



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/85940887390](https://ousd.zoom.us/j/85940887390)

Meeting ID: 859 4088 7390

By Phone: 1-669-944-9171

**April 14, 2025**

**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.**

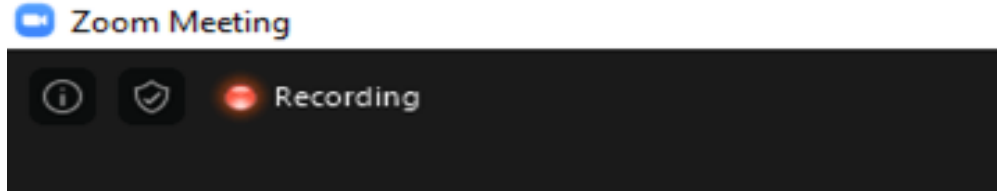
**SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.**

**NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.**

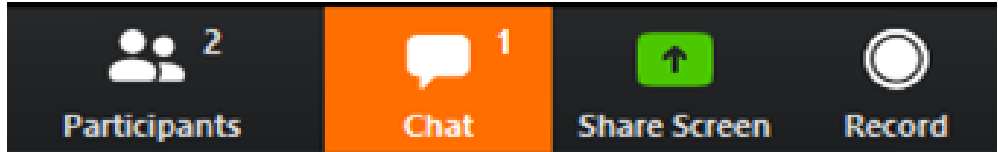
**ESTO ES JUSTICIA DE DISCAPACIDAD**

<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](https://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-Corvette Kirtman**



# Who Is Helping Us Today

<b>Facilitators/Chairs</b>	<b>Coriander Melious, JD Woloshyn</b>
<b>Timekeeper</b>	<b>Melisha Linzie</b>
<b>Zoom Host</b>	<b>Cintya Molina</b>
<b>Notetaker</b>	<b>Cintya Molina</b>
<b>Chat Monitor</b>	<b>Lena Anthony</b>
<b>Link Monitor</b>	<b>Lena Anthony</b>

Thank you!

# **A Special Resource for Autism Acceptance Month**

<https://www.instagram.com/maistorybooklibrary/reel/DH9hl3byRUa/>

The written message that accompanies the video:

**∞ 1 in 36 children is diagnosed Autistic, and everyday these children are expected to try to bend and mask to fit into a neurotypical world. But instead of expecting them to change to fit into the world around them, perhaps we can create a society where neurodivergence is embraced and all people are truly accepted as they are.**

**📖 One way to promote Autism Acceptance is to read kidlit featuring Autistic Representation. Change starts with us, and we have the chance to nurture the future generations of readers and leaders through the stories and voices we share.**

**♥ And while we want to be sure to share these stories year round, and not only as a symbolic gesture of acceptance once a year, April is a time to especially amplify and center the voices and experiences of the Autistic Community.**

**📖 To help spread Autism Acceptance, I've curated this picture book list. Stay tuned for a \*middle grade\* book list for Autism Acceptance Month coming soon!**

**And if you are wondering about the difference between Autism Acceptance vs. Awareness: \*Autism acceptance goes beyond awareness by emphasizing understanding, inclusion, and celebrating neurodiversity**

**...**

**Also- I chose to use identity first language (vs person first) as is preferred by the Autistic community**

**And a very special  
performance from  
one of our very own  
OUSD students!**

# **Meeting Goals and Agreements**

## **Tonight, we will:**

- 1. get updates on the ongoing initiatives of the CAC**
- 2. hear timely announcements from the Special Education Department about IEP completion and enrollment of students in schools for 2025-26**
- 3. learn about the contracts that provide Special Education and other disability-related services to students**

# 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.	<b>Welcome, Goals, Agreements, Introductions, Roll Call</b>
6:30 15 mins.	<b>CAC Member Updates</b>
6:45 15 mins.	<b>Special Education Updates</b>
7:00 10 mins.	<b>Break</b>
7:10 70 mins.	<b>Presentation and Discussion: All About the Contracts that Support Students with IEPs</b>
8:20 10 mins.	<b>Announcements, Appreciations, &amp; Public Comments</b>

# **Introducing Ourselves**

# The Special Education Leadership Team

# Executive Director



**Jenn Blake**, Executive Director,  
Special Education and Health Services

[Jennifer.Blake@ousd.org](mailto:Jennifer.Blake@ousd.org)

# K-12 School Support



**Theresa Lozach**

[theresa.lozach@ousd.org](mailto:theresa.lozach@ousd.org)  
Director, Special Education  
ECE



**Micaela Reinstein**

[micaela.reinstein@ousd.org](mailto:micaela.reinstein@ousd.org)  
Director, Elementary  
Programs [Network 2]



**Liana Nelson**

[liana.nelson@ousd.org](mailto:liana.nelson@ousd.org)  
Coordinator, Elementary  
Programs [Networks 3 & 4]



**Cary Kaufman**

[cary.kaufman@ousd.org](mailto:cary.kaufman@ousd.org)  
Director, Middle School  
Programs and Legal Support



**Dr. Bianca D'Allesandro**

[bianca.dallesandro@ousd.org](mailto:bianca.dallesandro@ousd.org)  
Coordinator, Secondary  
Programs



**Stephen Raser**

[stephen.raser@ousd.org](mailto:stephen.raser@ousd.org)  
Director, High School  
Programs

# Transition Services



**David Cammarata**

[david.cammarata@ousd.org](mailto:david.cammarata@ousd.org)

Director, Young Adult and  
Transition Services



**Jake Hall**

[james.hall@ousd.org](mailto:james.hall@ousd.org)

Assistant Principal, Young  
Adult and Transition Services

# Related Services



**Anne Zarnowiecki**

[Anne.Zarnowiecki@ousd.org](mailto:Anne.Zarnowiecki@ousd.org)

Director, Related Services  
(SLPs, OT, PT, Low Incidence)



**Dr. Betty Lin**

[Betty.Lin@ousd.org](mailto:Betty.Lin@ousd.org)

Coordinator, Related Services  
and Support Staff



**Dr. Stacey Lindsay**

[Stacey.Lindsay@ousd.org](mailto: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?

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

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



# Roll Call

# Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony,  
Mike Beebe, Jennifer Blake, Carol Delton, Ashley Demelo,  
Cynthia Gutiérrez, Sheila Haynes, Denise Huffstutler,  
Patty Juergens, Corvetta Kirtman, Alan Pursell, Joe Manekin,  
Coriander Melious, Anna Realini, Tiffany Stewart,  
Sayuri Valenza, Inga Wagar, JD Woloshyn, Kristen Zimmerman

**Quorum: 11**

# CAC Member Updates

6:30 pm 15 minutes

**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](mailto: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

Spring 2025

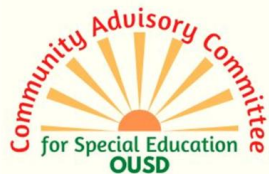
[www.ousd.org](http://www.ousd.org)



@OUSDnews

[CAC Orientation](#)

[tinyurl.com/4p3d7wh9](https://tinyurl.com/4p3d7wh9)



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](https://facebook.com/CAC4SpEdOUSD).
- ✓ Email us at [cacoakland@gmail.com](mailto:cacoakland@gmail.com).



## COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

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

Meeting details & Zoom link at  
[www.ousd.org/calendar](https://www.ousd.org/calendar)

We provide Spanish, Arabic  
& Chinese interpretation.  
Additional languages by request.

Meeting materials in committee  
folder at [www.ousd.org/LCAP](https://www.ousd.org/LCAP)

For more information, contact:  
[cintya.molina@ousd.org](mailto: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

**Attend our public  
meetings on 2nd  
Mondays.**

When there is a  
holiday, we meet  
on the next  
available Monday.

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



# 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*

Notes

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

The Working Group for this initiative meets every 3rd Thursday.

This initiative was the topic of the 1/13 meeting. You can find the meeting presentation and recording in the CAC folder at [ousd.org/LCAP](https://ousd.org/LCAP).

Notes

### **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 the main topic of the March meeting. *JD Woloshyn*

Notes

## **Access and Equity for the Young Adult Program: Work-Career Opportunities for Disabled Students**

For an in-depth report about this initiative, please see the meeting presentation and recording from the 2/10/25 meeting.

Notes

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

This was the main topic of the 2/10/25 meeting.

A working group for this initiative meets every 3rd Thursday.

The group hosted a Listening Circle with Paraeducators on 4/9.



## **5) School Board Legislative Priorities Related to Special Education**

### **Text of the Legislative Priorities:**

OUSD supports educational and fiscal policies that, when accompanied by adequate resources, serve students with disabilities in learning environments where they can thrive. We believe that students should be given the opportunity to learn among their peers in classrooms where they are supported by staff and resources designed to eradicate barriers to their academic success.

We believe charter schools should be required to join the SELPA of the district in which they are located as a condition of granting or renewal of their charter.

*Continued on the next slide*

## **5) School Board Legislative Priorities (Continued)**

We believe in increases to the scope of the extraordinary cost pool so that districts are reimbursed for a larger portion of the costs for students requiring residential placements, individual aides, and other intensive services.

We believe in requiring charter schools to have certificated staffing with credentials in extensive support needs (ESN) in alignment with AB 1505, and mandating the disclosure of student data between charter schools and their authorizers.

# School Board Legislative Priorities

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Notes

**Let Us Know If You Want to Help.**

**Write to us at [cacoakland@gmail.com](mailto:cacoakland@gmail.com)  
if you would like join a specific initiative  
or support our committee in any way.**

## April and May Meetings

<b>Wednesday, 4/16</b>	<b>5:30 pm</b>	<b>Report at PSAC Meeting</b>
<b>Thursday, 4/17</b>	<b>6:00 pm</b>	<b>Working Groups</b>
<b>Monday, 4/28</b>	<b>6:00 pm</b>	<b>Planning Meeting</b>
<b>Monday, 5/12</b>	<b>6:00 pm</b>	<b>CAC Public Meeting</b>
<b>Wednesday, 5/14</b>		<b>CAC Report at School Board Meeting</b>

# Questions



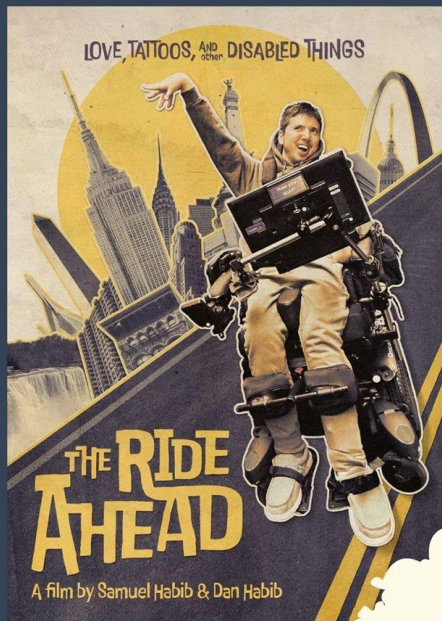
# Special Education Updates

Multiple OUSD Staff

15 minutes

# Community Movie Night!

**FREE!**



**April 15th**  
**Grand Lake Theatre**  
3200 Grand Avenue Oakland

Entry by  
RSVP  
only

Join us for a fun evening!

[click here](#)

**5:30 Student Panel**  
OUSD Young Adults share  
their stories



**6:30 Film Screening**  
The Ride Ahead

**Watch the trailer here:**

<https://www.rideaheadfilm.com/watch>



## Community Movie Night!

Screening of *The Ride Ahead: Love, Tattoos, and Disabled Things*

by Samuel & Dan Habib

**April 15th**  
**Grand Lake Theater**  
**5:30 Student Panel**  
**6:30 Film Screening**

Please share the attached flyer far and wide - with your networks, families, co-workers, and friends!

Registration Link:

<https://forms.gle/UrmeS9HiweDH74Z67> or through QR code



# **Enrollment Update**

Rain Johnson, SELPA Director

# **Upcoming Engagement & Learning Opportunities**

Melisha Linzie,  
Family Engagement Specialist  
Special Education



OUSD

Special Education

PRESENTS

# END OF YEAR

# RESOURCE FAIR

SANTA FE CAMPUS  
915 54TH ST. OAKLAND, CA 94608

SATURDAY, MAY 3  
12 PM TO 3PM

FEATURING  
FAMILY | FOOD | FUN

• RAFFLE PRIZES  
• RESOURCES FOR FAMILIES

# IEP Support Sessions

**IEP Drop-In Session** designed to support you in navigating the IEP process and ensuring your child's educational needs are met. During this session, you'll have the opportunity to meet privately with an experienced **special education attorney** (appointment required) and **family navigators** who are well-versed in the IEP process. They will be available to answer your questions, provide guidance, and share valuable resources to help you confidently advocate for your child.

## ★ Drop-in Sessions

**Date:** Tuesday, April 22th & 29th

**Time:** 11 AM - 12 PM (As requested) 6 PM - 7 PM

**Registration Link:** <https://forms.gle/XqPEocHPjRYo4L9k8>

# Thriving Parents Learning Portal

★ **This platform provides access to a range of expert resources and strategies on topics like:**

- Positive parenting techniques Managing challenging behaviors
- Supporting neurodiverse children and those who learn differently
- And much more!

**Getting started is easy! Simply visit and follow the instructions to sign up for FREE. [English Link](#) [Spanish Link](#)**

# Upcoming Workshops/Events

★ **Special Education Annual Resource Fair** [Flyer](#)

**Date:** Saturday, May 3, 2025

**Time:** 12 PM - 3 PM

★ **CPR Training**

**Date:** Wednesday, May 7, 2025    **Time:** 5:30 PM - 8:30 PM

**Place:** Sante Fe Campus 915 54th Street, Oakland, CA 94608

**Registration Link:** <https://forms.gle/Gf7GK4wcN6iPeXYx9>

# Upcoming Workshops/Events cont.

## ★ Other Resources

- [Family Workshop](#)
- Special Education Website - [Family and Caregiver Resources](#)
- [Parent Square \(Special Education Group\)](#) Login required

★ Follow us on Instagram [@oaklanddiverselearners](#).



# Questions







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

Break 7:10 pm 10 minutes

# Special Education Contracts 2024-25 and 2025-26

7:10 pm, 70 minutes

**Contracts  
that Support the  
Disability-Related  
Needs of Students**

# CAC's Guiding Questions for Discussing Each Contract

1. What service does this contract provide to students?
2. What are some important details about this provider?  
How/why were they selected to provide the service?
3. What is the scope of the service? [Number of students/persons served, time, frequency, duration, etc.]
4. How much does the contract cost? What contributes to that total cost?
5. Will a similar contract be in place with this provider in 2025-26? Please share the projected cost and any changes in the nature and scope of the service to be provided?

# Why and when do we contract?

## **We contract for staffing when:**

1. We have an unexpected leave and there is no available in-house sub;
2. We've exhausted all reasonable means of hiring and the service is legally required to implement IEPs;
3. We need a specialty that does not have an OUSD in-house position (e.g. Braille Transcriptionist, SLPA)

# Why can't OUSD just not do the work until a suitable direct-hire candidate comes along?

This is totally possible for supplemental or optional investments, but it is not possible to keep a vacancy and not do the work for a legally-mandated IEP implementation function. Also, for some job classes, we have not recruited in-house candidates even close to what we need to implement IEPs.

For example, if we did not contract SLPs, we would only have 50% of the SLPs we need to operate, and at least 1800 students would not get their required speech services. Compensatory education for these services (assuming 30 min/wk across a year), would total over \$5m, to say nothing of the interruption in learning when services are not embedded in the school day.

# Cautions About This Information

Recruitment for the 2025-26 school year is ongoing and dynamic. OUSD employees may elect to resign anytime before 6/30/25. We are constantly hiring and interviewing candidates now and through the Summer. What we are presenting tonight represents our best possible thinking in this moment and is based on current accepted offers from candidates, folks onboarding, and OUSD staff intent to return information.

This is very likely to change at least somewhat by August.

# Guide to the Contracted Disciplines

Type of Staff	What They Do	Students Served
School Psychologist	Complete assessments, provide short-term counseling, provide consultation, provide behavioral planning support, and crisis response	General Population Ratio of 1:700 students
Speech Language Pathologist (SLP)	Provide direct and consultative services, complete assessments, create accommodations and tools to support students' language functioning	Caseload of 1:50 TK-YA Caseload of 1:40 ECE
Board Certified Behavior Analyst (BCBA)	Complete behavior assessments, assist in developing behavior plans, provide professional learning and coaching	Varies- Typically 10-40 plus teacher supports
Behavior Technician (BT)	Implement a Behavior Intervention Plan to ensure student access and safety	Typically 1
Licensed Vocational Nurse (LVN)	Follow medical orders to ensure student safety, health, and vitality at school	Typically 1-2



# Guide to the Contracted Disciplines

Type of Staff	What They Do	Students Served
Braille Transcriptionist (Braillist)	Translate texts and printed materials into Braille	Varies- Typically 1-5
Educational Audiologist	Complete educational auditory assessments, recommend, maintain, train on, and calibrate equipment to facilitate auditory access	Varies- Typically 10-25
Speech Language Pathology Assistant (SLPA)	Assist an SLP by providing direct services to students, collecting student data, and preparing therapy materials	1:50
Mental Health Clinician	Provide therapy services to students, assist with classroom milieu support to monitor students' mental health needs, respond to mental health emergencies	11-15 per staff member

# Nonpublic Agency (NPA) Contract

Deep Dive

[www.ousd.org](http://www.ousd.org)



@OUSDnews

# List of Current Contracts and Costs

Vendor	Projected 24-25 Spend	Staff Provided
Amergis (FKA Maxim)	\$4.7m	Licensed Vocational Nurses, School Psychs, Behavior Techs, BCBAs
Eval Group	\$4.7m	SLPs, School Psychs, Behavior Techs, BCBAs
Speech Pathology Group (SPG)	\$9m	SLPs, SLPAs, BCBAs, School Psychs, Mental Health Clinicians, Ed Techs
Ed Theory	\$1.1m	SLPs, School Psychs
AMN	\$320k	SLPs, SLPAs
Aya Healthcare	\$290k	School Psychs, LVNs
Communication Works	\$450k	SLPs

# List of Current Contracts and Costs

Vendor	Projected 24-25 Spend	Staff Provided
Pine Health	\$318k	Vacancy/leave coverage aides, LVNs
Gary Stromberg & Assc	\$280k	SLPAs
Ro Health	\$2.8m	LVNs, Certified Nursing Assistants, Behavior Techs
Rad Ed	\$980k	BCBAs
Stepping Stones Group	\$3.4m	Mental Health Clinicians, SLPs, Behavior Techs, School Psychs, Virtual Teachers for SJT
Tilly	\$432k	Behavior Techs
UpFront Interpreting	\$490k	ASL Interpreters, ASL Support Staff

# List of Current Contracts and Costs

Vendor	Projected 24-25 Spend	Staff Provided
Six Other Small Vendors Providing One-Two Staff Members Apiece	\$1.2m	SLPs, Psychs, Educational Audiologist, Brailist

2025-26

## Anticipated Special Education Contracts

# Amergis

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## Services Provided and Cost per Staff:

- Licensed Vocational Nurse (LVN): \$66.60
- School Psychologist: \$128
- Behavior Technician (Dedicated Aide): \$63.50
- Teacher: \$82

## Anticipated Position Counts:

- LVN: 8
- Psych: 2
- BT: 28
- Teacher: 1
- Plus ESY Services for Students

## Anticipated Annual Cost for All IEP Work with this Vendor:

**\$4,100,000.00**

# Speech Pathology Group (SPG)

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## Services Provided and Cost per Staff:

- Speech Pathologist (SLP) : \$121
- SLPA: \$85
- AAC Specialist (SLP): \$136
- School Psychologist: \$171
- Behavior Technician (Dedicated Aide): \$78
- Ed Tech: \$78
- BCBA: \$168
- [Plus Mental Health Contract awarded via RFP]

## Anticipated Position Counts:

- SLP: 23
- SLPA: 4
- AAC Specialist: 1.4
- Psych: 6.6
- BT: 14
- BCBA: 6
- Ed Tech: 18

**Anticipated Annual Cost for All IEP Work with this Vendor:**

**\$ 12,600,000**



# EvalGroup

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## Services Provided and Cost per Staff:

- SLP: \$ 125
- School Psychologist: \$136
- Behavior Technician (Dedicated Aide): \$75
- BCBA: \$139

## Anticipated Position Counts:

- SLP: 2
- Psych: 4
- BTs: 20
- CBAs: 4

## Anticipated Annual Cost for All IEP Work with this Vendor:

**\$4,000,000**

# Ro Health

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**Services Provided and Cost per Staff:**

- Licensed Vocational Nurse (LVN): \$70
- Behavior Technician (Dedicated Aide): \$63.50

**Anticipated Position Counts:**

- LVN: 13
- BT: 17

**Anticipated Annual Cost for All IEP Work with this Vendor:**

**\$2,500,000**

# Pine Health

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## Services Provided and Cost per Staff:

- Licensed Vocational Nurse (LVN): \$70
- Behavior Technician (Dedicated Aide): \$74
- BCBA: \$138

## Anticipated Position Counts:

- LVN: 5
- BT: 29
- BCBA: 1
- Plus ESY Services for Students

## Anticipated Annual Cost for All IEP Work with this Vendor:

**\$3,200,000**

# Ed Theory

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## Services Provided and Cost per Staff:

- SLP: \$105
- School Psychologist: \$125

## Anticipated Position Counts:

- SLP: 8
- Psych: .7

## Anticipated Annual Cost for All IEP Work with this Vendor:

**\$1,250,000**

# Stepping Stones Group (SSG)

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## Services Provided and Cost per Staff:

- Licensed Vocational Nurse (LVN): \$77
- SLP: \$ 106
- School Psychologist: \$138
- Teacher: \$95
- ASL Interpreter: \$95

## Anticipated Position Counts:

- LVN: 3
- SLP: 7
- Psych: 1
- Teacher: 2
- ASL Interpreter: 1
- Plus ESY Services for Students

## Anticipated Annual Cost for All IEP Work with this Vendor:

**\$2,000,000**

# Smaller NPA Vendors

**Name:** Soliant

**Services They Provide:** Psychs, SLPAs

**Anticipated Staff for 25-26:** 3.8

**Anticipated Spend for 25-26:** \$390,000

**Name:** Pioneer

**Services They Provide:** SLPs

**Anticipated Staff for 25-26:** 2

**Anticipated Spend for 25-26:** \$315,000

# Smaller NPA Vendors

**Name:** Communication Works

**Services They Provide:** SLPs, SLPAs

**Anticipated Staff for 25-26:** 2.8

**Anticipated Spend for 25-26:** \$454,386

**Name:** Epic

**Services They Provide:** SLPs

**Anticipated Staff for 25-26:** 1

**Anticipated Spend for 25-26:** \$165,541

# Smaller NPA Vendors

**Name:** RadEd

**Services They Provide:** BCBAs

**Anticipated Staff for 25-26:** 4

**Anticipated Spend for 25-26:** \$1,000,000

**Name:** Gary Stromberg & Associates

**Services They Provide:** SLPs & SLPAs

**Anticipated Staff for 25-26:** 2

**Anticipated Spend for 25-26:** \$200,000



# Smaller NPA Vendors

**Name:** Ensemble

**Services They Provide:** SLPs and Speech Techs

**Anticipated Staff for 25-26:** 4.4

**Anticipated Spend for 25-26:** \$434,000

**Name:** BMR

**Services They Provide:** SLPs

**Anticipated Staff for 25-26:** 3.6

**Anticipated Spend for 25-26:** \$616,180

# Smaller NPA Vendors

**Name:** Aequor

**Services They Provide:** DHH Teacher

**Anticipated Staff for 25-26:** 1

**Anticipated Spend for 25-26:** \$141,498

**Name:** AMN

**Services They Provide:** SLPs and SLPAs

**Anticipated Staff for 25-26:** 3

**Anticipated Spend for 25-26:** \$422,728

# Smaller NPA Vendors

**Name:** Bay Speech and Play

**Services They Provide:** SLPs

**Anticipated Staff for 25-26:** 1.2

**Anticipated Spend for 25-26:** \$173,193

**Name:** CAB

**Services They Provide:** SLP and SLPA

**Anticipated Staff for 25-26:** 1.2

**Anticipated Spend for 25-26:** \$185,000

# Smaller NPA Vendors

**Name:** 360

**Services They Provide:** Psychologists

**Anticipated Staff for 25-26:** 2

**Anticipated Spend for 25-26:** \$460,000

**Name:** RCM

**Services They Provide:** BTs

**Anticipated Staff for 25-26:** 20

**Anticipated Spend for 25-26:** \$1,400,000

# Smaller NPA Vendors

**Name:** UpFront Interpreting

**Services They Provide:** ASL Interpreters and ASL signing paras

**Anticipated Staff for 25-26:** 6

**Anticipated Spend for 25-26:** \$564,646

# Mental Health Contracts

These contracts were put out on a request for proposals (RFP) for a three-year cycle. The next cycle will take place in Spring, 2026 for the years 2026-2029.

## **Vendor: Effective School Solutions**

**Programs they Support:** Outpatient counseling services with mental health technician support; psychiatric medication evaluation and management; intensive

**Staffing Provided:** 6 mental health clinicians, 4 mental health technicians, clinical supervision support/substitute clinician and 0.2 psychiatrist

**Cost for 25-26:** \$1,863,829

## **Vendor: SPG**

**Programs they Support:** Counseling Enriched self-contained programs at Oakland Academy of Knowledge (2) and Fruitvale Elementary Schools (1)

**Staffing Provided:** 2 mental health clinicians, 4 mental health technicians, and clinical/behavior coach

**Cost for 25-26:** \$1,940,004

# Mental Health Contracts

These contracts were put out on a request for proposals (RFP) for a three-year cycle. The next cycle will take place in Spring, 2026 for the years 2026-2029.

**Vendor: Lincoln Families**

**Programs they Support: Two Counseling Enriched self-contained programs at Skyline High School**

**Staffing Provided: 2 mental health clinicians, 1 mental health technician, and 0.5 mental health health/behavior coach**

**Cost for 25-26: \$450,538**

**Vendor:**

**Programs they Support:**

**Staffing Provided:**

**Cost for 25-26:**

# Other Contracting Scenarios

There are some job classifications that are especially hard to fill. While we do not currently have candidates secured for the following positions, we expect to need to contract for the following to implement IEPs:

- ASL Interpreter: 6 FTE
- Braille Transcriptionist: 1 FTE
- Educational Audiologist: .4 FTE

Student enrollment may shift these needs. For example, last year, we had one student who is blind and one student who is deaf move into OUSD in the middle of the year, and that necessitated bringing on two additional contracted personnel immediately.

In July, 2024, we notified Talent of our desire to create in-house job classifications for the following positions:

- SLPA
- Braille Transcriptionist

We look forward to working with Talent personnel to create these positions so we can eliminate contracting over future years.



# Questions



# Announcements, Appreciations Comments

10 minutes

**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.**

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

# Appendix

**About Us:**  
**The Community Advisory  
Committee for Special  
Education**

# Who can be part of the CAC?

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**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.

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**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.

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## 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

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- 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

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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

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