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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Young Adult Program

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Young Adult Program.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Young Adult Program

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Young Adult Program **Site Number:** 308

The School Site Council intends for this school to participate in the following programs:

- Title I Schoolwide Program Comprehensive Support & Improvement (CSI) Grant Additional Targeted Support & Improvement
- Title I Targeted Assistance Program Local Control Funding Formula Equity Multiplier Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/29/2026

The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages Announcement at a public meeting Other (notices, ParentSquare blasts, etc.)

Signatures:

<p><u>James Hall</u> <i>Principal</i></p>	<p><u><i>James Hall</i></u> Signature</p>	<p><u>5/5/2026</u> Date</p>
<p><u>Cale Davis</u> <i>SSC Chairperson</i></p>	<p><u><i>Cale Davis</i></u> Signature</p>	<p><u>5/5/26</u> Date</p>
<p><u>Nghia Nguyen</u> <i>SELLS Representative (optional)</i></p>	<p><u><i>Nghia Nguyen</i></u> Signature</p>	<p><u>5/5/26</u> Date</p>
<p><u>Jennifer Blake</u> <i>Network Superintendent</i></p>	<p><u><i>Jenn Blake</i></u> Signature</p>	<p><u>05/06/2026</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u><i>Lisa Spielman</i></u> Signature</p>	<p><u>5/6/26</u> Date</p>

2026-27 SPSA ENGAGEMENT TIMELINE

School Site: Young Adult Program

Site Number:

308

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/3/2026	SPED families, Faculty	Reflected on progress and challenges
2/3/2026	Admin Team	Discussed proposed expenditures and priorities
3/25/2026	SSC	Discussed proposed expenditures and priorities
4/21/2026	Other	Reflected on progress and challenges
4/29/2026	Other	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$65,520.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$331,863.01

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$64,350
Title I Parent & Family Engagement Resource 3010	\$1,170
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$65,520

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$331,863.01

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$11,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$0
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$225,000
Proposition 28 (Arts & Music in Schools) Resource 6770	\$29,643
SUBTOTAL OF STATE & LOCAL FUNDING:	\$266,343

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Young Adult Program		School ID: 308
CDS Code: 61259 0121228	SSC Approval Date:	Board Approval Date:

School Mission and Vision

When expressing our school's mission and vision statements, we have aligned ourselves with the OUSD mission statement. We believe that all Young Adult Program students should find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. The Young Adult Program believes that "All" truly means all and our young learners with disabilities and learning differences deserve the opportunity to be centered in their educational journey, take a lead in their decision making, and have access to opportunities and experiences that are appropriate and engage them in building the skills that they will need to be responsibly independent adults that live the meaningful lives that they deserve.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Our team has identified that access to appropriate, community-based experiences and opportunities are an inequity facing our students. We have worked to create space with the Peralta Colleges for inclusive programming and have continued our workforce development work to provide access to supported employment opportunities, but both of these areas could use greater resources, support, and cohesion with the rest of the District. Our greatest resource challenges revolve around additional personnel to support our students. We have developed strong relationships with community-based organizations (CiL, BORP, etc.), but our District financed supports are consistently at risk of being pulled and the support needs of our students and programming only continue to grow.

Based on a review of performance indicators, student and family engagement, team member (classified and certificated) engagement, and a review of our outcome data we have identified that our students require specialized supports that are modified and accommodated to their individual needs profile and personalized outcomes that are associated with individuals with Intellectual and Developmental disabilities. Goals, targets, activities, and budget expenditures align to OUSD's LCAP goals and to the specific purposes of Title 1, CCSP, Measure H and N, and other targeted funding programs.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
65.1%	35.7%	38.9%	0.0%	8.7%	100.0%	83.3%	20.1%	19.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
34.9%	4.8%	8.7%	2.4%	0.0%	1.6%	35.7%	0.0%	79.4%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2027, 100% of Young Adult Program students will participate in a meaningful daily and weekly schedule that is aligned to their needs and promotes access to community-based opportunities and experiences as measured by a program-developed rubric.
Identified School Need:	Further development of appropriate community-based experiences and opportunities.

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Outcome	2026-27 New Target
College/Career/Community Ready	All Students	n/a	TBD	n/a	available fall 2026	90.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By June 2027, 100% of Young Adult Program students will illustrate growth in their functional academic skills as measured by IEP goal completion data.
Identified School Need:	Data tracking and instructional planning development of program staff/ team members.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELPAC	English Learners	n/a	n/a	n/a	n/a	n/a
Alternate ELPAC	English Learners	n/a	n/a	n/a	n/a	n/a

Reclassification Measures & Targets

**Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	n/a	n/a	n/a	n/a	5.0%
LTEL Reclassification	Long-Term English Learners	n/a	n/a	n/a	n/a	n/a

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: By June 2027, 100% of exiting students (both December and June exits) will be connected to an appropriate adult services program that is designed to meet their individualized needs with support networks responding that they felt engaged and empowered in the process.

Identified School Need: Build trusting relationships across YAP and adult service providers.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	n/a	n/a	n/a	TBD	TBD
Out-of-School Suspensions	All Students	n/a	n/a	0.0%	TBD	0.0%
Out-of-School Suspensions	African American Students	n/a	n/a	0.0%	TBD	0.0%%
Out-of-School Suspensions	Special Education Students	n/a	n/a	0.0%	TBD	0.0%
Chronic Absenteeism	All Students	63.6%	51.6%	48.8%	50.0%	33.3%
Chronic Absenteeism	African American Students	65.1%	54.0%	47.7%	50.0%	33.3%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal: By June 2027, members of the Young Adult Program team will report an understanding/ knowledge of best practices around functional academic instruction in addition to illustrating growth in the skills associated with Job Coaching and supporting young adult learners in Community College programming.

Identified School Need: Further development of instructional practice and skill of all members of the YAP team.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	n/a	80.0%	86.7%	90.0%	90.00%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By June 2027, 100% of Young Adult Program students will participate in a meaningful daily and weekly schedule that is aligned to their needs and promotes access to community-based opportunities and experiences as measured by a program-developed rubric.	We have a very student-centered and positive team in the Young Adult Program with team members that have the skills needed to provide appropriate support to individuals with ID/DD. There is an understanding, across team members, of the importance of the work we are doing in service of the young people in our school. Our team is also building the skill of consistently working to improve, accommodate, and modify what we do and how do it to meet the needs of the students that are in attendance. By providing access to Dual and Concurrent enrollment classes through the Peralta community college network, we are finding ways to provide access for students to attend college in ways they and their families have never imagined. Our Makerspace program has also found ways to unlock students talents, creativity, and imagination to develop entrepreneurship opportunities that have expanded their views of what is possible in the realm of viable careers. Our school has been able to create in roads for students to access these opportunities but being able to expand these offerings to more students and on a more individualized level is something we see as critical to building on the successes we have had.
<i>LCAP Goal 2:</i>	By June 2027, 100% of Young Adult Program students will illustrate growth in their functional academic skills as measured by IEP goal completion data.	Our team has taken an individual program/ classroom approach to develop functional academic instruction. Over the past few years, the Young Adult Program has begun to work to align and cross-train the skills and activities that our students need to improve their functional academic skills. We are looking forward to greater cohesion across the school with an understanding that we will always need to have an individualized perspective into the educational opportunities being provided to students.

<p><i>LCAP Goal 3:</i></p>	<p>By June 2027, 100% of exiting students (both December and June exits) will be connected to an appropriate adult services program that is designed to meet their individualized needs with support networks responding that they felt engaged and empowered in the process.</p>	<p>This goal prioritizes qualitative success over simple compliance. By focusing on "engagement" and "empowerment," you aren't just checking a box that a student has a referral; you are ensuring the support network (families and agencies) actually feels capable of sustaining the student's success after they leave your program. Contracted CTE services will provide supplemental, hands-on learning opportunities that bridge the gap between core academic concepts and real-world career applications. By increasing student engagement and providing specialized technical instruction, this investment directly supports the goal of improving academic endurance and graduation rates for the Title I student population. Enriching field trips to museums, exhibits and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of core academic standards through targeted learning experiences.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By June 2027, members of the Young Adult Program team will report an understanding/ knowledge of best practices around functional academic instruction in addition to illustrating growth in the skills associated with Job Coaching and supporting young adult learners in Community College programming.</p>	<p>This goal is highly responsive to "real-world" outcomes by moving beyond the classroom to ensure staff are proficient in the actual environments where students must succeed. It creates a cohesive "bridge" between the YAP team and post-secondary institutions, which significantly increases the likelihood of long-term student independence. By providing stipends to teachers, schools can incentivize and support educators in implementing evidence-based instructional strategies, interventions, and initiatives tailored to meet the diverse needs of our students.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By June 2027, 100% of Young Adult Program students will participate in a meaningful daily and weekly schedule that is aligned to their needs and promotes access to community-based opportunities and experiences as measured by a program-developed rubric.	<p>The nature of the needs that our students present with means that we must constantly work to define, refine, and develop opportunities that are appropriate and meaningful for the young people in the Young Adult Program. Often this means that we must start over or pause in the middle of every semester. We believe that these challenges are compounded by the fact that Young Adult Program students mostly experienced separate/ segregated settings across their school experience before joining us. Our school provides supplies that are aligned to our students' Transition goals in their IEPs as well as access to activities, events, and opportunities in community settings that will push their engagement and skill development. However, in order to go above and beyond in providing access to our college, career, and community opportunities for all of our students, we need to improve in the following:</p> <ol style="list-style-type: none"> 1) Dual Enrollment Access: Providing required materials for students enrolled in postsecondary art and vocational courses (e.g., Laney College), ensuring equitable access to higher education settings. 2) Work-Based Learning & Entrepreneurship: Materials for 'Makerspace' and vocational labs that serve as the primary instructional tools for teaching workplace 'soft skills,' multi-step task completion, and economic self-sufficiency. 3) Functional Life-Skills & Social Communication: Evidence-based instructional manipulatives and sensory materials (e.g., specialized games, daily living tools, items/tools for emotional regulation) used to target social-emotional learning, communication protocols, and functional mathematics (budgeting, time management) in real-world contexts.
<i>LCAP Goal 2:</i>	By June 2027, 100% of Young Adult Program students will illustrate growth in their functional academic skills as measured by IEP goal completion data.	Light refreshments, along with parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students.
<i>LCAP Goal 3:</i>	By June 2027, 100% of exiting students (both December and June exits) will be connected to an appropriate adult services program that is designed to meet their individualized needs with support networks responding that they felt engaged and empowered in the process.	The primary challenge is dependency on external variables. Your team can provide the "warm hand-over," but the actual "connection" often relies on the capacity of adult service programs (like regional centers or vocational rehab) and the follow-through of families, which can make a 100% success rate difficult to guarantee despite your team's best efforts.

<i>LCAP Goal 4:</i>	By June 2027, members of the Young Adult Program team will report an understanding/ knowledge of best practices around functional academic instruction in addition to illustrating growth in the skills associated with Job Coaching and supporting young adult learners in Community College programming.	Meeting this goal requires a comprehensive review of traditional curriculum into life-skills-centric instruction and the development of nuanced "fade-away" coaching strategies that ensure student independence. Extended contracts are essential because this level of program redesign and cross-campus coordination far exceeds the scope of daily classroom prep and requires dedicated, collaborative hours. Providing this supplemental pay ensures the team has the "off-clock" time to build the professional capacity necessary to bridge the gap between high school and true adult autonomy.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Young Adult Program

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

To support our commitment to hands-on, inquiry-based learning in the field of entrepreneurship, we invested in specialized equipment and materials to enhance our Makerspace program and to continue to provide access to our Dual Enrollment art class. These resources were strategically selected to foster critical thinking, collaborative problem-solving, engineering design skills, and provide improved access in post secondary opportunities. By providing students with diverse materials, we are ensuring they have the necessary environment to bridge classroom theory with real-world application. The money spent on our literacy TSA has proven to be incredibly valuable. Our TSA was able to find ingenious ways to further include students with a wide range of ability levels into a many new opportunities that are helping to prepare them for life after the Young Adult Program.

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

We observed a marked increase in student engagement during makerspace hours and community college art class. The availability of high-interest materials served as a catalyst for students to participate in their business creation enterprises, particularly among students who have been on the production side or our Makerspace team.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on our review, we determined that the supplies/materials created a high level of student interest and engagement. Any changes will simply consist of making sure that high interest items like the supplies purchased continue to be available.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p>INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Instructional supplies</p>	<p>College/Career Readiness</p>	<p>Evidence-based instructional manipulatives and sensory materials (e.g., specialized games, daily living tools, items/tools for emotional regulation) used to target social-emotional learning, communication protocols, and functional mathematics (budgeting, time management) in real-world contexts. Materials for 'Makerspace' and vocational labs that serve as the primary instructional tools for teaching workplace 'soft skills,' multi-step task completion, and economic self-sufficiency.</p>	<p>As a result, students were able to continue to access entry level community college classes, fulfilling a dream that many students and their families felt would not otherwise be possible. The school was able to maintain it's numbers of over 80% student participation in community college classes. Other supplies supported the Makerspace project which supported the existing 18 students as well as 4 new students to access materials to realize their visions for becoming entrepreneurs. Functional academics were also supported with the purchase of games and materials that targeted basic skills and student engagement. Improved levels of student engagement were anecdotally reported by teachers although formal assessment data has not yet been formally recorded.</p> <p>The strategic investment in dual enrollment and innovation resources has yielded significant measurable success this year. Quantitatively, the school sustained a high-participation rate of over 80% in dual enrollment courses, while the Makerspace program successfully scaled from 18 to 22 students, representing a 22% increase in active participation. Beyond the numbers, qualitative indicators highlight a profound shift in school culture; parental and student feedback suggests that the program has effectively dismantled the 'perceived impossibility' of higher education, replacing it with a concrete, accessible path to college. Furthermore, teacher observations confirm a significant increase in student agency as participants transition from passive consumers to active 'entrepreneurs' within the Makerspace environment.</p>	<p>This expenditure is essential for closing the opportunity gap. By maintaining 80% participation in community college courses, the school has transformed higher education from an abstract "dream" into a tangible reality for our students. Furthermore, the Makerspace provides a necessary non-traditional entry point for engagement; it allows students to apply functional academic skills to real-world entrepreneurship. This dual-pronged approach—combining high-level academics with innovative "Maker" logic—creates a comprehensive support system that targets both student achievement and long-term economic mobility.</p>

Literacy TSA	College/Career Readiness	Implement a robust person-centered planning process for each student. This means focusing on the individual student's strengths, interests, needs, and goals.	N/A – This specific Title I expenditure did not take place. 0% of Title I funds expended for this activity. The position was successfully funded through an alternative resource, rendering the Title I allocation unnecessary for this role	Discontinue this specific Title I budget line. Funds were formally reallocated to 'Instructional Supplies' to support the Makerspace and College Access goals, which are evaluated in the corresponding section of this report.
Unallocated	Student Connectedness to School	Provide funding for parent/family workshops, community outreach, and engagement materials.	N/A: To date, these specific funds remain unallocated.	We are currently discussing the allocation of these funds. This will ensure that future expenditures are used for high-impact activities that directly address current family needs and direct services to students.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Young Adult Program	SCHOOL ID: 308
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: By June 2027, 100% of Young Adult Program students will participate in a meaningful daily and weekly schedule that is aligned to their needs and promotes access to community-based opportunities and experiences as measured by a program-developed rubric.

Identified Need: Further development of appropriate community-based experiences and opportunities.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Implement a robust person-centered planning process for each student. This means focusing on the individual student's strengths, interests, needs, and goals.	All Students	Academic	Tier 1 - Universal
1-2	Community Partnership Development and Expansion	All Students	Academic	Tier 1 - Universal
1-3	Regularly collect and analyze data to track student progress and evaluate the effectiveness of the program	All Students	Academic	Tier 1 - Universal
1-4	Provide ongoing training and professional development to staff on person-centered planning, community integration, and evidence-based practices.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By June 2027, 100% of Young Adult Program students will illustrate growth in their functional academic skills as measured by IEP goal completion data.

Identified Need: Data tracking and instructional planning development of program staff/ team members.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Real-World Application and Contextual Learning- Move away from purely abstract academic tasks and focus on applying skills in practical, real-world contexts.	All Students	Academic	Tier 1 - Universal
2-2	Tailor instruction and activities to meet the specific needs and learning styles of each student, as outlined in their IEPs.	All Students	Academic	Tier 1 - Universal
2-3	Utilize technology to enhance instruction and provide students with opportunities to develop essential digital literacy skills	All Students	Academic	Tier 1 - Universal
2-4	Regularly collect and analyze data to track student progress toward IEP goals and inform instructional decisions.	All Students	Academic	Tier 1 - Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	By June 2027, 100% of exiting students (both December and June exits) will be connected to an appropriate adult services program that is designed to meet their individualized needs with support networks responding that they felt engaged and empowered in the process.			
Identified Need:	Build trusting relationships across YAP and adult service providers.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Early and Comprehensive Transition Planning- Begin the transition planning process early, ideally several years before graduation, and make it a comprehensive and collaborative effort.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Direct Engagement with Adult Service Providers- Facilitate direct connections between students, families, and adult service providers.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Empowering Families and Support Networks- Provide families and support networks with the information, resources, and support they need to actively participate in the transition process.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Documentation and Follow-Up- Maintain thorough documentation of the transition process and provide ongoing follow-up support to students and families.	All Students	SEL / Mental Health	Tier 1 - Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:		By June 2027, members of the Young Adult Program team will report an understanding/ knowledge of best practices around functional academic instruction in addition to illustrating growth in the skills associated with Job Coaching and supporting young adult learners in Community College programming.		
Identified Need:		Further development of instructional practice and skill of all members of the YAP team.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Targeted Professional Development and Training- mplement a structured professional development plan that focuses on the specific areas outlined in the goal: functional academic instruction, job coaching, and supporting students in community college.	All Students	Academic	Tier 1 - Universal
4-2	Collaborative Planning and Implementation- Create opportunities for team members to collaborate on the development and implementation of instructional strategies and support plans.	All Students	Academic	Tier 1 - Universal
4-3	Observation and Feedback- Implement a system for observing team members' instruction and job coaching practices and providing constructive feedback.	All Students	Academic	Tier 1 - Universal
4-4	Resource Development and Access- Provide team members with access to a wide range of resources and materials to support their work (e.g. Curriculum Development, Resource Library, Technology Resources, etc.)	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Continue and expand upon connections with AAMA and Kingmakers of Oakland	African American Students	SEL / Mental Health	Tier 2 - Supplemental
5-2	Engage diverse voices of Black students, staff, and families to and share best practices to improve partnerships and programming	African American Students	SEL / Mental Health	Tier 2 - Supplemental
5-3	Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.	All Students	SEL / Mental Health	Tier 1 - Universal
5-4	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	African American Students	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Visuals	All Students	Academic	Tier 1 - Universal
6-2	Multi-modal communication strategies	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental
6-3	Respecting/ supporting development of native language	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental
6-4	Promote student expression of learning aligned to language needs	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 308

School: Young Adult Program

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
YAP VAPA Instructor- .2 Music Teacher	\$24,326	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10242	Teacher Structured Eng Immersn	0.17			Real-World Application and Contextual Learning- Move away from purely abstract academic tasks and focus on applying skills in practical, real-world contexts.	308-1
Meeting refreshments for musical event	\$317	Arts & Music in Schools (Proposition 28)	4311	Meeting Refreshments						Community Partnership Development and Expansion	308-2
YAP VAPA Instructor	\$4,982	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10242	Teacher Structured Eng Immersn	0.03			Real-World Application and Contextual Learning- Move away from purely abstract academic tasks and focus on applying skills in practical, real-world contexts.	308-3
Supplies to support music instruction	\$18	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies						Implement a robust person-centered planning process for each student. This means focusing on the individual student's strengths, interests, needs, and goals.	308-4
YAP Community Schools Manager	\$90,088	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9888	Program Mgr Community School	0.50			Direct Engagement with Adult Service Providers- Facilitate direct connections between students, families, and adult service providers.	308-5
Meeting refreshments for trainings and community events that expand the reach of our community and provide access to an ever expanding system of community partners.	\$44,912	California Community Schools Partnership Program	4311	Meeting Refreshments						Direct Engagement with Adult Service Providers- Facilitate direct connections between students, families, and adult service providers.	308-6
Aimed to expand connections and opportunities to collaborate with community partners and adult services providers.	\$90,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services						Direct Engagement with Adult Service Providers- Facilitate direct connections between students, families, and adult service providers.	308-7
TSA PS 11M- Instructional Coach/Program Specialist- Specifically aimed at mentoring new teachers, support compliant IEP development, and in person instructional coaching.	\$73,014	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	0056	TSA PS 11M	0.40			Provide ongoing training and professional development to staff on person-centered planning, community integration, and evidence-based practices.	308-8
TSA PS 11M- Instructional Coach/Program Specialist- Specifically aimed at mentoring new teachers, support compliant IEP development, and in person instructional coaching.	\$18,253	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	0056	TSA PS 11M	0.10			Regularly collect and analyze data to track student progress and evaluate the effectiveness of the program	308-9

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 308

School: Young Adult Program

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Designed to support interprogram support	\$3,933	College & Career Access Pathways Grant	7310	Interprogram Support/costs						Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.	308-10
Meeting refreshments to promote student	\$521	College & Career Access Pathways Grant	7310	Meeting Refreshments						Community Partnership Development and Expansion	308-13
Designed to support interprogram support	\$1,226	College & Career Access Pathways Grant	7310	Interprogram Support/costs						Continue and expand upon connections with AAMA and Kingmakers of Oakland	308-14
Additional compensation for paraprofessional work outside of contract hours to support student achievement	\$1,300	LCFF Discretionary	2122	Classified Instructional Aide Salaries: Extra Compensation						Provide ongoing training and professional development to staff on person-centered planning, community integration, and evidence-based practices.	308-15
Meeting refreshments to promote student events	\$3,660	LCFF Discretionary	4311	Meeting Refreshments						Community Partnership Development and Expansion	308-16
Matieral and supplies to support community college access and other post secondary opportunities	\$4,000	LCFF Discretionary	4310	Materials and Supplies						Resource Development and Access- Provide team members with access to a wide range of resources and materials to support their work (e.g. Curriculum Development, Resource Library, Technology Resources, etc.)	308-17
Additional compensation for paraprofessional work outside of contract hours to support student achievement	\$5,700	LCFF Supplemental	2122	Classified Instructional Aide Salaries: Extra Compensation						Provide ongoing training and professional development to staff on person-centered planning, community integration, and evidence-based practices.	308-18
Additional compensation for teacher work outside of contract hours such as ILT or PLC	\$6,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Stipends						Targeted Professional Development and Training- implement a structured professional development plan that focuses on the specific areas outlined in the goal: functional academic instruction, job coaching, and supporting students in community college.	308-19
0.5 Literacy TSA- Supporting with a wide range of academic skills and life skills relating to literacy and post secondary success.	\$68,924	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10843	TSA 11Mon 12Pay	0.50			Tailor instruction and activities to meet the specific needs and learning styles of each student, as outlined in their IEPs.	308-20

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 308

School: Young Adult Program

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
0.5 Community School Manager- Supporting with student and family outreach, SSC support, COST	\$90,088	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9888	Program Mgr Community School	0.50			Empowering Families and Support Networks- Provide families and support networks with the information, resources, and support they need to actively participate in the transition process.	308-22
Extended Contract for teachers to support pathway development and integration.	\$30,000	Measure H Carryover	1120	Certificated Teachers' Salaries: Stipends						Implement a robust person-centered planning process for each student. This means focusing on the individual student's strengths, interests, needs, and goals.	308-23
ET/OT for paraprofessional to support in pathway implementation. (Carry over)	\$45,000	Measure H Carryover	2225	Classified Support Salaries: Overtime						Tailor instruction and activities to meet the specific needs and learning styles of each student, as outlined in their IEPs.	308-24
Meeting Refreshments for Professional Development/Retreat Days. (Carry Over)	\$51,224	Measure H Carryover	4311	Meeting Refreshments						Targeted Professional Development and Training- implement a structured professional development plan that focuses on the specific areas outlined in the goal: functional academic instruction, job coaching, and supporting students in community college.	308-25
0.5 TSA- Supporting with a wide range of academic skills and life skills relating to post secondary access and success, especially relating to our entrepreneurship pathway and our "Employment First" mission.	\$68,924	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	10843	TSA 11Mon 12Pay	0.50			Tailor instruction and activities to meet the specific needs and learning styles of each student, as outlined in their IEPs.	308-26
Extended Contract for teachers to support pathway development and integration.	\$10,000	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends						Tailor instruction and activities to meet the specific needs and learning styles of each student, as outlined in their IEPs.	308-27
ET/OT for paraprofessional to support in pathway implementation.	\$15,000	Measure H: College & Career Readiness for All	2225	Classified Support Salaries: Overtime			0.00			Tailor instruction and activities to meet the specific needs and learning styles of each student, as outlined in their IEPs.	308-28
Refreshments for staff trainings related to pathway developmnet and integration.	\$18,276	Measure H: College & Career Readiness for All	4311	Meeting Refreshments						Provide ongoing training and professional development to staff on person-centered planning, community integration, and evidence-based practices.	308-29



Title I, Part A School Parent and Family Engagement Policy 2025-2026

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

YOUNG ADULT PROGRAM

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Back to School Night, Parent Square Blurbs, School Site Council (SSC) Meetings.
- Hosting family workshops about supporting the transition to adulthood including topics such as Supported Decision Making, Connecting with Regional Center, Adult Day Programs, etc.
- Parent-Student-Teacher Conferences as requested

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Hosting a YAP Parent group that can be used as
 - An educational/informational space
 - A space to discuss school improvement and parent volunteer opportunities
 - A space to socialize and support other parents

- And more!

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- This meeting was held on Wednesday, August 27th, 2025, at 12:30 pm.

The school communicates to families about the school's Title I, Part A programs by:

- Holding a School Site Council Meeting on the third Wednesday of every month.
- Communicating during monthly parent group meetings and following up with meeting notes over email or parentsquare.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Yearly IEP meetings
- Parent/teacher requested check in meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Parent Square postings (email and text messages, translated into several languages).

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Alerting families to volunteer opportunities via Parentsquare
- Utilizing the YAP parent group to develop new volunteer opportunities

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Identifying skills and preferences to support the transition to adulthood
- Identifying resources to support the successful transition to adult services

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Professional Development training and staff meeting.
- YAP Parent Group monthly meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Student Success Team meetings (SST).
- Yearly IEP meetings
- YAP Parent Group meetings

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Collaborative school site council meetings, open to all parents and families
- Monthly YAP parent group meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- YAP Parent Group (interpretation available upon request)
- Individual arrangement with teachers, administrators, and staff

The school provides support for parent and family engagement activities requested by parents by:

- Check in meetings with teacher/team
- Meetings with principal or Community School Manager
- Participation in YAP parent group meetings

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Communication from parent engagement team
- School & Community Events
- Pathway events
- Communicating and encouraging parent volunteer opportunities

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Young Adult Program on August 27, 2025, and will be in effect for the period 8/11/25 through 5/29/26.

The school will distribute this policy to all parents on or before September 30th of the current school year.

James Hall	<i>James Hall</i>	8/27/25
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



School-Parent Compact Young Adult Program 2025-26

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and individualized instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to engage in the State of California's challenging academic standards.**

Through the use of district-approved transition curriculum and instruction that is consistent with identified best practices in working with young adults with intellectual and developmental disabilities

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Through Back to School Day, yearly IEP meetings, and parent/teacher check-in meetings as requested.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Through annual IEP meetings, Triennial reevaluations, IEP progress reports every semester.

- 4) Provide parents reasonable access to staff.**

Through direct email access and scheduled meetings.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Through arrangement with the teacher and/or school administration.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Through Student Success Team meetings, YAP parent group, and community engagement events.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Through professional development training provided to staff members, YAP parent group, family engagement events.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Through the use of the Parent Square, which includes translation into home languages, robocalls, and email.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
 - Encourage independence in daily living skills (where appropriate)
 - Encourage self-advocacy
 - Encourage independent decision-making
- We agree to monitor our students' attendance and ensure attendance is maximized.
- We agree to respond promptly to messages from the school.
- We agree to follow school policies and show respect for every person at the school.

Teacher Responsibilities

We, the teachers, support staff, and administration of the Young Adult Program:

- Agree to provide a safe, supportive, and effective learning environment for all students.
- We agree to continually work on our teaching strategies so that we can successfully teach all students.

- We agree to follow school policies and show respect for every person at the school.

This Compact was adopted by the Young Adult Program on 8/27/25, and will be in effect for the period of August 11, 2025, to May 31, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30 of this current school year.

James Hall

James Hall

8/27/25

Principal's Name

Principal's Signature

Date



YAP
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Cale Davis
Vice Chairperson:	Angelica Fasce
Secretary:	James(Jake) Hall

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
James (Jake) Hall	x					
Cale Davis		x				1
Virginia Bonham		x				1
Mysti Knight			x			1
Anglica Fasce				x		1
Amanda Lucas				x		1
Kemani					x	1
Davontay					x	1

SSC Meeting Schedule: (Day/Month/Time)	Last Wednesday of the month at 11:00am in Room 1 (Zoom option will be provided)
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

