

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject Young Adult Program Planning Grant 2024-25 (Revised)

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the Young Adult Program Planning Grant 2024-25. Resubmitted with more detailed budget and appropriate justifications. (Revised).

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- Young Adult Program Planning Grant 2024-25 (Revised)



2024-2025 Measure H Planning Grant Application: Single Pathway School (revised)

School Name & Site #	Young Adult Program Site 308	Director	David Cammarata
Pathway Industry Areas	Employment First	Director Phone	(510)519-4703
School Address	915 54th St., 94608 Plus four (4) community sites: <ul style="list-style-type: none"> • Laney College • Merritt College • Fm Smith Rec Center • DeFremery Park Rec Center 	Director Email	david.cammarata@ousd.org
School Phone	(510) 879-5003	School Fax	N/A
2023-2024 CALPADS Enrollment Count (9th-12th) Oakland Residents Only	133	Anticipated Grant ¹ (\$200) x student.	\$26,600.00

[^] Schools planning with multiple existing pathways must complete the planning grant application for multiple pathways. If a school with existing pathways plans on developing additional Linked Learning pathways for students currently not enrolled, they may receive planning funds for those students.

School Demographics

Male	Female	Non-Binary	%LCFF	% English Learners	% Oakland Residents	% SpEd Overall	% SpEd by Program Type ² (Please list below)	Disability Type (Please list)
66.7%	33.3%		86.5%	38.2%	98.5%	100%	Mod-ESN	-Intellectual Disability -Autism -Orthopedic Impairment -Emotional Disturbance -Other Health Impairment -Multiple Disabilities -Speech and Language Impairment -Specific Learning Disability -Visual Impairment -Hearing Impairment

Student Body Race/Ethnicity

¹ Planning grant amounts are determined by the number of eligible students enrolled at the school. Eligible students are defined as students in grades 9-12 who are also Oakland residents

² SpEd Program Types: Counseling Enriched, Extensive Support Needs, Inclusion, Mild/Moderate, Moderate, Non-Public Placement, RSP

African American	American Indian/ Alaskan Native	Asian	Hispanic/ Latino	Filipino	Pacific Islander	Caucasian	Multiracial	Not Reported
38.8%		8.5%	35.7%	2.3%		10.9%	3.1%	0.7%

Planning Team Members and Role (<i>Who is informing the completion of the Planning Grant Application?</i>)	
Name	Role
David Cammarata	Director, Special Education Related Supports and Services
Jake Hall	Assistant Principal
Carmen Beunger	Community Schools Manager
Tracey Tashiro	Teacher on Special Assignment, Transition
Virginia Bonham	Young Adult Program, Teacher
LaTosha Hill	Young Adult Program, Paraeducator
Melisha Linzie	Engagement Specialist, SPED
Mysti Knight	Young Adult Program, Paraeducator
Laurie Callaghan-Bartis	Parent, School Site Government Member
Josh Bell	Student, Young Adult Program
Jason Howell	Student, Young Adult Program

School Vision:

We believe that our students are best served when they have access to the inclusive settings, experiences, and resources that are appropriate for them and that their non-disabled peers have access to. We believe that this access is a civil right and is key to interrupt the systemic segregation that individuals with disabilities have faced over much of America's history. We have a strong foundation in employment first practices and principles and believe that our students require additional support and services, that are systematically and individually aligned, to meet their needs as they transition into being the responsibly independent and meaningfully participatory adults that we all know they should, and can, be.

Resources:

Employment First Policy Summary (1/13/14), State Council on Developmental Disabilities

- Describes California's movement towards and dedication to Employment First practices for individuals with intellectual and developmental disabilities

Federal Legal Framework that Supports Competitive, Integrated Employment Outcomes of Youth and Adults with Significant Disabilities, The LEAD Center, Employment First Technical Brief #2

- Highlights various legal actions by Federal Enforcement Agencies to make integrated competitive employment a real choice for people with developmental disabilities.

Secondary Transition Planning: The Basics; Achieve Successful Outcomes and Meet Mandates

- Describes the implementation of a robust, individualized, and standards-aligned Transition Program for individuals with disabilities and learning differences.

Definitions:

California's Employment First Policy, The Lanterman Act, Section 4869(a)(1)

- It is the policy of the State that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

Integrated Employment

- Occurs in work in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons.

Competitive Employment

- Work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Customized Employment

- Competitive integrated employment, for an individual with a significant disability, that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability, is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer, and is carried out through flexible strategies.

Transition Services (34 CFR 300.43(a) 120 U.S.C. 1401 (34))

- A coordinated set of activities for a young person with a disability that
 - Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities
 - Including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation
 - Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests
 - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation

Signature School Practices:

Our Young Adult Program is a special education school for students aged 18-22, all 12th grade Oakland Unified School District students throughout their time in the Young Adult Program, with Moderate-Extensive Support Needs. When full, we serve about 130 young adults from across the city of Oakland. We have students that span the spectrum of need from highly independent and on an employment track to students that will need 1:1 support for the rest of their lives. Our students focus on the development of the skills that they will need to be the responsibly independent members of their community that we all know they can and should be. Our focus is to help our students build the understanding of themselves and their interests so that they can live the meaningful lives that they deserve.

Almost all of our students qualify for services through the Regional Center (or other similar agencies) which means that they have the opportunity to be supported for the rest of their lives as they continue their education, develop skills towards employment, and/or participate in appropriate programming to meet their needs.

Our students participate in Dual and Concurrent enrollment classes at Laney and Merritt Colleges. We have students participating in Art, Kinesiology, and Learning Resources courses leading to certificates as well as program-provided workshops to help students continue to work on their functional academic skills. We have a connection with the Regional Center of the East Bay for our students to participate in supported work experiences where they are paid at the prevailing wage for the position. Our team actively supports and fosters inclusion in the greater Oakland/ Bay Area community through supported travel by public transportation and connections to local organizations and programs. We have a series of Program-provided workshops aligned to meet the needs of individuals with intellectual and developmental disabilities and provide small-group and 1:1 learning opportunities focusing on the development of Individualized Education Plan goals.

We have worked to develop a community of learning and participation and have developed four models of leadership that work to include all stake-holders from students to support networks to school staff team members that have taken root and direct our practices, offerings, and partnerships:

- **Instructional Leadership Team:** a collection of teachers and administrators within the school to determine best-practices, opportunities for community engagement, and reviews student-level data (across programs) to best determine what training and support is needed to continually build the skills required to support our students
- **Lead Paraeducator/ Support Staff Team:** A collection of support staff team members and administrators from across the program to determine best-practices, opportunities for community engagement, and reviews student-level data (across programs) to best determine what training and support is needed to continually build the skills required to support our students
- **School Site Government:** A collection of students, families/parents/support networks, community members, teachers, support staff team members, and administrators that collaborates to identify challenges/ needs/ holes in programming in order to remove barriers to supported work experiences and other community-based offerings
- **Student Government:** A collection of students from across the school that meets to discuss what is, and is not, happening for and with students across programs.
- **Parent/ Family/ Support Network Group:** Recently established to help parents/ families/ support networks build the skills that they will need to support their young learners in life after District services. The focus here is the belief that Transition Services are for everyone and that we must provide a structured opportunity for families to build their skills as their young learners access the various pathways available to them after District services

School and Pathway Self-Assessment:

Please provide your self-assessment rating (“Exceeding the Standard”, “Meeting the Standard”, “Developing”, “Not Yet Established”) based on the **Planning Team’s** reflection of the domains identified in the [2023-2026 College & Career for All and Linked Learning Quality Standards](#).

For any areas where the school is not fully Meeting the Standard, but where some indicators are present, please assign a rating of **“Developing”**.

If none of the indicators listed under “Meeting the Standard” are in place, please assign a rating of **“Not Yet Established.”**

*Note that ratings of “Developing” or “Not Yet Established” will not negatively affect assessment of planning grant applications. The purpose of the self-assessment is to identify areas of strength and growth to guide High School Linked Learning Office Measures N & H Team support for sites.

Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section below:

Integrated Program of Study		Integrated Student Supports	
Equitable Admissions	Meeting	3.1 College and Career Preparation and Support	Meeting
1.1 Cohort Structure	Exceeding	3.2 Student Orientation	Meeting
1.2 Complete Program of Study	Not appropriate	3.3 Social Emotional Skill Development	Meeting
1.3 Curriculum and Instructional Design and Delivery	Meeting	3.4 Individual Student Supports	Exceeding
1.4 Assessment of Learning	Meeting	3.5 Student Input and Validation	Exceeding
1.5 Early College Opportunities	Exceeding		
1.6 Partner Input and Validation	Meeting		
Work Based Learning			
2.1 Work-Based Learning Plans	Developing		
2.2 Student Work-Based Learning Experiences and Self-Assessments	Exceeding		
2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	Exceeding		

Budget Justification and Narrative

In the following sections, you will be asked to review the School and Pathway Self-Assessment and reflect on your team's plan to develop and implement the domains of Linked Learning. Site teams should be aware of and consider the following in their planning:

1. Sites will need to create a Design Team reflective of the diverse student experiences at their school. These Design Teams will lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. Should the school receive a subsequent Implementation Grant, this Design Team will ultimately create the Full 3-Year Implementation Plan using the [College & Career for All and Linked Learning Quality Standards](#) to address the purpose and goals of Measure H.
2. In the planning year, Measure H funds should be used to learn about Linked Learning, best practices for design and implementation, and to pilot key aspects of the domains of Linked Learning.
3. Sites should reference the [Measure N/H Permissible Expenses document](#) to ensure that all proposed budgeted expenditures meet the outlined criteria. Sites must also consider and plan around the explicit purpose of Measure H, as excerpted from the [Measure H parcel language](#) below.

The Purpose of Measure H

*The Oakland College & Career Readiness For All Act (Measure H) is intended to continue and expand the comprehensive approach to high school education that involves research-based strategies integrating rigorous college preparatory academic programming with career-based learning, real-world work experiences, career technical training, and comprehensive student support services. **This comprehensive approach involves, among other things, the creation of small learning communities of career-oriented pathways** and intensive, individualized supports to create the conditions for more students to graduate high school prepared to succeed in college, career, and community.*

The Goals of the Measure

The District expects that this approach will lead to improved student outcomes for all students and more equitable student outcomes based on race, ethnicity, gender, socio-economic status, English Learner status, special needs status, housing status, immigration status and family circumstance in the following ways:

- *Increases in high school students' readiness to succeed in college and career*
- *Increases in middle school students' successful transition to high school*
- *Increased in the high school graduation rate*
- *Increases in student access to career pathways*
- *Decreases in the high school drop-out rate*
- *Reductions in disparities in student achievement*

4. Programmatic narrative reflections must be based on the criteria outlined in the School and Pathway Self-Assessment using the [2023-2026 College & Career for All and Linked Learning Quality Standards](#). Planning activities should be included in each section even if they do not have a direct associated cost.
5. Add additional lines if you would like to add additional budget items.
6. All budget items should total up to the total grant amount based on the CALPADS 9th-12 grade enrollment for 2023-2024 for Oakland residents only (to be provided by OUSD High School Linked Learning Office and verified by OUSD Research Assessment and Data).

Additional Supporting Documents to Submit (PDF format preferred).

1. 2023-2024 Master Schedule
2. 2023-2024 Single Plan for Student Achievement

Programmatic Narrative:

1. Integrated Program of Study

[Please reflect on your school's current state as it relates to the key elements of an **Integrated Program of Study** as described in the rubric. This reflection must reference and elaborate on all scores provided in your Self-Assessment. Provide your responses below.]

The Young Adult Program has worked to fully embrace the concepts, components, and mission of Employment First Practices for young learners with intellectual and developmental disabilities. As such, we direct all student support, programming, and offerings to the development of students' Transition Skills that are appropriate for our young learners. We focus on the development of skills that the California Department of Education deems vital for young people with disabilities: Employment, Post-Secondary Readiness/ Training, Independent Living, Mobility, and Recreation/ Leisure skills. Our foundational belief is that for our students to become the responsibly independent and meaningful members of their community that we must work to provide access to appropriate, inclusive, and aligned offerings that meet their needs.

We have aligned our course of study with the best practices, and reality of future programs and access, that young learners with intellectual and developmental disabilities face. As such, we have a general course of study and work to implement an individualized framework and plan for each student. Our course of study, reviewed in every IEP for every Young Adult Program student is included here:

Year 1

Advisory (Self Determination/Advocacy)

- Attend Self Advocacy workshop, plan IEP meeting, complete daily calendar

Post Secondary Education

- Functional literacy and math, weekly budget sheets, appropriate community college classes based on choice/need

Job/Vocational Training

- Volunteer based job work site, travel training

Community Based Instruction/Community Mobility

- Travel train, calendar, budget - daily entries, community purchasing, computer skills

Year 2

Advisory (Self Determination/Advocacy)

- Choose own schedule, classes supported at Community College, Lead IEP meeting, complete daily calendar

Post Secondary Education

- Take entry level Community College English/Math as appropriate, YAP workshops based on choice/need

Job/Vocational Training

- Subsidized employment at job site of choice/interest

Community Based Instruction/Community Mobility

- Travel training to novel sites , money management, budget weekly, independent schedule/planning, shopping, cooking, SSA knowledge, RCEB, DOR, organizational skills development

Year 3

Advisory (Self Determination/Advocacy)

- Independently choose classes with Community College counselor, independently select job site/work, create goals and lead IEP meeting, independently create schedule, stay in touch with service providers

Post Secondary Education

- Attend Community College classes based on choice, need, advancement, research and explore post YAP continuing education options

Job/Vocational Training

- Expand work experience at community job sites, career transition services, explore other agencies, practice job search skills

Community Based Instruction/Community Mobility

- Independent travel throughout community, independent scheduling/planning, bank account, demonstrate organizational skills/practices

Year 4

Advisory (Self Determination/Advocacy)

- Create and plan schedule based on choice/need, advocate for post YAP services, schedule independently, arrange, plan, attend meetings

Post Secondary Education

- Take CC classes, make post YAP plans, YAP workshops if applicable

Job/Vocational Training

- Direct hire employment if appropriate, connection with post YAP vocational service provider (link with RCEB), conduct job searches

Community Based Instruction/Community Mobility

- Independently stays organized, maintains schedules, travels independently, manages bank account/budget, connects and communicates with RCEB and other agencies about post YAP plans/services

We must note that the outcomes for many of our students are, and always will be, different from those experienced by their peers. Some of our students, due to their significant needs, will be provided services in the home. Others will actively participate in Day Programs, and others still will be able to be in Supported Employment programs where they have been directly hired by a local business. All of these outcomes are appropriate and successes for our students. We believe deeply that we must honor our students' reality and align our offerings, and the offering for students in Mod-ESN programs across the District, to help each individual student be as ready as possible for the offering that is most appropriate for them.

In regards to *Integrated Program of Study*:

- How will you address key areas of growth to support the development of Linked Learning and alignment to the Linked Learning pathway model?
- How do you plan to support the professional development of the Design Team to develop knowledge of Linked Learning pathways and effective implementation and integration of the 3 Domains into your school's daily practice?
- How will you support the professional development of school staff to understand the program of study and its integration into all aspects of school structures?
- How will you develop pathway learning outcomes and how will they be integrated into your school's academic program?
- How will you learn about and pilot a curriculum sequence, courses, and integrated projects that align to your pathway theme?
- How will the experience for students be different as a result?

Our Program has worked to address the employment and continuing education needs of our students since before Linked Learning and Measure H/N's inception. In spite of our lack of access and support, we have worked to align our programs and practices to best practices shared within the disability community and by the Linked Learning/ Measure H/N team. Our mission is to best meet the needs of a student population that is underserved and historically excluded from many offerings district-wide.

We are open to, and welcome, support in ensuring programmatic alignment that is appropriate for our students. We are open to, and welcome, outside expert support that will work with us to continue to grow our offerings and opportunities that are appropriate for the students that we support. We will continue to track the outcomes our students achieve and their exit plans from the District to ensure that we are doing everything we can to support our students as they exit from District services and enter appropriate programming and opportunities after they leave us.

We are, as a school community, committed to continuing to grow the skills of every member of our team. We regularly provide training to our Teacher and Support Staff team members and have been supporting team members as they complete ACRE (Association of Community Rehabilitation Educators) Certification leading to greater understanding of what must happen to ensure successful participation in Customized Employment for students with ID/DD.

As you can see from our Course of Study above, we have undergone, and regularly review, a community-based and best-practice aligned process to ensure that our curriculum sequence, courses, and integrated projects align to our pathway theme and is appropriate, and scalable, to meet the needs of the students we serve. We would like to note that the rubric provided is, itself, discriminatory as our School works to meet the needs of individuals that have received Certificates of Completion and have different trajectories than their non-disabled peers. The struggle to promote access to continuing education is incredibly complex for individuals with ID/DD and their outcomes, future programs for participation, and needs, must be considered holistically if they are ever to be fully included and supported.

We are also open to providing support to the Linked Learning team to support you as you provide more comprehensive services and support to students with Intellectual and Developmental Disabilities at sites across OUSD. We know how challenging it can be to ensure full-participation, promote inclusion, and provide consistent support and services to all learners. Our team is deeply invested in ensuring that the students that come to the Young Adult Program are as prepared as possible so that we can continue the work of promoting employment and continuing education for a population of individuals that historically have not been included in those offerings.

Budgeted Amount	2024-25 Planning Activities	Anticipated Outcome
\$9,600.00	1120 - Teacher Salaries Stipends: Extended Contracts to pay 12 Young Adult	<ul style="list-style-type: none"> • Teachers will be engaged to develop their skills and knowledge of Employment First

	<p>Program Teachers and two Teachers on Special Assignment to attend the YAP Employment First Pathway Strong Start Retreat to provide the opportunity for team members to engage in, and plan for, the foundations and implementation of Employment First practices to best assist students with Moderate to Extensive Support needs. This opportunity will directly affect students by building a community of practice that is aligned to the strategies and supports students in Mod-ESN programs require to find their success.</p> <p>Budget: 6.5 hours x \$38.50 hourly rate x 14 of teachers + 25% benefit costs = \$4,379.38</p>	<p>practices and will</p> <ul style="list-style-type: none"> • Develop student-specific plans to further our mission of supporting all students as they access work experiences, employment, and continuing education opportunities • Build cohesion around school offerings, student support, and programmatic vision • To provide the opportunity for team members to build their skills, share their knowledge, and build the systems required by Linked Learning/ Measure H and N for successful participation and inclusion
\$15,000.00	<p>2225 - Classified Support Salaries Overtime: ET/OT to pay 36 Paraeducators and Instructional Support Specialists to attend the YAP Employment First Pathways Strong Start Retreat to provide the opportunity for team members to engage in, and plan for, the foundations and implementation of Employment First practices to best assist students with Moderate to Extensive Support needs. This opportunity will directly affect students by building a community of practice that is aligned to the strategies and supports students in Mod-ESN programs require to find their success.</p> <p>(Salary & Benefits Included)</p>	<ul style="list-style-type: none"> • Support staff team members will be engaged in the practices and instructional decisions that will most impact students with Moderate- Extensive support needs as they build the skills needed to access employment and continuing education opportunities • Develop school-wide expectations, practices, and mindsets to ensure that all students have access to high quality, meaningful, and impactful instruction and educational experiences • To provide the opportunity for team members to build their skills, share their knowledge, and build the systems required by Linked Learning/ Measure H and N for successful participation and inclusion
\$2,000.00	<p>4311 - Meeting Refreshments: Meeting refreshments for the YAP Employment First Pathways Strong Start Retreats (2 different retreats). <i>This expenditure is conditional pending review & approval of the retreat agenda and required OUSD/Measure H supporting documents.</i></p>	

2. Work-Based Learning

[Please reflect on your school's current state as it relates to the key elements of **Work-Based Learning** as described in the rubric. This reflection must reference and elaborate on all scores provided in your Self-Assessment. Provide your responses below]

Our students are working in service learning, volunteer, supported employment, and direct hire opportunities. We have developed a relationship with the Regional Center of the East Bay's Paid Internship Program where students are afforded a prevailing wage work experience and while this has been going on for a few years, we are seeing great growth and opportunity this year. It is a continual challenge to have our students included in work experiences and we often find that businesses and individuals are hesitant to work with our students.

As shared before in this application, we are investing in ACRE Certification so that our team members have a better foundational understanding of customized employment and its importance. We are working to develop on-going partnerships and internships that are meaningful and provide opportunities for our young learners to build their pre-employment and soft skills. We have an on-going need to have a better definition of job coaching and independence, but that is something that all of our teams have been talking about and working to solidify.

In regards to *Work-Based Learning*:

- How will you address key areas of growth to support the development of Linked Learning and alignment to the Linked Learning pathway model?
- How will you support the professional development of school staff to understand Work-Based Learning and how to effectively integrate it into your academic program?
- How will you develop and implement the different elements of the [Work-Based Learning continuum](#)?
- What regional workforce needs will your pathway align to?
- What local labor market data informs your pathway's industry theme selection?
- How will you establish partnerships with local industry to support the development of your pathway?

Ableism is real and it affects the lives of our students every day. We must continue the work of affirmatively supporting our students as they build the skills that they will need to access employment and live as independent of a life that they can live. We will continue to invest in the development of our skills as job coaches, customized employment developers, and independence seekers for our students. We welcome the support of the Linked Learning community as we continue on this journey.

There is a wealth of workforce data sharing the stark realities facing young people with disabilities in their attempts to access employment, continuing education, and independent living. The Department of Labor, [Bureau of Labor Statistics](#) provides a clear enough message that not enough is being done to affect the lives of young people with disabilities and learning differences especially those with intellectual and developmental disabilities. As such, our commitment to an Employment First pathway fits the theme of our selection.

We will continue to participate in outreach to our in-District partners and community/business networks to find opportunities for students. As stated before, we are looking for, and welcome, more assistance than has been previously provided to our students to positively affect their post-District opportunities.

Budgeted Amount	2024-25 Planned Activity	Anticipated Outcome

3. Integrated Student Supports

[Please reflect on your school's current state as it relates to the key elements of **Integrated Student Supports** as described in the rubric. This reflection must reference and elaborate on all scores provided in your Self-Assessment. Provide your responses below]

Our school serves students with disabilities and learning differences only. As such, we meet (at a minimum) annually to review our students' current present levels of performance, progress towards goals, and discuss goals for the coming year. Our teams work from day 1 to prepare our students for the programs and opportunities that are available to them, both within and outside of the IEP process, so that they are ready to access the programmatic offering that is most appropriate for them. We have a developing family engagement group that is working to incorporate family/ guardian/ support network knowledge around what is coming next and to continually develop our offerings to align with what they view as a need for the young people that they support.

A foundational component of our programming is the development and support of self-advocacy/ determination skills. Our students have been in classrooms (and other environments) where they have not been encouraged to take control over their lives and we work with outside agencies (Center for Independent Living) and within our instructional practices to support decision making. We also encourage, and support, greater ownership over the IEP process for the students

in our Program- we believe that our students should be included in their meetings, consulted about their goals and progress, and supported in building their plan leading to their independence in choice and future life options. We believe that student-run IEP meetings, especially for those in the ID/DD community, are vital to their understanding and knowledge of what is happening for, to, and with them.

In regards to *Integrated Student Supports*:

- How will you address key areas of growth to support the development of Linked Learning and align to the Linked Learning pathway model?
- How will you support the professional development of school staff to understand integrated student supports and how to integrate them into all aspects of school structures?
- How will the pathway model be leveraged to address the academic, social, and emotional needs of your students?

Our students want to, and deserve to be, included in offerings, opportunities, and support that their non-disabled peers have access to. We believe that by being able to access these supports our students will be more included. It must be noted that disability cuts across gender, race, class, and any other demographic lines. We, as a founding principle, work to ensure that our students feel welcome, have trusted individuals, and are supported to make decisions, mistakes, and learn more about who they want to be.

As with the other prompts, we will continue to seek out opportunities to develop the skills and understanding of our staff to ensure that we have a culturally responsive, and welcoming, program that supports our most vulnerable students in the District.

Budgeted Amount	2024-25 Planned Activity	Anticipated Outcome

Deadlines for Planning Grant Applications for FY 2024-2025:

March 22, 2024	Planning Grant Application and supporting documents due to OUSD High School Linked Learning Office for review and feedback.
March 28, 2024	Sites receive feedback from HSLLO staff
March 28 - April 12, 2024	Sites revise planning grant application based on feedback received
April 15, 2024	Final Planning Grant Application and supporting documents due to High School Linked Learning Office
May 7, 2024	Planning Grant Applications presented to Measures N and H Commission. Measures N & H Commission votes on funding recommendations.
June 2024	OUSD Board of Education approves Measure H Commission's funding decisions.