OAKLAND UNIFIED SCHOOL DISTRICT

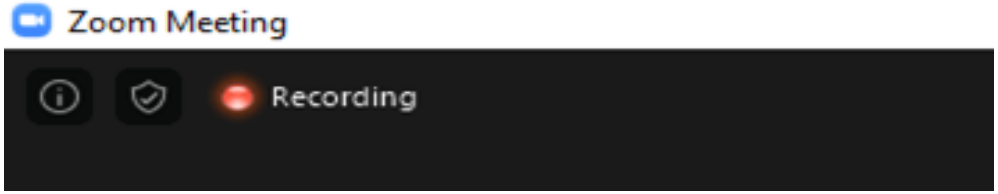
Community Schools, Thriving Students

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

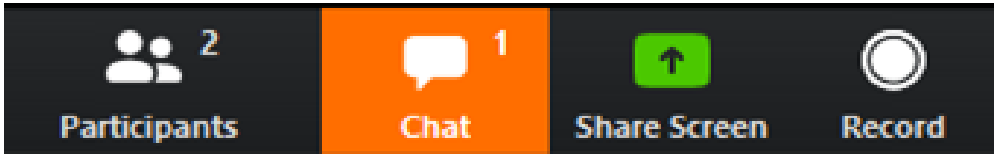
October 20, 2025

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

We are recording.



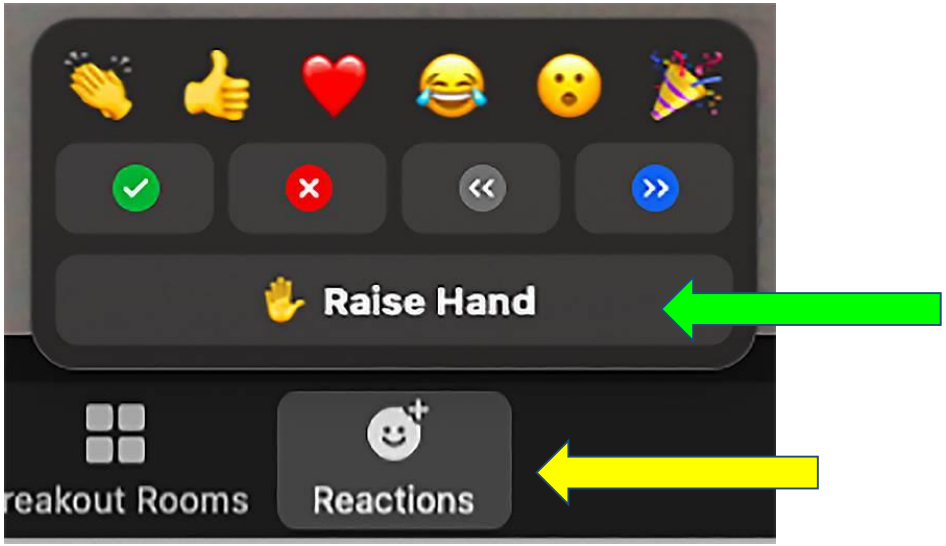
We invite you to use the chat.



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.



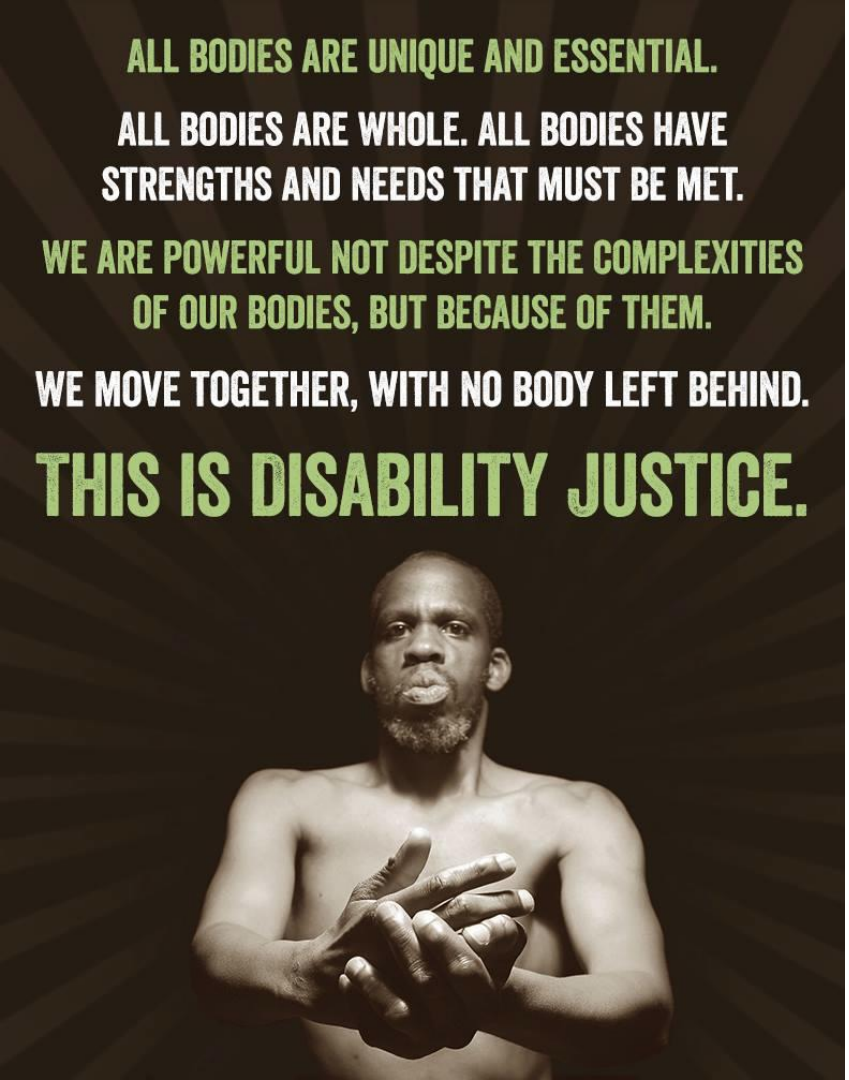
Security Instructions

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



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.

Meeting Goals and Agreements

Tonight, we will understand:

1. what dollars were spent in 2024-25 for specific Special Education services and programs, including any changes between was spent and what was originally budgeted

2. how much was budgeted for specific Special Education services and programs in 2025-26, including the reasons for any changes to what was budgeted for 2024-25

3. what budget changes might be needed for the 2025-26 budget

Tonight, we will also:

4. hear updates from the CAC members about their current priorities and initiatives, especially about the upcoming Board vote on *Resolution No. 2526-0181–School Stability and Belonging for Disabled Students in OUSD*

5. learn from staff about the **progress reports on goals** that families of pre-school and elementary students with *Individualized Education Programs* (IEPs) are supposed to receive at this time

Our Agreements

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 20 mins.	**Welcome, Goals, Agreements, Agenda, Introductions, Roll Call**
6:20 15 mins.	**CAC Member Updates: Election of New Member, "Resolution: School Stability and Belonging for Disabled Students in OUSD" Other CAC Projects and Initiatives**
6:35 10 mins.	**Break**
6:45 10 mins.	**Special Education Update: Progress Reports on Goals**
6:55 85 mins.	**Presentation & Discussion: Budget for Special Education Services in 2024-25 & 2025-26 and Possible Changes**
8:20 10 mins.	**Announcements, Appreciations, & Public Comments**

Who Is Here Today?

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The Special Education Leadership Team

Executive Director

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

K-12 School Support

Dr. Betty Lin
Betty.Lin@ousd.org
Director, Early Childhood

Micaela Reinstein
micaela.reinstein@ousd.org
Director, Elementary Programs

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

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

Transition Services

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

Related Services

Anne Zarnowiecki Anne.Zarnowiecki@ousd.org Director, Related Services (SLPs, OT, PT, Low Incidence)	**Lo Birdee** **Lobirdee.Rivera@ousd.org** **Coordinator, Related Services**	**Dr. Stacey Lindsay** Stacey.Lindsay@ousd.org Director, Psychological and Mental Health Services Leave Aug-Oct (Jenn Covering)

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 2025-26 in case you need to contact a member of our team about your child's special education services.

Welcome everyone!

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.

About Us:
The Community Advisory Committee for Special Education

What We Do

As CAC members, we:

→ help to develop, amend, & implement the *Local Plan for Special Education* alongside other parents and community members

→ identify annual priorities for the plan

→ support many activities that benefit disabled students, and

→ encourage the inclusion of disabled students and their families in the *Local Control and Accountability Plan* (LCAP*)

**The LCAP is the 3-year plan that describes OUSD's vision, goals, actions, and budget to improve student outcomes.*

Who We Are

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

EVERYONE!

Source 30 EC 56192

For additional information about the CAC:

[CAC Orientation]

tinyurl.com/4p3d7wh9

We meet on the 2nd Monday of each month except in October when there is a holiday.

Our next meeting will be on November 10th.

You can go to ousd.org/about-us/districtcalendar for Zoom links and other meeting information.

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.

To be added to the Google Calendar invitation for our meetings, you can also write an email or text message to Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

Follow Us and Stay Connected!

tinyurl.com/yem3h3a6

This link and QR code leads to
CAC addresses, pages, and links.

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

Jennifer Blake, Executive Director

6:20 pm, 15 minutes

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Election of a New CAC Member

Nominee: Sonia Thatcher, Special Education Teacher

Per the CAC Bylaws, the nominee would be elected by a majority of the CAC members present at the meeting and would serve immediately upon election.

Resolution No. 2526-0181–School Stability and Belonging for Disabled Students in OUSD

Support Basic Equality for Disabled Students

Resolution No. 2526-0181–School Stability and Belonging for Disabled Students in OUSD **will be discussed at the next meeting of the Teaching and Learning Committee.** The meeting was scheduled for 10/21. It might be changed. Stay tuned.

We must stop the practice of forcibly removing disabled students from their schools to close or repurpose

their Special Education classrooms.

Disabled students must be able to attend the school to which they enroll for the entirety of that school's grade span, just like their non-disabled peers.

CAC Caregiver Support Space

Mutual Support for Caregivers

We are launching an informal meeting for and caregivers of disabled students to:

→ share their experiences

→ receive mutual support from other parents and caregivers

This mutual support meeting will take place on the first Monday of each month beginning on November 3rd.

We will send information through Parentsquare. You can also go to www.ousd.org/about-us/districtcalendar to get the link for the meeting.

Updates on Other CAC Initiatives

Reducing Suspensions for Disabled Black Students in Middle School

Notes from Verbal Report

Sufficient Staffing for Disabled Students with IEPs:
Special Education Teachers, Paraprofessionals, and Instructional Support Specialists

Notes from Verbal Report

Community Alert

The Trump administration fired virtually all the staff of the *Office of Special Education Programs* (OSEP) on October 10th. Possibly just two employees remain from the up to 200 that staffed the office before the beginning of this Trump administration.

The same level of firing happened to the Rehabilitation Services Administration.

OSEP is responsible for administering funding and overseeing implementation of the *Individuals with Disabilities Education Act* and other laws.

Community Alert

"These offices exist because, not so long ago, millions of children with disabilities were shut out of school. They represent our nation's promise that every child deserves an education and a future . . . With these offices gutted, families will have nowhere to turn when schools fail to meet their obligations under federal law," said Katy Neas, CEO of the ARC of the United States.

www.disabilityscoop.com/2025/10/14/ed-department-lays-off-nearly-all-special-education-staff/31676/

Will we in California and Oakland uphold the educational rights of disabled students without the oversight and support of the *Office of Special Education Programs*?

https://youtu.be/Kd5I4z60zjA?list=PLxmNTgb6VxByj7sIbspUpp0L7KIRRpE8B

Break 6:35-6:45 10 minutes

Special Education Update: Progress Reports on Goals

6:45 pm, 10 minutes

Progress Reports on Goals

Parents and guardians of students with IEPs receive a **progress report** at specific times of the year.

Those progress reports show if their student is on track to meet their IEP goals for the year.

Minimally, progress on IEP goals must be reported to parents as often as General Education students get reports on their progress through report cards.

The Special Education Budget: 2024-25, 2025-26 and Beyond

6:55 pm 85 minutes

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Key Questions

1. In 2024-25, how many dollars were spent on specific Special Education services and programs?
2. What differences exist between what was spent in 2024-25 for specific services and programs, and what was in the adopted budget? Please explain those differences. What is at their root?
3. What significant differences exist between what was in the adopted budget for programs and services in 2024-25 and what was budgeted for 2025-26? Please explain those differences. What is at their root?

What pieces come together to make up the Special Education Budget?

- Teachers and Support Staff for Classrooms
- Specialty Staff Pursuant to Students' Individual IEPs
- Related Services Professionals (e.g. SLPs, Psychs)
- Investments in Personnel (e.g. Professional Development)
- Specialized Placements for Students (e.g. NPS)
- Supplies, Equipment and Materials
- Central Operation Expenses
- Indirect Costs

Some Common Budget Terms

Fiscal Year: Our fiscal year runs from 7/1-6/30.

Resource: A resource refers to revenue from a particular source. Resources can be general or restricted to a specific type of expense or program.

Object Code: This is a way to organize school budgets, from the 1000s-7000s. 1000s categories refer to certificated labor like teachers or principals. 2000s are classified labor (think paras, custodians), and 3000s are employee benefits. 4000s-6000s are goods and services. 7000s is indirect costs, which help operate essential functions like HR and payroll.

Encumbered: Money that has already been held aside for a known future expense.

Carryover: Some resources allow spending across more than one year. This is carryover. Others must be spent in one fiscal year.

What was the budget in 2024-25? What was spent?

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 6500
This is our primary resource and makes up most of our budget. It is built from state AB602 dollars and the district's general fund contribution.

Budgeted: $156.4m
Spent: $161.7m

Factors Accounting for Difference:

Budget at adoption did not accurately account for ESY labor expenses

Four additional partial-year NPA staff to cover unexpected medical leaves

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 3310

Amount of Grant:
$7.6m
Fully spent

What does this grant provide?

This is our base federal grant for students aged 3-22. In OUSD, we use it to cover the salaries and benefits cost of some of our support staff.

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 3315

Amount of Grant: $203k
Fully spent

What does this grant provide?

This is our base federal grant for students aged 0-2.11. This covers some of the salary and benefits costs of our infant/toddler low incidence staff.

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 6520

Amount of Grant: $318k
Fully spent

What does this grant provide?

This is our Workability grant, which funds some of our staff who provide transition services to students with IEPs.

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 3410

Amount of Grant: $707k
$83k unspent in 2024-25 (carryover is allowed)

What does this grant provide?

This is our federal transition partnership grant, which funds positions for the remaining staff who provide transportation services.

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 6546

Amount of Grant:
$2.54m
Fully Spent

What does this grant provide?

This is our state mental health grant, which covers some of the cost of our school psychologist positions.

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

24-25 Overall Expenditures by Resource: Resource 3327

Amount of Grant: $384k
Fully Spent

What does this grant provide?

This is our federal mental health grant, which covers some of the cost of students placed in therapeutic NPSs pursuant to IEPs.

CAC Questions: How much was spent in 2024-25? How and why did it differ from the adopted budget?

Other Small Grants (under $100k each), Fully Spent

Infant Discretionary Funds
Alternative Dispute Resolution Grant
Preschool Staff Development

What changes were made for 2025-26? Why?

CAC Questions: What changes were made for 2025-26?

Certificated Labor

We had to add four additional Speech-Language Pathologists to respond to increasing numbers of students eligible to receive Speech-Language Services [~$640k]

CAC Questions: What changes were made for 2025-26?

Certificated Labor

We had to add one new psychologist position to support Child Find at the early childhood level
[~$180k]

CAC Questions: What changes were made for 2025-26?

Certificated Labor

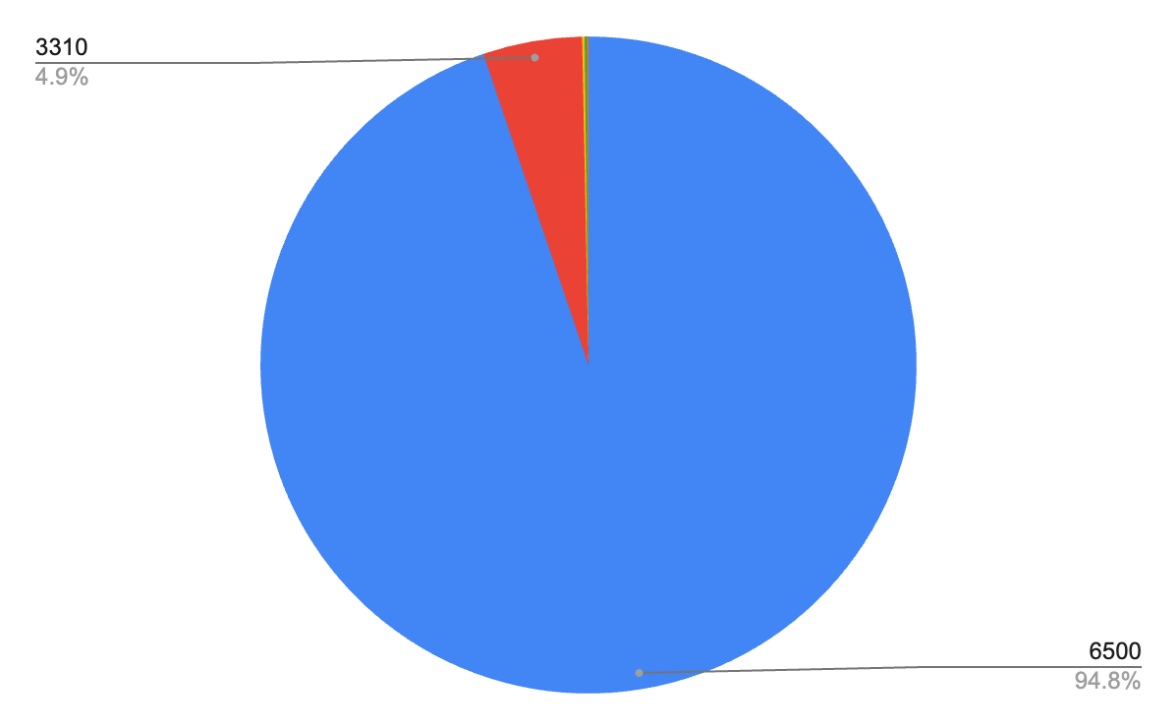
We eliminated one TCHR SDC NON (Mild-Moderate Teacher) position formerly at Castlemont as their mental health program closed.
[~$123k]

CAC Questions: What changes were made for 2025-26?

Classified Labor

We added one new split-funded case manager position to increase access to Career Technical Education (CTE) courses for students with IEPs at focal high schools. [~$125k]

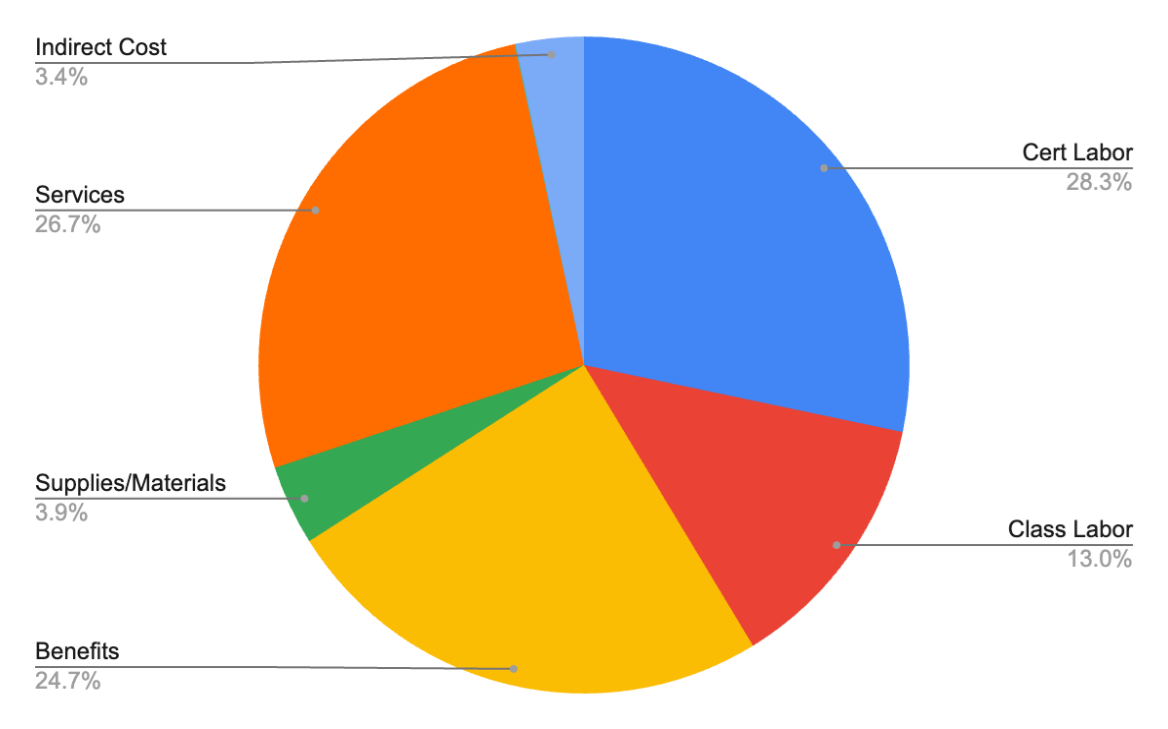
2025-26 Projected Expenses by Resource



We expect Federal grants to cover about 5.2% of our overall budget. Of the ~95% in RES 6500, AB 602 state aid makes up $26.7m of an expected total expense of $163m in RES 6500 (about 16% of that resource). The rest comes from the general fund.

Across all resources, we expect to spend just under $180,000,000 on Special Education this year.

2025-26 Projected Expenses by Object



OUSD Labor accounts for 66% of our budget between classified salaries, certificated salaries, and benefits. Most of the remainder comes from services in the 5000s object class, which includes NPA labor and NPS tuition. Very small amounts go to indirect costs and physical materials.

What has contributed to changes in budget and costs?

CAC Question: What has changed to contribute to changes in costs?

Direct-Hired Staff Salary and Benefits Increases

EXAMPLE: Teachers deserve a wage that allows them to live in the community where they serve students. At scale, these compensation increases impact the Special Education budget. In 2021, the total cost of a Special Education teacher was about $104,000, inclusive of salary and benefits. In 2025, that number increased to about $128,000. Without any increases in FTE, the cost of Special Education teachers has risen by over 18% in four years.

Similar increases have occurred across SLPs, psychs, OTs, PTs, etc.

Cost Area: Special Education Core Program Staff

Special Education Teachers

Cost of a 10-mo Special Education teacher in 2021:

$104,400

Cost of a 10-mo Special Education teacher in 2025:

$128,200

Increase in salary ~ 18%
Increase in benefits ~19.5%

Difference in cost for same number of positions over five years: ~$10,200,000

Cost Area: Special Education Core Program Staff

Paraeducators

Cost of a 10-mo Paraeducator in 2021:
$66,800

Cost of a Paraeducator in 2025:
$72,600

Increase in salary: 7.5%
Increase in benefits: 8%

Difference in cost for same number of positions over five years:
~$2,500,000

What has changed to contribute to changes in costs?

Benefits Costs

Benefits costs increased again for all OUSD employees, including all Special Education staff.

What has changed to contribute to changes in costs?

Benefits Costs Increases from 2024-25 to 2025-26

Type of Retirement Unit	State Retirement Increase	Social Security Increase	Unemployment Increase	Workers Comp Increase	Employee Health Benefits Increase
	PERS/STRS	OASDI/Medi	SUI	WC	HW
PERS>>>	27.80%	7.65%	0.10%	3.59%	25.00%
STRS>>>	19.10%	1.45%	0.10%	3.59%	25.00%

What has changed to contribute to changes in costs?

NPA Cost Increases

In 2021, the cost of an agency SLP from a Bay Area Collaborative nonpublic agency was $104 per hour. This year, it is $131.46. This equates to about $38,880 in added annual costs for each FTE of NPA SLP, or about *$2,200,000 in added costs for the same FTE*. Because we cannot implement IEPs without enough service providers, we have to absorb these costs with no corresponding increases in revenue.

What has changed to contribute to changes in costs?

Trend Area: Speech and Language Services

Speech and Language services continue to be our highest-incidence related service by far. Almost ⅔ of students with IEPs have a speech and language service. We have caseload requirements to which we must adhere, which means we have had to add SLPs over the last few years.

SELPA Mandated Functions and Costs

Cost Area: SELPA Legally-Mandated Functions

Data Management

Our MIS Data Manager supports mandatory functions related to student data such as:

- **Assuring our special education student database (SEIS) is current and has accurate student information.**
- **Assuring special education data is accurately transmitted to the district's student information system, AERIES**
- **Submitting student data to the State systems (CALPADS)**

Approximate Annual Budget: $217,000

Cost Area: SELPA Legally-Mandated Functions

Early Childhood Initial Evaluation

The Early Childhood team is responsible for assessing and identifying students between the ages of 3-5 who may qualify for special education services. This includes 6 FTE school psychologist, 1 FTE school nurse, 2 FTE Special Education teacher, 1.5 FTE Occupational Therapist, 6.9 FTE Speech Pathologist, and 1 FTE Special Education Coordinator, for a total estimated cost of about $3,000,000 in salary and benefits for staff.

This team completes almost 600 evaluations per year.

Cost Area: SELPA Legally-Mandated Functions

ISPs and Proportionate Share

Districts are required to utilize a proportionate share of their federal IDEA funds to provide services to students with disabilities enrolled in private schools.

For 2025/26, the amount is approximately $156,000 and will be used to create individual service plans (ISPs) for those privately placed students.

The district has two dedicated case managers who assess and hold IEPs for privately placed students.
Approximate Annual Budget: $256,000

Cost Area: SELPA Legally-Mandated Functions

Case Management of Students in Nonpublic Settings

There are 3 dedicated special education case managers supporting students attending nonpublic school programs. They are responsible for:

- Writing and holding IEPs
- Frequent changes in program and placement
- Parent support
- Site observations and program feedback

Annual Budget: $384,000

Cost Area: SELPA Legally-Mandated Functions

Cost of Placement for Students in Nonpublic School Settings

In 2021, the average daily rate for a nonpublic day school in the Bay Area Collaborative was $213.67 per day. This year, it is $316 per day. This equates to about *$20,000 in added tuition cost increases per student* over the course of this five-year period for the same service.

Across 109 students, this is a difference in cost of about $2.2 million for the same basic service.

Methods to Leverage Cost Savings without Impacting Services

Prioritizing Sustainable Cost Savings

Leadership Moves to Prioritize Cost Savings and In-House Labor

- Direct negotiation with primary agencies to leverage reduced rates
- Movement to two new agencies with lower hourly rates
- Push to continue reducing behavior technicians and creating OUSD support staff positions for students with Intensive Individual Services (IIS) where behavioral data show this can be accomplished safely without interruption in service to students
- Prioritize contracts with Nonpublic Agencies (NPAs) that allow for direct-hire of their staff as OUSD employees after assurance of goodness of fit

Prioritizing Sustainable Cost Savings

Dedicated Specialty Staff [for students with Intensive Individual Services pursuant to IEPs]

Average Cost of a NPA Behavior Technician in 2024-25

$71.41/hour
$83,549.70/year

Average Cost of a NPA Behavior Technician in 2025-26

$62.82/hour
$73,499.40/year

Announcements, Appreciations, & Comments

8:20 pm, 10 minutes

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