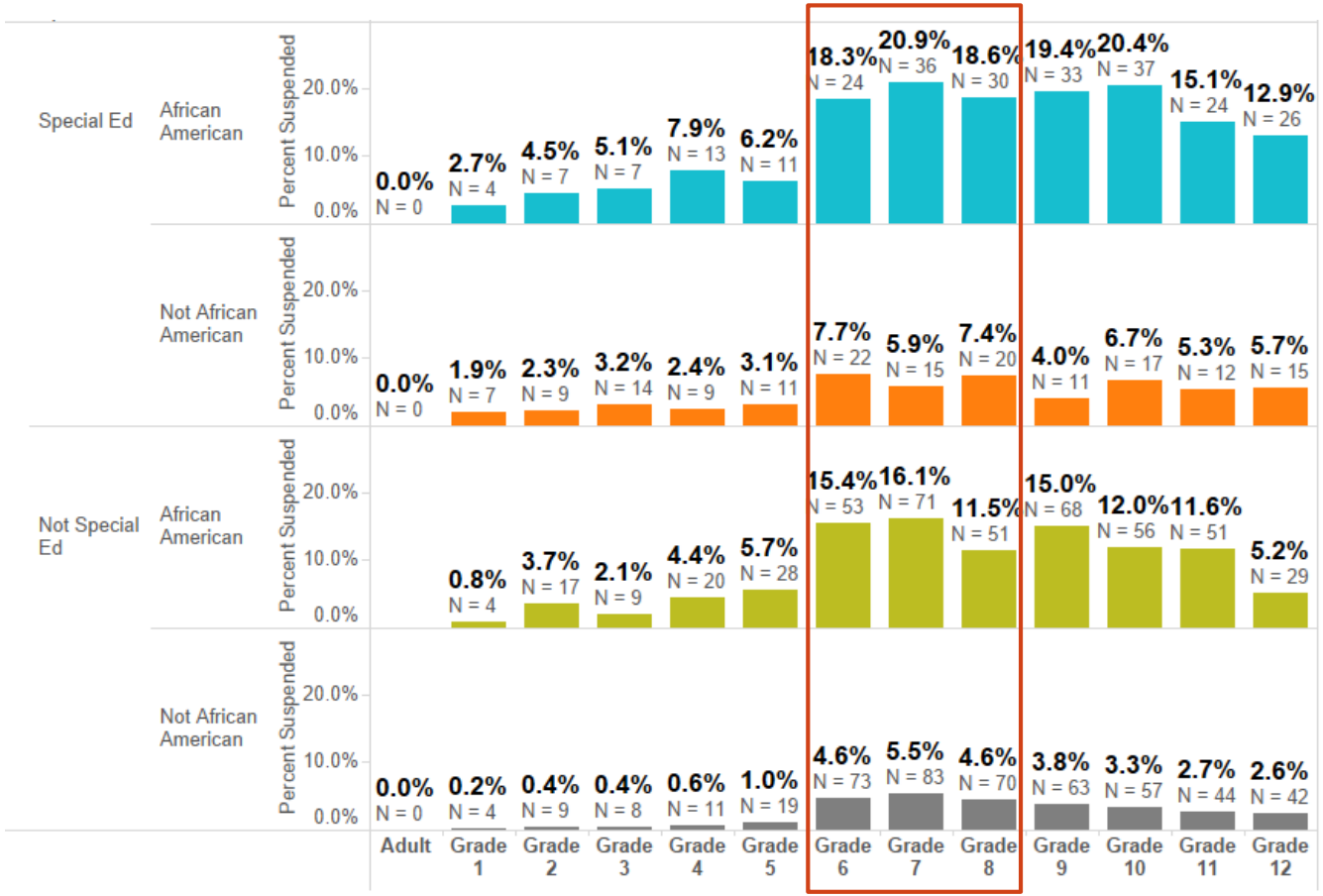
tinyurl.com/mw2t6hkf

Annual Data Update

Eman Al-Taher,
Special Education Data Analyst

Where we were when the CAC began to focus on reducing suspensions for Disabled Black Students

In 2018-19 Suspension rates for Disabled Black Students with IEPs in Grades 6th to 8th were close to 25%



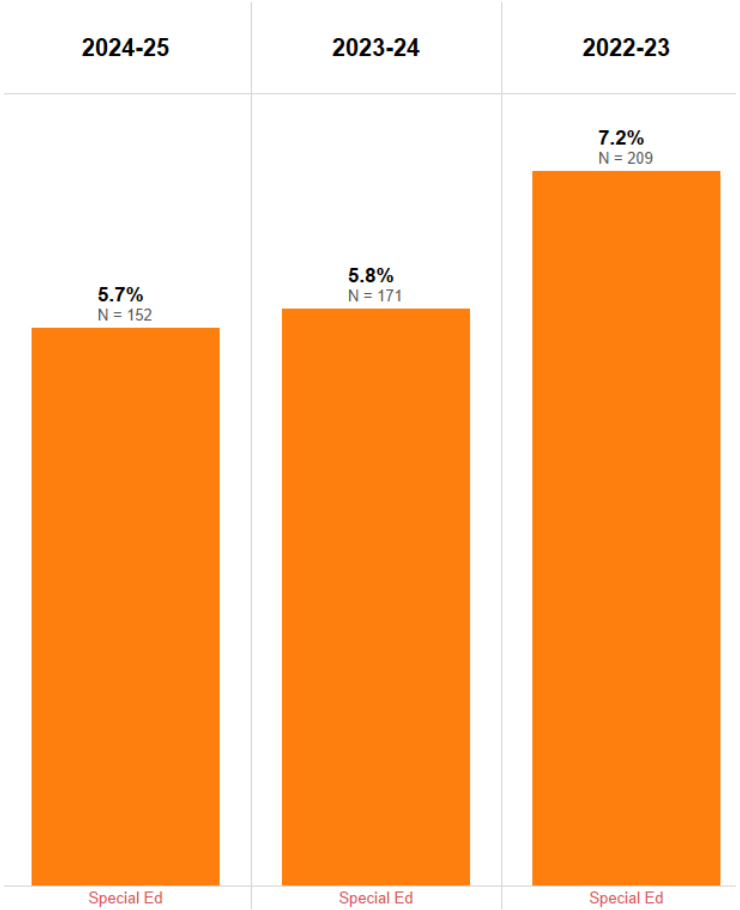
In 2023-24 Suspension rates for Disabled Black Students with IEPs in Grades 6th to 8th were close to 20%.

This is a 5 percentage point drop from where we were in 2018-19.

Where we are right now:

Compared to this time last year, suspensions rates for all **Students with IEPs** have remained steady.

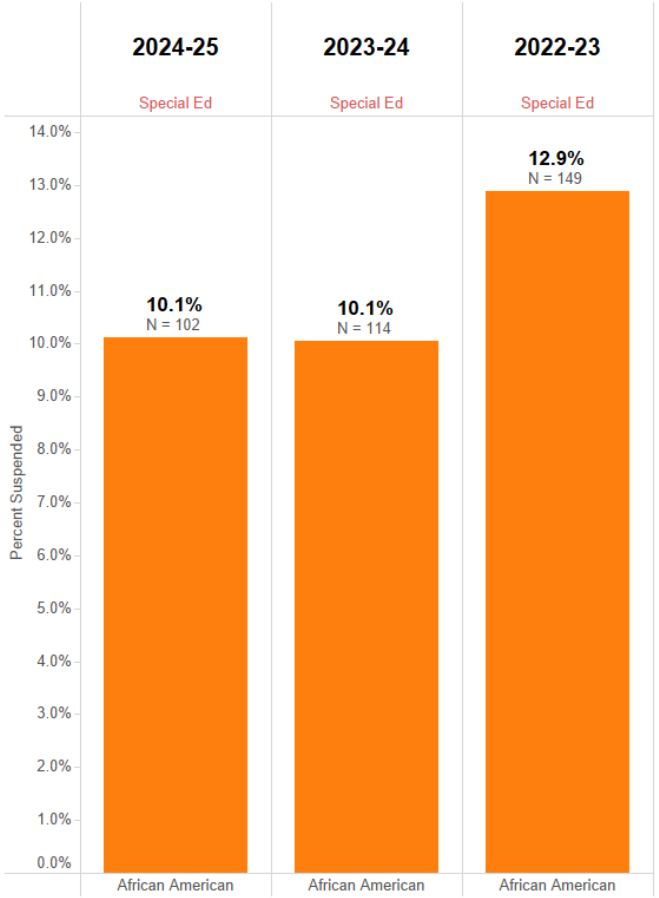
In 2023-24, we saw a drop of over 2 percentage points.



This chart shows this years current suspension rates as of December 16, 2024, and compares it to this time last year (December 16, 2023) and the year prior (December 16, 2022).

Compared to this time last year, suspension rates for **African American Students with IEPs** have remained steady.

In 2023-24, we saw an almost 3 percentage point decrease.

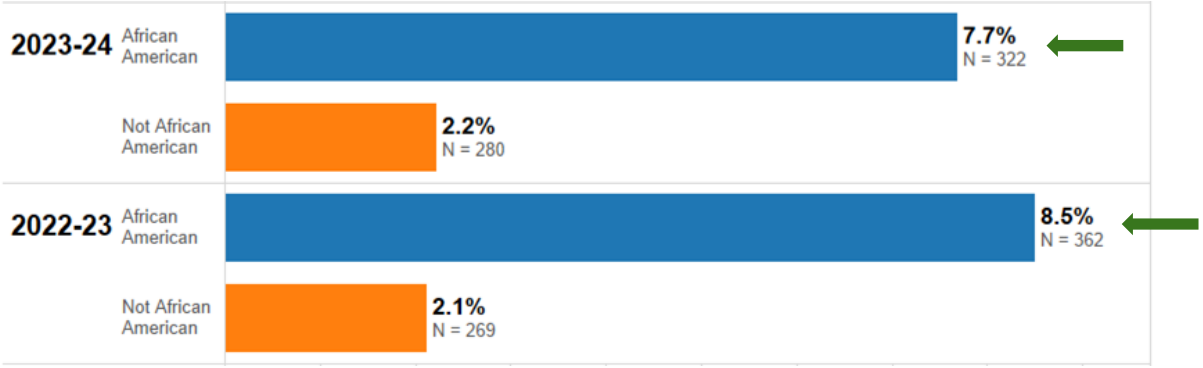


This chart shows this years current suspension rates as of December 16, 2024, and compares it to this time last year (December 16, 2023) and the year prior (December 16, 2022).

Where we ended up in 2023-24:

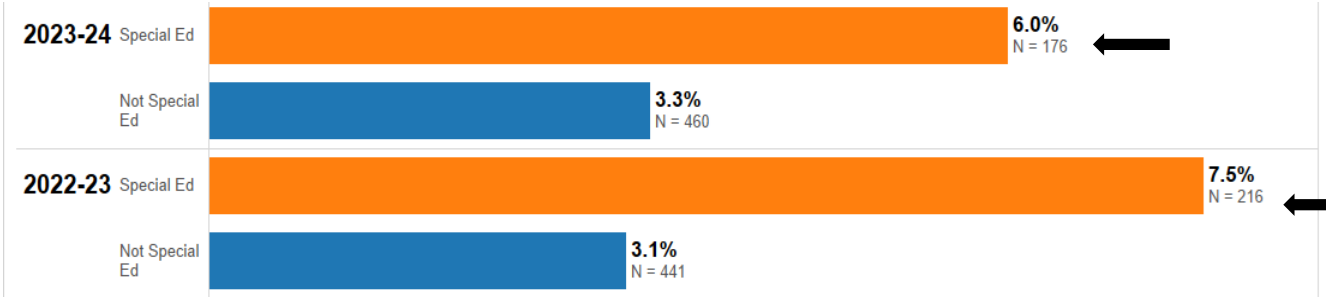
Being African American or having a Disability increases your likelihood of being suspended

By Race (African American)



The **End-of-Year suspension rate** for all **African American Students** decreased by .8 percentage points from 2022-23 to 2023-24.

By Special Education Status



The **End-of-Year suspension rate** for all **Disabled Students with IEPs** decreased by 1.5 percentage points in the same time period.

Overlapping Student Groups

Suspension rates for students who are

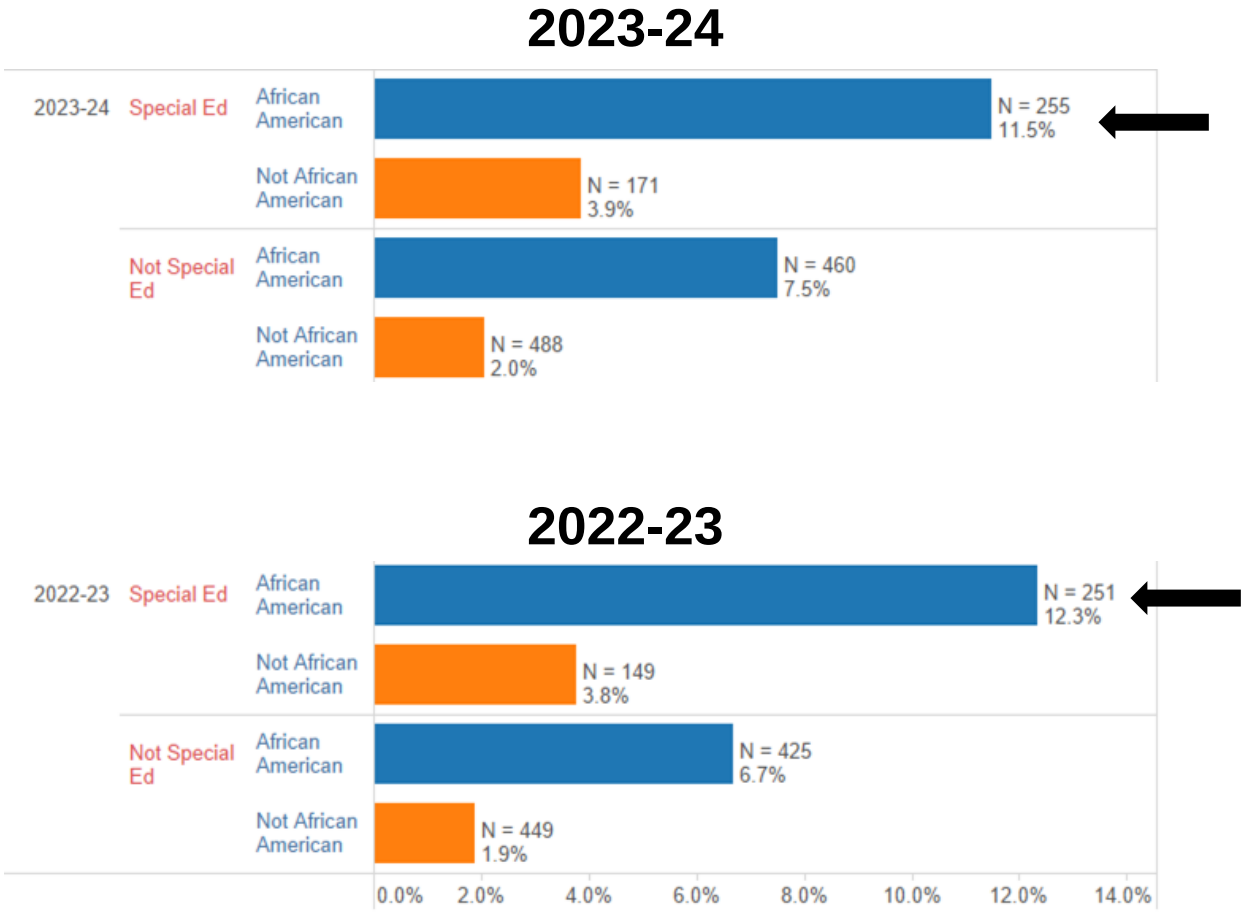
both African American

and have a Dis/ability (IEP) are higher

The **End-of-Year suspension rate** for **African American Students with IEPs decreased by .8 percentage points** from 2022-23 to 2023-24.

Their suspension rates remain **higher by 4 percentage points than their non-disabled African American peers.**

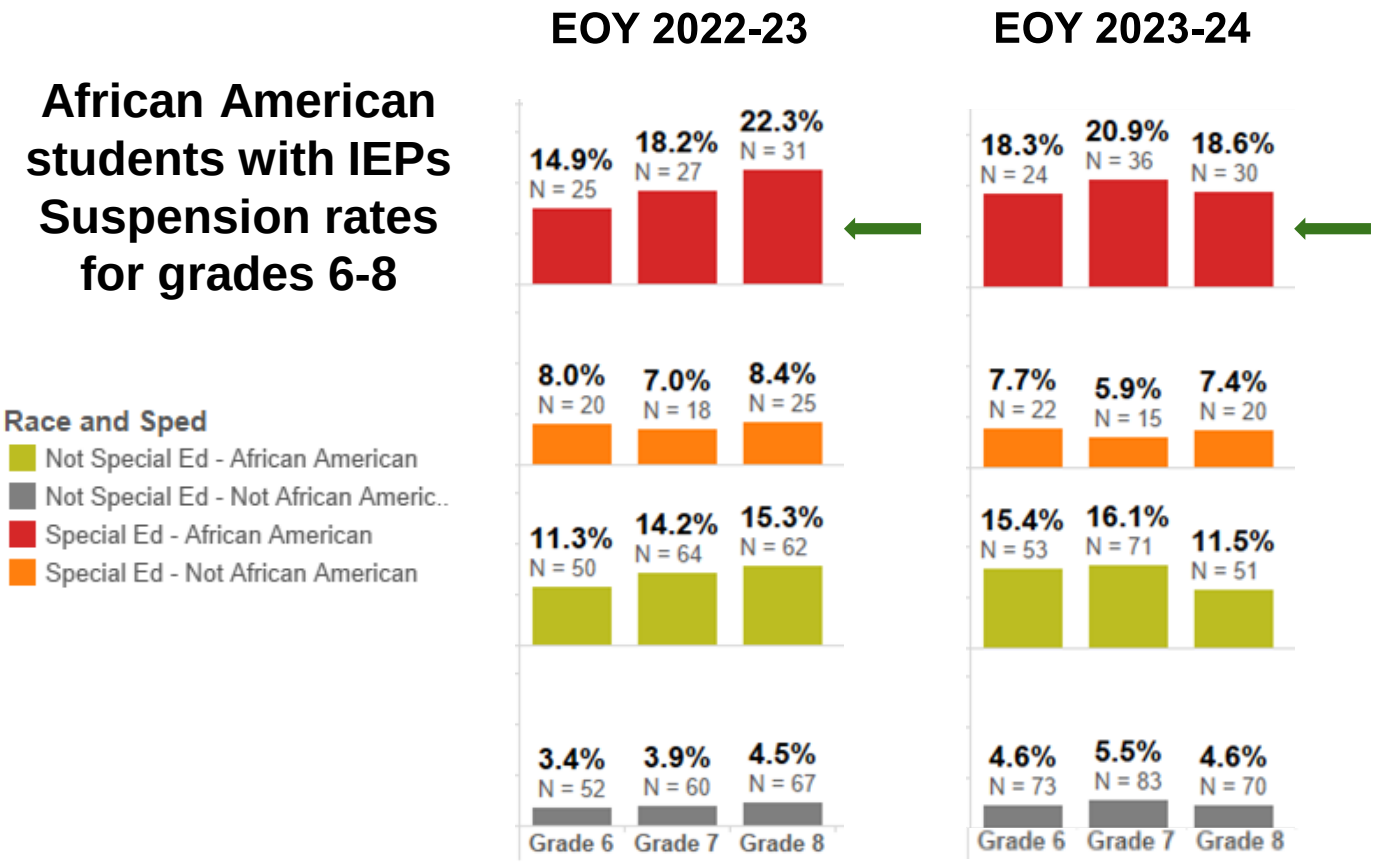
They are also suspended at **3 times the rate of their disabled peers who are not African-American.**



Grade Level

Breakdown of Suspension rates for students who are
African American and/or have a Disability
by grade level in 2023-24 as compared to 2022-23

African American students with IEPs Suspension rates for grades 6-8

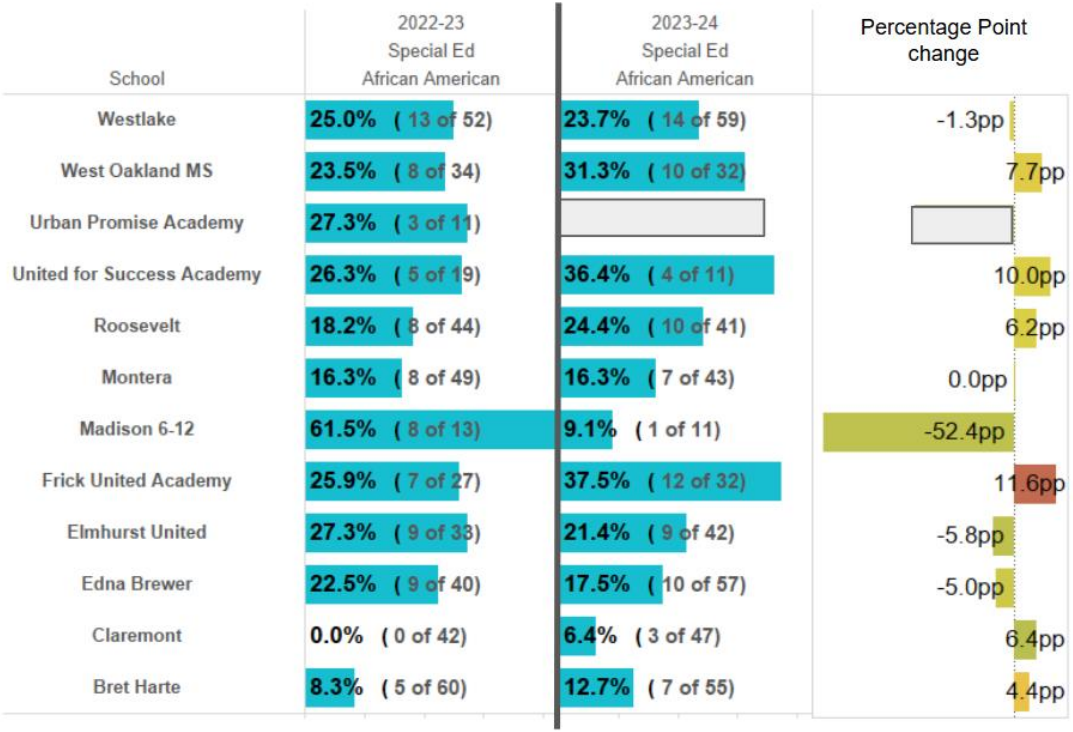


Suspension rates for African American Students with IEPs **increased in grade 6 by 3.4 percentage points** and **increased in grade 7 by 2.7 percentage points** from 2022-23 to 2023-24.

They decreased in grade 8 by 3.7 percentage points.

What do we see when we look at suspended African American Students with Dis/abilities in grades 6-8 by school?

6-8 Suspension Rate for African American Students with IEPs



Note: While we are not able to report the data for Urban Promise Academy, suspension rates for this student group decreased in 2023-24 as compared to 2022-23.Schools not included due to small populations of African American students with IEPs are CCPA, Greenleaf and MLA.

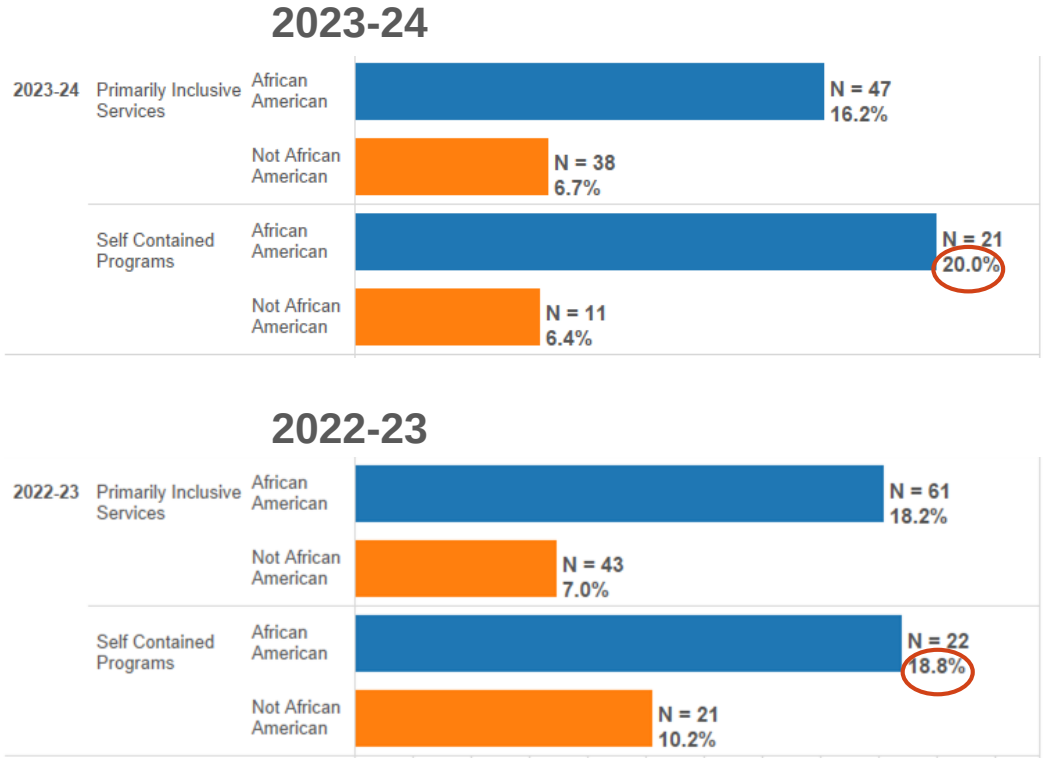
At the end of the year last year (2023-24) the average suspension rate grades 6 to 8 was **19.4%**. At the end of the year prior the average was **18.2%.**

Results suppressed when the denominator (N) < 10.

Schools with grey boxes serve fewer than ten (10) African-American Students with IEPs in 2024-25.

What **program types** were associated with the highest rates of suspensions for African American Students with Disabilities?

Last year, 19.4% of African American students in Self Contained Programs were suspended in grades 6-8

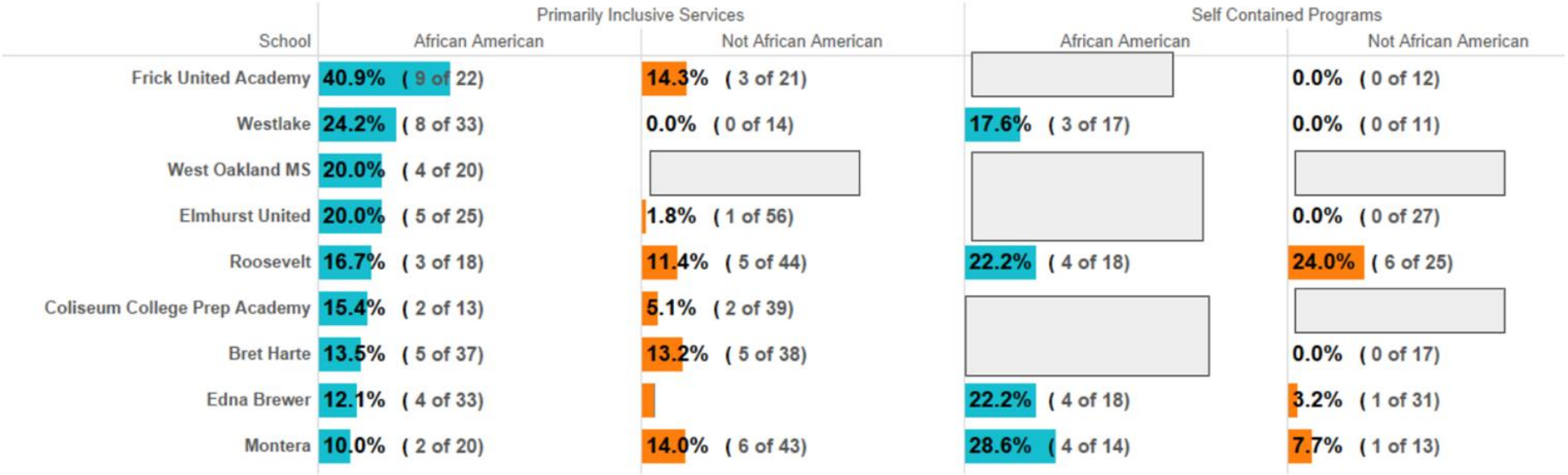


The end of year suspension rates for 6th to 8th grade African American students in Self-Contained settings **increased** by about **1.2 percentage points** from 2022-23 to 2023-24.

What does the suspension of African American Special Education students look like across school and broken down by program type?

Suspension rates by program type at different schools

Results suppressed when N<10. Schools with grey boxes do not serve a significant number of students in that program type.



The top suspension rates for African American students in Self-Contained settings so far this year are at **Montera**, **Roosevelt and Westlake** each suspending at a rate above the district average for African American students with disabilities (11.5%).

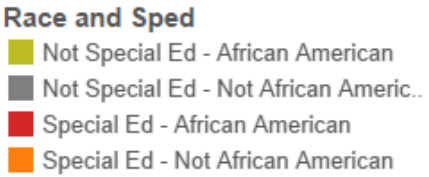
The top suspension rates for African American students receiving Primarily Inclusive services were at **Frick United, Westlake, and West Oakland MS.**

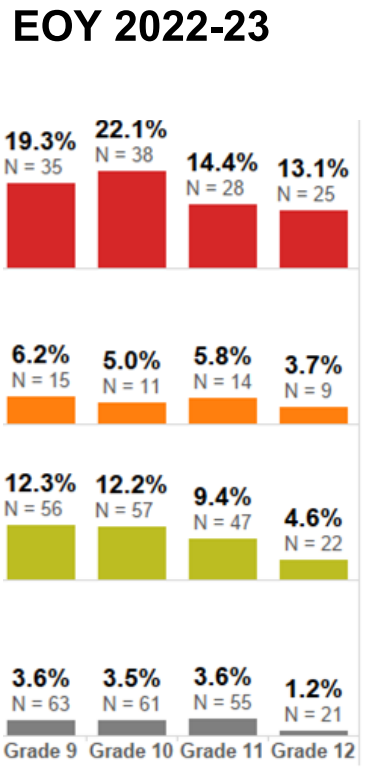
Please note: there are some schools who are not included in this chart due to having too few students in these subgroups (e.g. Claremont, Urban Promise Academy).

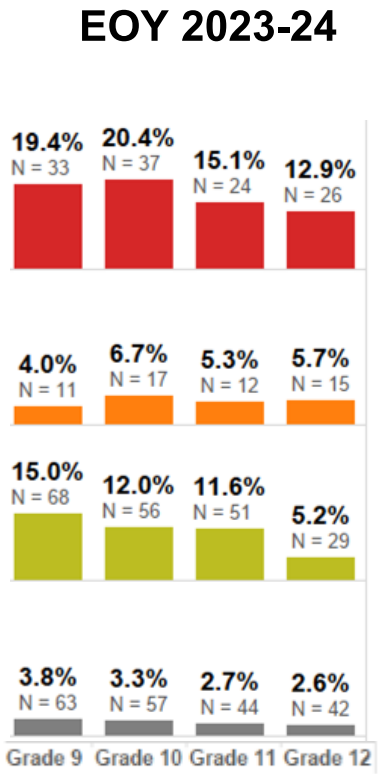
Extra Slides/ Appendix

What does this data
look like for our High schools?

African American students with IEPs Suspension rates for grades 9-12







Suspension rates for African American Students with IEPs increased slightly in grades 9 and 11.

They decreased slightly in grades 10 and 12.

Appendix:

High School Suspension Rate for African American Students with IEPs

At the end of the year last year (2023-24) the average suspension rate for this group was **16.9%**. At the end of the year prior the average was **17.1%**

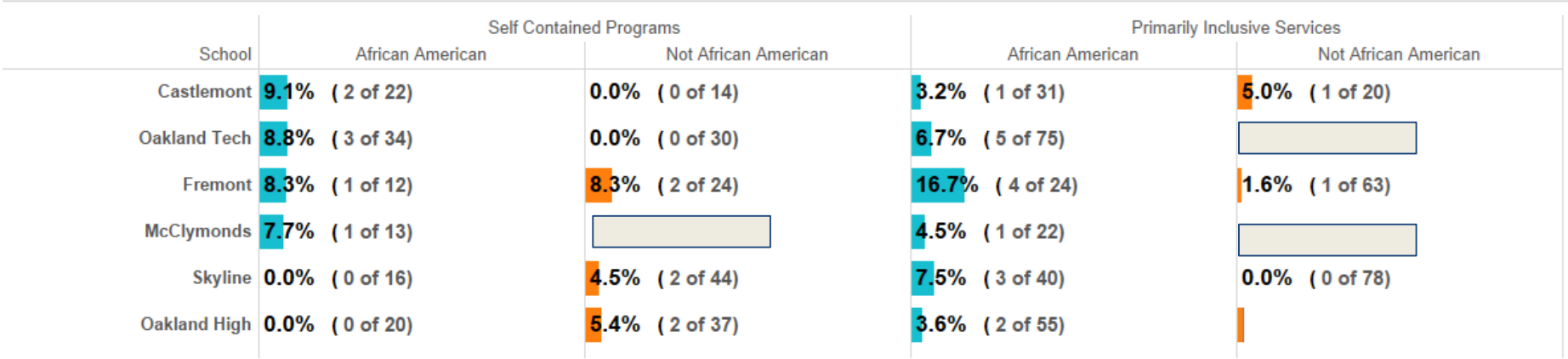
Comparing the end of year numbers from 2022-23 and 2023-24, at the school level we see that many of our high schools have seen decreases in percentage points for suspension rates of African American Special education students.

Those include; Bunche, Castlemont, Dewey and Fremont.

Street Academy's percentage is an outlier given their very small student body and decrease in enrollment of students with IEPs who are Black/AA.

Appendix: High School Suspension rates by program type at different schools

Results suppressed when N<10. Schools with grey boxes do not serve a significant number of students in that program type.



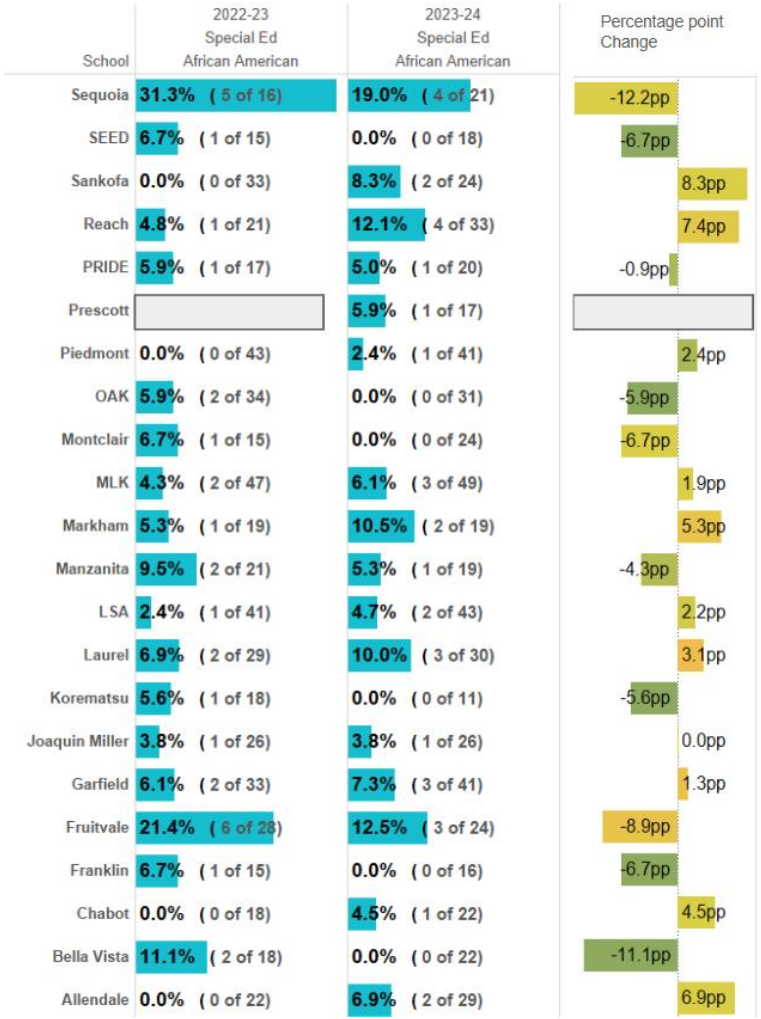
So far this year the top suspension rates for African American students in self-contained programs are at **Castlemont, Oakland Tech and Fremont.** Unlike prior years, none of these schools are suspending at a rate above the district average for African American students with disabilities (11.5%).

The top suspension rates for African American students receiving Primarily Inclusive services were also at **Fremont, Skyline, and Oakland Tech.**

Please note, there are some schools that are not included in this chart due to having too few students in these subgroups.

What does this data look like for our Elementary schools?

K-5 Suspension Rate for African American Students with IEPs



Elementary schools that saw the largest drops in suspension rates are Sequoia, Bella Vista, and Fruitvale.

Elementary schools not listed due to low or no suspensions of African American Students with IEPs include; Redwood Heights, Madison Primary, Lincoln, La escuelita, Hoover, HIghland, Grass Valley, Glenview, Emerson, Cleveland, Carl Munck, Burkhalter.

Impact of Actions to Reduce Suspensions for Disabled Black Students in Middle School

Discussion

Announcements, Appreciations Comments

10 minutes

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

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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