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Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jennifer Blake, Special Education Department
David Cammarata, Special Education Department

Board Meeting Date June 24, 2020

Subject District Submitting Grant Proposal- Workability 1 Project, District's SELPA, Special Education Department

Action Requested and Recommendation Approval and acceptance by the Board of Education of the District's grant application/proposal for Workability 1 Grant (Project No. 088-03), to the California Department of Education, Special Education Division, in the amount of \$318,420.00 for fiscal year 2020-2021. The grant will enable the District to provide instructional services and support for employment and post-secondary education for students of the District's SELPA, and if granted or awarded, in whole or in part, acceptance of same, pursuant to terms and conditions thereof, if any.

Background

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

The Workability Grant provides funding through the California Department of Education for Oakland Unified School District to provide Secondary Transition Services (Pre-Vocational, Vocational, Supplemental/ Supported Employment Funding) to students with additional needs through the Department of Special Education. Grant proposal for OUSD schools for the 2020-2021 fiscal year was submitted for funding as indicated in the chart below but must be without Board approval.

Recipient	Grant's Purpose	Duration	Amount
OUSD High Schools, Middle Schools, and the Young Adult Program	The grant provides funding to the Special Education Department to provide instructional services and support for employment and post-secondary education transition.	July 1, 2020- June 30, 2021	\$318,420.00

Fiscal Impact Funding resource(s): The total amount of grants will be provided to OUSD schools from the funders. Grant is valued at \$318,420.00

Attachments

- 2020-21 Renewal Application
- WorkAbility I Education Code Requirement Report for 2019-20
- WorkAbility I Special Grant 2020-21 PROJECTED Budget Plan
- 2019-20 End-of-Year Report

2020-21 Renewal Application – Page 1

Oakland USD (088-03)

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NOTE: As the recipient of a middle school grant, please include high school and middle school information on this report.

Grantee Name **Oakland USD**

Project Name **Oakland USD**

Project Number **088-03**

Phone

Fax

Project Address

Street Address

City, State, Zip

Grantee Address

Street Address

City, State, Zip

Please check the agency that receives and distributes your WorkAbility funds. This LEA is a:

COE District DJJ NPS ROC/P SELPA SSS

WAI Project Contact

The 2019-20 Project Contact can only be changed through the [Project Information section](#).

Name David Cammarata

Title

Phone

Summer Phone

Fax

Email

Will there be a different Project Contact for 2020-21? No Yes

Counties EXPECTED to Serve

Alameda Glenn Marin Placer San Mateo
 Alpine Humboldt Mariposa Plumas Santa Barbara
 Amador Imperial Mendocino Riverside Santa Clara

- | | | | | |
|---------------------------------------|--------------------------------------|-----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Butte | <input type="checkbox"/> Inyo | <input type="checkbox"/> Merced | <input type="checkbox"/> Sacramento | <input type="checkbox"/> Santa Cruz |
| <input type="checkbox"/> Calaveras | <input type="checkbox"/> Kern | <input type="checkbox"/> Modoc | <input type="checkbox"/> San Benito | <input type="checkbox"/> Shasta |
| <input type="checkbox"/> Colusa | <input type="checkbox"/> Kings | <input type="checkbox"/> Mono | <input type="checkbox"/> San Bernardino | <input type="checkbox"/> Sierra |
| <input type="checkbox"/> Contra Costa | <input type="checkbox"/> Lake | <input type="checkbox"/> Monterey | <input type="checkbox"/> San Diego | <input type="checkbox"/> Siskiyou |
| <input type="checkbox"/> Del Norte | <input type="checkbox"/> Lassen | <input type="checkbox"/> Napa | <input type="checkbox"/> San Francisco | <input type="checkbox"/> Solano |
| <input type="checkbox"/> El Dorado | <input type="checkbox"/> Los Angeles | <input type="checkbox"/> Nevada | <input type="checkbox"/> San Joaquin | <input type="checkbox"/> Sonoma |
| <input type="checkbox"/> Fresno | <input type="checkbox"/> Madera | <input type="checkbox"/> Orange | <input type="checkbox"/> San Luis Obispo | <input type="checkbox"/> Stanislaus |
| | <input type="checkbox"/> Sutter | | | |
| | <input type="checkbox"/> Tehama | | | |
| | <input type="checkbox"/> Trinity | | | |
| | <input type="checkbox"/> Tulare | | | |
| | <input type="checkbox"/> Tuolumne | | | |
| | <input type="checkbox"/> Ventura | | | |
| | <input type="checkbox"/> Yolo | | | |
| | <input type="checkbox"/> Yuba | | | |

School Districts EXPECTED to Serve — use commas to separate district names

Oakland Unified School District

Schools EXPECTED to Serve

Listed below are the schools you **expect** to serve in 2020-21. Update the projected number of eligible students for each school, as needed. For any you do **NOT** expect to serve, clear the eligible students field.

If you expect to serve a school that is **not** listed, use the "Add another school" link just below the list. To correct a school name or county, remove the existing line by clearing the eligible students field and adding the correct information using the "Add another school" link.

School Name	County	2020-21 PROJECTED # of Eligible Students
1. ALLIANCE ACADEMY	Alameda	<input type="text" value="0"/>
2. Bay Hill	Alameda	<input type="text" value="0"/>
3. Bay Tech	Alameda	<input type="text" value="39"/>
4. Bret Harte Middle School	Alameda	<input type="text" value="160"/>
5. Castlemont High	Alameda	<input type="text" value="273"/>
6. Claremont Middle School	Alameda	<input type="text" value="110"/>
7. Coliseum College Prep	Alameda	<input type="text" value="154"/>
8. Community Immersion Program/ On-TRAC	Alameda	<input type="text" value="160"/>
9. Dewey Academy	Alameda	<input type="text" value="92"/>
10. Edna Brewer Middle School	Alameda	<input type="text" value="165"/>
11. ELMHURST COMMUNITY PREP	Alameda	<input type="text" value="0"/>
12. Emiliano Zapata Street Academy	Alameda	<input type="text" value="38"/>
13. Fremont HS	Alameda	<input type="text" value="220"/>

14.	Frick Middle School	Alameda	67
15.	Laney College	Alameda	0
16.	Life Academy High School	Alameda	134
17.	MADISON PARK UPPER CAMPUS	Alameda	123
18.	McClymonds High School	Alameda	135
19.	MetWest High School	Alameda	70
20.	Montera Middle School	Alameda	151
21.	Oakland High School	Alameda	394
22.	Oakland International High School	Alameda	83
23.	Oakland Technical High School	Alameda	513
24.	Oakland Unity High School	Alameda	0
25.	Phillips Academy	Alameda	0
26.	Ralph Bunche	Alameda	43
27.	Roosevelt Middle	Alameda	107
28.	Rudsdale Continuation HS	Alameda	87
29.	Skyline High School	Alameda	560
30.	Sojourner Truth	Alameda	128
31.	United For Success Academy	Alameda	66
32.	West Oakland Middle School	Alameda	42
33.	Westlake Middle School	Alameda	100

[Add another school](#)

2020-21 Renewal Application – Page 2

Oakland USD (088-03)

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The calculations below are based on data entered into the system. The “actual” numbers will not be considered final until all baseline data has been entered and the Project Contact has confirmed its completeness.

	2019-20 Funded	Actual through June 30, 2020	Requested INCREASE/DECREASE		Proposed for 2020-21
Number of HS students served	630	549	<input type="radio"/> +	<input type="radio"/> -	<input type="text"/> 630
Number of MS students served	206	209	<input type="radio"/> +	<input type="radio"/> -	<input type="text"/> 206
Number of students placed in paid employment positions	94	109			

On-Campus Waiver Request

If applicable, please provide a justification for your project’s on-campus waiver request. Please include the number of students you propose to place on-campus. Be aware that the waiver cannot be for more than 5% of the students you place in employment, and the number of on-campus placements will be considered in your project’s renewal application.

Due to COVID-19 and the recent civil unrest, our programs may need to provide vocational opportunities and experiences to students on-campus in the and for the coming year. It is our preference, priority, and expectation that we will provide and promote access to vocational experiences that lead to Competitive Integrated Employment, but we must be prepared to carve out and provide opportunities to students that are in safe and support settings.

To save work in progress, use the **Save** button. To save and confirm that the Renewal Application is complete, use the **Ready to Submit** button. This will check for completeness and lock the report to all but the Project Contact, who will review the entire End-of-Year package before submitting it to CDE.

WorkAbility I Education Code Requirement Report for 2019-20

Oakland USD (088-03)

WorkAbility I Vision/Mission Statement

- The vision of the CDE, Special Education Division is that all individuals with disabilities will successfully participate in preparation for the workplace and independent living.
- The mission of WorkAbility I is to promote the involvement of key stakeholders (students, families, WorkAbility staff, educators, youth-serving organizations, workforce development organizations, postsecondary education and training, and business partners) in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning, and quality adult life.
- WorkAbility I culminates in preparing students for successful transition to employment, continuing education, and quality adult life with an emphasis on work-based learning opportunities for all students.
- WorkAbility I achieves this mission primarily by providing work-based learning experiences for all WorkAbility I students.

Section 56471 of the California Education Code states that:

WorkAbility project applications shall include, but are not limited to, the following elements: (1) recruitment, (2) assessment, (3) counseling, (4) pre-employment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in unsubsidized employment, (8) other assistance with transition to a quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance project goals.

Please describe in 350 words or less how each of the above requirements is implemented by your WorkAbility I site.

HIGH SCHOOL GRANT

[View the High School End-of-Year Scoring Rubric that CDE will use to evaluate this report.](#)

1. Recruitment

Our Career Transition Services team implements services through a comprehensive, consistent, and responsive plan: Provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to best meet the needs of eligible students. Provide educators with recruitment packets, contact information of Case Managers, and schedule times to meet with students, learn program needs, and craft/ implement support plans. We meet 1:1, or in small groups, to collaborate around the purpose and implementation of the program. These meetings identify eligible students, shape services provided, and grow the impact of the program at sites. Provide Professional Development opportunities for educators and support providers to build their skills and strategies in supporting the development of students' Transition Skills. Check-ins across the year with administrators and/or supervisors working with Special Education Programming at school-sites to identify students/ programs that would benefit from Transition Services support through Workability 1 programming. These check-ins are utilized to ensure that any historically under-supported groups are being supported and to address questions or concerns and celebrate successes of students as they participate in the program. Have consistent work hours and processes for students to pick-up or submit recruitment packets. Provide information on the OUSD website about the program and consistently update it with information around the array of services and program offerings. Work with educators to identify eligible students in need of and/or interested in employment development support and schedule times to meet to shape opportunities and experiences to meet these needs. Communicate directly with parents of students participating in the program and/or possibly interested in participating in the program to share information, service options, and how programming can meet the various Transition needs of the student. Attend District-based outreach events to spread information and share success stories of students participating in the program to drive interest and develop relationships beyond the Special Education department.

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilizes interviews with students, staff, and families as well as classroom, school-site work opportunity, and community-based work-opportunity observations to assess student need, interest, ability, and interest. Additionally, our team has developed an assessment document which lines up with the Transition Plan in the IEP which every student receiving Workability 1 services will have shared with their Case Managers to best promote Transition Services and share the work being done and information learned through the Workability 1 program.

All OUSD high school students with IEPs will be assessed each year using a variety of tools according to their needs which will include, but not be limited to: RIASEC Inventory, Comprehensive Adult Student Assessment Systems (CASAS), Transition Planner Thinking Map. In addition the following online assessments will be utilized based on the needs of the students: 123Test-Career Aptitude Test (With Pictures), Career Cruising, California Career Zone, 16 Personalities Assessment results will be provided to the Special Education Case Manager to assist with transition planning and ITP development. Parents/Guardians may receive a copy of the assessment at the annual IEP meeting.

3. Counseling

All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, et.) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans are crafted specific to the programs/ classes being supported and students receiving services. The Counseling services provided address various topics discussing vocational wants, needs, and dreams of students as well as providing opportunities to discuss and explore other avenues of on-going development for the student. This counseling is provided relative to career interest, career research, self efficacy, self advocacy or in the development of transition goals. Career Transition Services staff also provide counseling to students by discussing credits needed to graduate with a diploma, course needs, and requirements for potential employment. Counseling provided by Career Transition Services staff also supports students as they engage in State exams, prepare for final exams or alternative assessments, and participate in CAPStone projects. All students receiving services experience pre-vocational counseling from Career Transition Services staff in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and self determination as well as the necessary social skills (social awareness, responsible decision making, self awareness, self management and relationship skills) needed for students to be active, responsible, and meaningful members of their community. The Career Transition Services team coordinates college tours, DSPS presentations, and other field trips to learn about and experience a variety of career options. The Career Transition Services team meets to identify strategies to support students with academic, social emotional, and/or behavior challenges. The team also collaborates with and provides linkages to additional supports such as the Regional Center of the East Bay or DOR/ TPP as appropriate and necessary for the students receiving services. School sites and parents are provided with DOR and RCEB handouts and brochures to identify contact information, the referral process and links to the online applications. In addition Career Transition Services staff share this

4. Pre-employment skills training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participation, the program being served, and the school site that students attend. Career Transition Services staff support educators as they work to embed pre-vocational and vocational training their curriculum and provide instruction in workshop-based models across sites and throughout the school year. Career Transition Services staff coordinate and collaborate with Special Education Case Managers, school-site counselors, Career Center/ Linked Learning staff, and other educational professionals to include and integrate pre-employment skills training into lessons provided by the educator/ support provider as well as through Career Transition Services provided workshops and lessons. The Career Transition Services team works individually, in small-groups, with full classes, and collaborates with educators to ensure that all students are provided access to pre-vocational skills trainings that includes, but is not limited to: self-advocacy/ determination, obtaining necessary paperwork/ documentation, money management, social skills, workplace readiness/ preparedness, workplace behavior/ expectations, and the development of continuing education options and opportunities. Additionally, Career Transition Services staff provide instruction, support, counseling, and training in the development of resumes, cover letters, completing applications, mock interviews, and job shadowing opportunities. Career Transition Services staff use a variety of instructional supports and curricular materials to complement, modify, and adjust the services offered and instruction/ support provided to the needs of the student, program, and school site. Career Transition Services team also provide a summer Employment Boot Camp where students are provided directed instruction and opportunities in pre vocational and vocational skills (employment searches, application completions/ submission, interview skills review, and workplace behavior/ expectations, etc.) in addition to job shadowing/ exploration opportunities and activities. Across the year, parents/ families are made aware of student successes through direct communication (when appropriate), the sharing of pre-vocational/ vocational portfolios, attendance at IEP meetings or in conversations around the development of the IEP, and collaboration with the Special Education Case Manager in regular communications with the parent/ family.

5. Vocational training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to their current courses of study, interests, needs, and dreams. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the development of the student's vocational skills. Career Transition Services staff collaborate with the Department of Linked Learning to provide access to rigorous core content, which integrates vocational skills development through items like coursework/ projects, to prepare students for college or career as well as assisting students in developing professional skills that will lead to Competitive Integrated Employment. Our programs provides a variety of real-life experiences including mentoring, job shadowing, internships, and exposure to possible career paths. Some of the Pathways are: Computer Science, Visual and Performing Arts, Fashion Design/ Art, Engineering, Education/ Child Development, Health Services, and Green Energy. The Career Transition Services team collaborates and partners with Pathway teachers and staff, and other educators to provide support, offer workshops, co-plan career fairs, field trips, training programs, and integrate workshop strategies into ongoing lessons. The Career Transition Services Team works in partnership with general/ special education programming to assist students as they work to obtain summer internships, related work experiences, on the job training/ practice, and/or vocational experience that can be used to build the skills necessary to successfully participate in Competitive Integrated Employment. Career Transition Services staff work in collaboration with our community college partners to promote concurrent enrollment into introductory trade and career exploration courses. These connections with Linked Learning staff and programming, community college partners, and school-site educators the Career Transition Services team provides access to a opportunities for students to develop their vocational skills and experience vocational skills training that meets their interests, builds upon their skills, and is linked to current courses of study leading to successful completion of high school programming. Our programs also work to provide regular opportunities for self-reflection and feedback from various stakeholders in how students are growing their skills.

6. Student wages for subsidized employment

Students that are eligible for, and participate in, subsidized employment through the Career Transition Services Department can self-refer, be referred by a parent/ guardian, participate in a teacher developed vocational opportunity, or be referred by the IEP team for additional/ ongoing vocational support. Students are encouraged to actively participate in site-based and District provided programming, as well as workshops/ integrated classroom experiences, that lead to the growth of the appropriate and necessary vocational skills for successful participation in work-based learning opportunities. Subsidized employment is determined yearly as determined by state funds. The number of hours each student is paid is determined by the Workability Program Director in accordance with state funding and will not exceed more than 80 hours per school year. Workability funds will not be used for additional or extended holidays or overtime. Students receiving subsidized employment must be in attendance at the school site more than 50% and must adhere to OUSD discipline guidelines. Following Grant guidelines and District policies, in order to receive consideration for paid work, the student must: participate in Pre-Vocational/ Vocational Skills Workshops, be eligible for a work permit (which includes completed statement of intent to employ a minor, signed permit to employ, 2.0 GPA, adequate daily attendance), demonstrate the ability to work independently or with reasonable supports/ assistance, demonstrate reasonable interpersonal/ self-advocacy skills, demonstrate the ability to apply and interview with the prospective employer. After the employer has made their hiring selection(s), they will be presented with an employment folder. The employment folder will include but not be limited to: Training Agreement, Emergency Contact Information, as well as an outline of the process for Progress Review. Prior to their start date, students are counseled about employer expectations, work environment and safety procedures, as well as their responsibility in maintaining academic performance and meeting school obligations. Students will be monitored through continued contact with the location of employment, Special Education Case Managers, and or managing supervisor. Case Managers will review Employment Progress Reviews in one on one meetings. This information will be shared in the Transition Summary during the IEP meeting.

7. Placement in unsubsidized employment

Career Transition Services staff have developed an array of business partners that employ and support OUSD students. Career Transition Services staff coordinate direct hire opportunities through attending, and providing access to students to attend, job fairs, one on one/ small group meetings with managers/ businesses, employer panels, and linkages with other District offices and services that prioritize student employment opportunities. Career Transition Services staff provide instructional opportunities in prevocational and vocational skills necessary to obtain and successfully continue in direct-hire experiences such as completing applications, updating/ creating resumes, interview skills, and job appropriate behaviors and activities. Career Transition Services staff coordinate employment services with the goals set forth by the student's IEP and Individual Transition Plan. When a job becomes available, and/or a student identifies that they are interested in obtaining a position in unsubsidized employment, the Career Transition Services Case Manager supports students as they develop job-specific resumes, practice interview skills, complete the application, and review the necessary/ appropriate behaviors for continuing successful employment. As the process continues, the employer determines the appropriate job placement and Career Transition Services staff works to coordinate supports as appropriate for the student which can be at the job site, through ongoing counseling at school, in program-provided Workshops, and/or consistent collaboration and communication with the hiring manager, school site support staff members, and parents/ families. The Case Manager provides support related to training, placement, mobility, and retention. A key component of the Career Transition Services Case Manager's responsibilities include ongoing communication with parents/guardians, employers, and school staff to share job training, performance and progress information. Students in direct hire positions are monitored and evaluated on a regular basis in order to ensure they are meeting the employers expectations and building skills for the future. Career Transition Services staff maintain a directory of partner community organizations and business in addition to organizations or business that are currently hiring direct placements. Hiring and job information is shared with students, Special Education Case Managers, and other staff at school sites using a variety of means.

8. Other assistance with transition to a quality adult life

The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the Department of Rehabilitation/ Transition Partnership Program, Regional Center of the East Bay, the Peralta Community College District, and other District teams/ departments which focus on the development of, and access to, vocational opportunities and experiences for students. These meetings and interactions center around the development of our team's knowledge of, and ability to, support students with current research, techniques, strategies, best practices, and services for students. Career Transition Services staff take this information and regularly share it with school-based support staff, Special Education Case Managers, parents/ families, students, and other stakeholders to ensure that the appropriate, and necessary, services are being accessed by each student participating in Workability 1 programming. This information is, and can be, shared at IEP meetings, in informal conversations, at District meetings, the OUSD Transition Fair, monthly CAC meetings, and general/ special education department meetings at school sites. Career Transition Services Staff have been provided training and regularly review the processes for crafting firm linkages between our various community partners and service agencies, like DOR/TPP and RCEB, to better facilitate ongoing support from community services and agencies. Career Transition Services staff provide parents with answers to transition questions, handouts and brochures from DOR and RCEB and links to websites used in workshops or that align with transition best practices. Career Transition Services staff takes advantage and coordinates College Night, College and Career Informational Meetings and other meetings with local service providers so that students can sign up for community college supports and employment assistance prior to graduation.

9. Utilization of an interdisciplinary advisory committee to enhance project goals

The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote program goals for all participating students, address youth concerns/ needs, and strengthen relationships, collaboration, and communication with community partners and outside agencies. The Career Transition Services Team also participates in regular meetings with the Linked Learning Department, Pathway teams, and Special Education Department (Central Office and site specific) to obtain and incorporate feedback on the outcomes of program offerings to better respond to the needs of students, programs, and school sites. Each of these connections to advisory committees/ LPAs is undertaken with the express purpose to establish relationships with the various stakeholders interested in developing the opportunities for students with additional support needs to gain the skills necessary for, and access to, Competitive Integrated Employment. The information and feedback obtained from these meetings, partnerships, and ongoing conversations is shared in monthly Career Transition Services staff meetings to identify how best our team can respond to the challenges presented, address previously unsupported needs, and celebrate the successes experienced by our students, our programs, and our schools.

MIDDLE SCHOOL GRANT

View the Middle School End-of-Year Scoring Rubric that CDE will use to evaluate this report.

1. Recruitment

Our Career Transition Services plan for Middle School Recruitment mirrors our High School plan to provide comprehensive, consistent, and responsive services to our learners with additional needs. We will provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to meet the needs of eligible students. We will provide educators with recruitment packets, contact information of Case Managers, and schedule times to meet with students, learn program needs, and provide instruction classrooms and workshops. Meet 1:1, or in small groups, to collaborate around the purpose and implementation of the program. These meetings will identify eligible students, shape services provided, and grow the impact of the program at sites. Provide Professional Development opportunities for educators and support providers to build their skills and strategies in supporting the development of students' Transition Skills. Check-ins across the year with administrators and/or supervisors working with Special Education Programming at school-sites to identify students/ programs that would benefit from Transition Services support through Workability 1 programming. These will be utilized to ensure that any historically under-supported groups are being supported and to address questions or concerns. Have consistent work hours and processes for students to pick-up or submit recruitment packets. Provide information on the OUSD website about the program and consistently update it with information around the array of services and program offerings. Work with educators to identify eligible students in need of vocational skills development support and schedule times to provide instruction to meet those needs. Communicate with parents of students participating in the program and/or possibly interested in participating in the program to share information, service options, and how programming can meet the various Transition needs of the student. Attend District-based outreach events to spread information and share success stories of students participating in the program.

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our Assessment plan has been developed to be consistent with our plan for assessing the needs of High School students interested in, or already participating in, Workability 1 services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilizes interviews with students, staff, and families as well as classroom, and community-based observations to assess student need, interest, ability, and interest. Additionally, our team has developed an assessment document which lines up with the Transition Plan in the IEP which every student receiving Workability 1 services will have shared with their Case Managers to best promote Transition Services and share the work being done and information learned through the Workability 1 program. This data can also be shared with parents at annual IEP and transition meetings. Assessment results are used for researching careers and colleges, inviting guest speakers, planning future workshop presentations, activities, and field trips.

All OUSD middle school students with IEPs will be assessed each year using a variety of tools according to their needs which will include, but not be limited to: RIASEC Inventory, Comprehensive Adult Student Assessment Systems (CASAS), Transition Planner Thinking Map.

In addition the following online assessments will be utilized based on the needs of the students: 123Test-Career Aptitude Test (With Pictures), Career Cruising, California Career Zone, 16 Personalities

Assessment results will be provided to the Special Education Case Manager to assist with transition planning and ITP development. Parents/Guardians may receive a copy of the assessment at the annual IEP meeting.

3. Counseling

In many ways, our Counseling plan follows the plan and services provided to High School students in OUSD. All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, etc.) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans are crafted specific to the programs/ classes being supported and students receiving services. The Counseling services provided address various topics discussing vocational wants, needs, and dreams of students as well as providing opportunities to discuss and explore other avenues of on-going development for the student. This counseling is provided relative to career interest, care research, self efficacy, self advocacy or in the development of transition goals. Career Transition Services staff also provide counseling to students by discussing the transition to high school experiences and requirements for potential employment. All students receiving services experience pre-vocational counseling from Career Transition Services staff in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and self determination as well as the necessary social skills (social awareness, responsible decision making, self awareness, self management and relationship skills) needed for students to be active, responsible, and meaningful members of their community. The Career Transition Services team coordinates college tours, DSPS presentations, and other field trips to learn about and experience a variety of career options. The Career Transition Services team meets to identify strategies to support students with academic, social emotional, and/or behavior challenges. The team also collaborates with and provides linkages to additional supports such as the Regional Center of the East Bay or DOR/ TPP as appropriate and necessary for the students receiving services. School sites and parents are provided with DOR and RCEB handouts and brochures to identify contact information, the referral process and links to the online applications. In addition Career Transition Services staff share this information at Transition IEPs or other communication with families.

4. Pre-employment skills training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participating, the program being served, and the school site that student attend. Career Transition Services staff support educators as they work to embed pre-vocational and vocational training into their curriculum and provide instruction in workshop-base models across sites and throughout the school year. Career Transition Services staff coordinate and collaborate with Special Education Case Managers, school-site counselors, Career Center/ Linked Learning staff, and other educational professionals to include and integrate pre-employment skills training into lessons provided by the educator/ support provider as well as through Career Transition Services provided workshops and lessons. The Career Transition Services team works individually, in small-groups, with full classes, and collaborates with educators to ensure that all students are provided access to pre-vocational skills trainings that includes, but is not limited to: self-advocacy/ determination, obtaining necessary paperwork/ documentation, money management, social skills, workplace readiness/ preparedness, workplace behavior/ expectations, and the development of continuing education options and opportunities. For Middle School students, our team focuses on the development of pre-vocational skills necessary for employment, but also provides resource and access to vocational training opportunities where appropriate. Career Transition Services staff will provide instruction, support, counseling, and training in the development of resumes, cover letters, completing applications, mock interviews, and job shadowing opportunities. Career Transition Services staff use a variety of instructional supports and curricula materials to complement, modify, and adjust the services offered and instruction/ support provided to the needs of the student, program, and school site. Across the year, parents/ families are made aware of student successes through direct communication (when appropriate), the sharing of pre-vocational/ vocational portfolios, attendance at IEP meetings or in conversations around the development of the IEP, and collaboration with the Special Education Case Manager in regular communications with the parent/ family.

5. Vocational training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-ran of educational and vocational opportunities that are linked to interests, needs, dreams, and opportunities students could access in High School. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the development of the student's vocational and pre-vocational skills. Career Transition Services staff collaborate with the Department of Linked Learning to provide access to rigorous core content, which integrates vocational skills development through items like coursework/ projects, to prepare students for college or career as well as assisting students in developing professional skills that will lead to Competitive Integrated Employment. Our programs provide a variety of workshops, learning opportunities, and activities that can include mentoring, job shadowing, internships, and exposure to possible career paths. The Career Transition Services team collaborates and partners with Middle School teachers and staff to offer workshops, co-plan career fairs, field trips, training programs, and integrate pre-vocational and vocational strategies/ topics into ongoing lessons/ instruction. The Career Transition Services Team works in partnership with general/ special education programming to assist students as they work to obtain appropriate work experiences and/or vocational experience that can be used to build the skills necessary to successfully participate in Competitive Integrated Employment. Career Transition Services staff work in collaboration with our High School teachers to promote an understanding of the skills needed and expectations for students to successfully participate in High School programming. Our programs also work to provide regular opportunities for self-reflection and feedback from various stakeholders in how students are growing their skills through these experiences. Students are encouraged to participate in self-assessments and are supported to actively participate in their IEP meeting

6. Other assistance with transition to a quality adult life

Middle School supports are reflective of the team-based and responsive approach taken for our High School students. The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the Department of Rehabilitation/ Transition Partnership Program, Regional Center of the East Bay, the Peralta Community College District, and other District teams/ departments which focus on the development of vocational opportunities for students. These meetings center around the development of our team's knowledge of, and ability to, support students with current research, techniques, strategies, best practices, and services for students. Career Transition Services staff take this information and regularly share it with school-based support staff, Special Education Case Managers, parents/ families, students, and other stakeholders to ensure that the appropriate, and necessary, services are being accessed by each student participating in the program. Career Transition Services Staff have been provided training and regularly review the processes for crafting firm linkages between our various community partners and service agencies to better facilitate initiating and ongoing support from community services. In preparation for the ITP, Workability and Site Case Managers engage in discussions with students about vocational goals, importance of classwork, and possible options for support in high school. Staff may attend IEPs to provide information to the IEP team regarding pre-employment skills, career interests, vocational options, and available community services.

7. Utilization of an interdisciplinary advisory committee to enhance project goals

Our connections to interdisciplinary advisory committees to enhance the services for High School students also benefit our Middle School programming. The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote program goals for all participating students, address youth concerns/ needs, and strengthen relationships, collaboration, and communication with community partners and outside agencies. The Career Transition Services Team also participates in regular meetings with the Linked Learning Department, Pathway teams, and Special Education Department (Central Office and site specific) to obtain and incorporate feedback on the outcomes of program offerings to better respond to the needs of students, programs, and school sites. Each of these connections to advisory committees/ LPAs is undertaken with the express purpose to establish relationships with the various stakeholders interested in developing the opportunities for students with additional support needs to gain the skills necessary for, and access to, Competitive Integrated Employment. The information and feedback obtained from these meetings, partnerships, and ongoing conversations is shared in monthly Career Transition Services staff meetings to identify how best our team can respond to the challenges presented, address previously unsupported needs, and celebrate the successes experienced by our students, our programs, and our schools. Career Transition Services staff meet with district/community partners to share programming information and best practices related to student transition, and identify site-based services that students are engaged in and/or are eligible to receive. This information is used to refine services provided to middle school program participants, make referrals, collaborate with school site staff and inform parents of available school site/community resources and partnerships. In connection with the Career Transition Services Department, the OUSD Special Education Department created a directory that provides information to parents about community based programs. Middle School students can be referred to any of these agencies based on identified needs at their IEP meetings.

To save work in progress, use the **Save** button. To save and confirm that this report is complete, use the **Ready to Submit** button. This will check for completeness and lock the data entry form to all but the Project Contact, who will review the report before submitting it to CDE.

WorkAbility I Special Grant 2020-21 PROJECTED Budget Plan – Page 1

Oakland USD (088-03)

[PAGE 1](#) | [Page 2](#) | [Page 3](#) | [Instructions \(PDF: 60K\)](#)

Project Number	088-03
Project Name	Oakland USD
WAI Project Contact	David Cammarata, Project Manager/ Coordinator
Email	david.cammarata@ousd.org
Phone	(510) 879-8124
Summer Phone	(510) 519-4708
Fax	(510) 451-4364
LEA Category	SELPA
Authorized Agent First / Last / Title	<input type="text" value="Kyla"/> <input type="text" value="Johnson-Trammell"/> <input type="text" value="Superintendent"/>
Date of Approval by Agency Board (only if required by your LEA)	<input type="text"/> mm/dd/yyyy

WorkAbility I Special Grant 2020-21 PROJECTED Budget Plan – Page 2

Oakland USD (088-03)

[Page 1](#) | **[PAGE 2](#)** | [Page 3](#) | [Instructions](#) (PDF: 60K)

The figures on this Budget are PRELIMINARY and are based on your 2019-20 grant amount. Your Budget may change once the 2020-21 grant amounts are determined.

PROJECTED BUDGET TOTAL for the 7/1/2020 – 6/30/2021 Grant Reporting Period	\$318,420.00
PROJECTED Number of High School Students funded to serve for 2020-21:	630
PROJECTED Number of High School Students to place in paid employment positions for 2020-21:	94
PROJECTED Number of Middle School Students funded to serve for 2020-21:	206
PROJECTED Middle School funds for 2020-21: (already included in Budget Total)	\$71,070.00

OBJECT OF EXPENDITURES

Budget Date:

Line	Account	Classification	Budget Plan Amounts
1	1000	Certificated Salaries	\$ <input type="text" value="39727.00"/>
2	2000	Classified Salaries	\$ <input type="text" value="119881.00"/>
3	3000	Employee Benefits	\$ <input type="text" value="103240.00"/>
4	4000	Books and Supplies	\$ <input type="text" value="158.00"/>
5	5000	Services and Other Operating Expenses	\$ <input type="text" value="38642.00"/>
6		Total Direct Costs (Subtotal)	\$ 301,648.00
7		Indirect Cost <input type="text" value="5.56"/> % <i>Not to exceed 5.56% (2020-21)</i>	\$ 16,772.00
8		Total Budget	\$ 318,420.00

Please enter a brief WAI Project description (maximum 150 words):

OaklandUSD's Workability 1 project prioritizes instruction in Transition Skills for accessing independent, responsible, and appropriate living in the areas of vocation, independent living, mobility, and continuing education opportunities for eligible students.

WorkAbility I Special Grant 2020-21 PROJECTED Budget Plan – Page 3

Oakland USD (088-03)

Add, edit or delete line items using the links on this screen. The sum of the line items within each account must equal the total amount budgeted for the account, as entered on Page 2. The account total will be red if the line item subtotal does not match the amount budgeted for the account. Use Page 2 if you need to change the amount budgeted for an account.

Also, enter a brief description of how your indirect will be used. Save the description using the "Save Indirect" button at the bottom of the screen.

When the entire budget is complete, click the "Ready to Submit" button at the bottom of the screen.

NOTE: Student wages are handled differently than other line items. Do not use an add, edit or delete link; instead, add student wages to your budget from the box at the bottom of this screen.**

1	1000	Certificated Salaries	\$39,727	+ <u>Add a line item</u>
line item subtotal			\$39,727	
+ <u>Edit</u> x <u>Delete</u>	\$20,431	(HS) <u>David Cammarata</u> , Coordinator Supervise program staff members to ensure implementation of the array of services for High School program participants. Responsibilities include facilitating staff meetings to assist teachers/ support providers in understanding the mission of WA1, the student referral process, support classroom teachers/ support providers with the integration of pre-employment materials provided, marketing the WA1 program to parents, students, school site staff, employers, and community agencies. Create annual budget based on program needs and activities, monitor WA1 budget expenditures, and work with financial officers to ensure grant compliance	0.180 FTE @ \$113,504/yr FTE	
+ <u>Edit</u> x <u>Delete</u>	\$19,296	(MS) <u>David Cammarata</u> , Coordinator Facilitate collaboration with school site teachers and assigned WA1 Middle School liaison(s) to ensure implementation of WA1 Middle School array of services. Organize and coordinate WA1 activities for Middle School students to identify and explore career interests. Create opportunities for career exploration in the community and with local businesses.	0.170 FTE @ \$113,504/yr FTE	
2	2000	Classified Salaries	\$119,881	+ <u>Add a line item</u>
line item subtotal			\$119,881	
+ <u>Edit</u> x <u>Delete</u>	\$23,347	(HS) <u>Carmen Beunger</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment	0.300 FTE @ \$77,823/yr FTE	
+ <u>Edit</u> x <u>Delete</u>	\$22,410	(HS) <u>Stacy Daniels</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career	0.300 FTE @ \$74,699/yr FTE	

			assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	
+ Edit x Delete	\$22,410	(HS)	<i>Melissa Foster</i> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.300 FTE @ \$74,699/yr FTE
+ Edit x Delete	\$22,410	(HS)	<i>Minyon Corcuchia-Garde</i> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.300 FTE @ \$74,699/yr FTE
+ Edit x Delete	\$14,652	(HS)	<i>Erika Mayorquin</i> , Community Relations Coordinator Assists in the coordination and implementation of High School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.	0.250 FTE @ \$58,608/yr FTE
+ Edit x Delete	\$14,652	(MS)	<i>Erika Mayorquin</i> , Community Relations Coordinator Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties	0.250 FTE @ \$58,608/yr FTE
3	3000	Employee Benefits		\$103,240
line item subtotal				\$103,240
+ Edit x Delete	\$11,199	(HS)	35 Students- Worker's Compensation, Medicare, Unemployment, Social Security	
+ Edit x Delete	\$10,555	(HS)	<i>Carmen Beunger</i> , Case Manager Classified	Salary: \$23,347
+ Edit x Delete	\$14,986	(HS)	<i>Melissa Foster</i> , Case Manager Classified	Salary: \$22,410
+ Edit x Delete	\$14,986	(HS)	<i>Minyon Corcuchia-Garde</i> , Case Manager Classified	Salary: \$22,410
+ Edit	\$14,986	(HS)	<i>Stacy Daniels</i> , Case Manager	Salary: \$22,410

x <u>Delete</u>		Classified			
+ <u>Edit</u> x <u>Delete</u>		\$6,714	(HS)	<u>David Cammarata</u> , Coordinator Certificated	Salary: \$20,431
+ <u>Edit</u> x <u>Delete</u>		\$11,550	(HS)	<u>Erika Mayorquin</u> , Community Relations Coordinator Classified	Salary: \$14,652
+ <u>Edit</u> x <u>Delete</u>		\$6,714	(MS)	<u>David Cammarata</u> , Coordinator Certificated	Salary: \$19,296
+ <u>Edit</u> x <u>Delete</u>		\$11,550	(MS)	<u>Erika Mayorquin</u> , Community Relations Coordinator Classified	Salary: \$14,652
4	4000	Books and Supplies		\$ 158	+ <u>Add a line item</u>
line item subtotal				\$ 158	
+ <u>Edit</u> x <u>Delete</u>		\$ 100	(HS)	Office supplies and consumables to maintain student records, document student activities, and data entry. Reference materials, AC Transit/ BART tickets for students to travel to work-based learning opportunities.	
+ <u>Edit</u> x <u>Delete</u>		\$ 58	(MS)	Consumables to maintain student records, document student activities, and data entry.	
5	5000	Services and Other Operating Expenses		\$38,642	+ <u>Add a line item</u>
line item subtotal				\$38,642	
+ <u>Edit</u> x <u>Delete</u>		\$ 1	(HS)	Mileage for WA1 staff to travel between school sites, community agencies, and job sites. Travel to required business meetings and trainings for WA1 staff. Bus transportation for community outings and industry tours.	
+ <u>Edit</u> x <u>Delete</u>		\$ 1	(MS)	Bus transportation for community outings and industry tours. Mileage for staff to travel to various middle school sites, meetings with local community partners, and conduct program activities. Admission fees for community outings/ industry tours.	
+ <u>Edit</u> x <u>Delete</u>		\$38,640	(HS)	Student Wages: 35 students X 80.00 hours X \$13.80 per hour	
6		Indirect Cost: 5.56% – describe below		\$16,772	
		<input type="text" value="5.56"/>			
Total Budget				\$318,420	

**** STUDENT WAGES are handled differently than other line items.** Add student wages by listing each combination of *Number of Students x Number of Hours Worked x Hourly Wage* in one of only two allowable budget accounts:

2000: Classified Salaries or **5000: Services and Other Operating Expenses**

To save the description entered above, use the **Save Indirect** button below.

To save your data AND confirm that the information in this budget is complete, use the **Ready to Submit** button. This will save information entered above, verify that the budget forms are complete and lock budget-related data entry forms to all but the Project Contact, who will review the budget before submitting it to CDE.

2019-20 End-of-Year Report – Page 1

Oakland USD (088-03)

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NOTE: As the recipient of a middle school grant, please include high school and middle school information on this report.

Grantee Name **Oakland USD**

Project Name **Oakland USD**

Project Number **088-03**

Phone

Fax

Project Address

Street Address

City, State, Zip

Grantee Address

Street Address

City, State, Zip

Please check the agency that receives and distributes your WorkAbility funds. This LEA is a:

COE District DJJ NPS ROC/P SELPA SSS

WAI Project Contact

The 2019-20 Project Contact can only be changed through the [Project Information section](#).

Name David Cammarata

Title

Phone

Summer Phone

Fax

Email

Will there be a different Project Contact for 2020-21? No Yes

Counties Currently Served

Alameda Glenn Marin Placer San Mateo
 Alpine Humboldt Mariposa Plumas Santa Barbara
 Amador Imperial Mendocino Riverside Santa Clara

- | | | | | |
|---------------------------------------|--------------------------------------|-----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Butte | <input type="checkbox"/> Inyo | <input type="checkbox"/> Merced | <input type="checkbox"/> Sacramento | <input type="checkbox"/> Santa Cruz |
| <input type="checkbox"/> Calaveras | <input type="checkbox"/> Kern | <input type="checkbox"/> Modoc | <input type="checkbox"/> San Benito | <input type="checkbox"/> Shasta |
| <input type="checkbox"/> Colusa | <input type="checkbox"/> Kings | <input type="checkbox"/> Mono | <input type="checkbox"/> San Bernardino | <input type="checkbox"/> Sierra |
| <input type="checkbox"/> Contra Costa | <input type="checkbox"/> Lake | <input type="checkbox"/> Monterey | <input type="checkbox"/> San Diego | <input type="checkbox"/> Siskiyou |
| <input type="checkbox"/> Del Norte | <input type="checkbox"/> Lassen | <input type="checkbox"/> Napa | <input type="checkbox"/> San Francisco | <input type="checkbox"/> Solano |
| <input type="checkbox"/> El Dorado | <input type="checkbox"/> Los Angeles | <input type="checkbox"/> Nevada | <input type="checkbox"/> San Joaquin | <input type="checkbox"/> Sonoma |
| <input type="checkbox"/> Fresno | <input type="checkbox"/> Madera | <input type="checkbox"/> Orange | <input type="checkbox"/> San Luis Obispo | <input type="checkbox"/> Stanislaus |
| | <input type="checkbox"/> Sutter | | | |
| | <input type="checkbox"/> Tehama | | | |
| | <input type="checkbox"/> Trinity | | | |
| | <input type="checkbox"/> Tulare | | | |
| | <input type="checkbox"/> Tuolumne | | | |
| | <input type="checkbox"/> Ventura | | | |
| | <input type="checkbox"/> Yolo | | | |
| | <input type="checkbox"/> Yuba | | | |

School Districts Currently Served — use commas to separate district names

Oakland Unified School District

Schools Currently Served

The schools listed below have been entered through the Project Information section. Any changes to this list will need to be made through the [Project Information section](#) of the site. Changes made there will display on this screen once the page is reloaded. Remember to **SAVE** before reloading if you've made any changes to this page.

School Name	County	# of Eligible Students
1. ALLIANCE ACADEMY	Alameda	0
2. Bay Hill	Alameda	0
3. Bay Tech	Alameda	39
4. Bret Harte Middle School	Alameda	160
5. Castlemont High	Alameda	273
6. Claremont Middle School	Alameda	110
7. Coliseum College Prep	Alameda	154
8. Community Immersion Program/ On-TRAC	Alameda	160
9. Dewey Academy	Alameda	92
10. Edna Brewer Middle School	Alameda	165
11. ELMHURST COMMUNITY PREP	Alameda	0
12. Emiliano Zapata Street Academy	Alameda	38
13. Fremont HS	Alameda	220
14. Frick Middle School	Alameda	67
15. Holden High School	—	—
16. Laney College	Alameda	0
17. Life Academy High School	Alameda	134
18. MADISON PARK UPPER CAMPUS	Alameda	123
19. McClymonds High School	Alameda	135
20. MetWest High School	Alameda	70

21. Montera Middle School	Alameda	151
22. Oakland High School	Alameda	394
23. Oakland International High School	Alameda	83
24. Oakland Technical High School	Alameda	513
25. Oakland Unity High School	Alameda	0
26. Phillips Academy	Alameda	0
27. Ralph Bunche	Alameda	43
28. Roosevelt Middle	Alameda	107
29. Rudsdale Continuation HS	Alameda	87
30. Skyline High School	Alameda	560
31. Sojourner Truth	Alameda	128
32. TAP CENTER	—	—
33. United For Success Academy	Alameda	66
34. West Oakland Middle School	Alameda	42
35. Westlake Middle School	Alameda	100

2019-20 End-of-Year Report – Page 2

Oakland USD (088-03)

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The calculations below are based on data entered into the system. The “actual” numbers cannot be considered final until all baseline data has been entered and the Project Contact has confirmed its completeness.

PROJECT CONTACT: Student baseline and follow along data is submitted with the End-of-Year package. Please confirm you have reviewed your data for completeness and that the actual numbers below are accurate.

Is your baseline data complete? **YES!**

	2019-20 Funded	Actual through June 30, 2020
Number of HS students served	630	549
Number of MS students served	206	209
Number of students placed in paid employment positions	94	109 *
Number of students placed should be no less than 15% of high school students funded to be served. Placed means a student working at a job earning a wage.		
* Number of actual placements that are subsidized vs. unsubsidized	Subsidized	67 *
	Unsubsidized	42 *

Percentage of 2019-20 HS students funded who were actually served: 87%

Provide justification for the percentage being less than 100%:

Due to the COVID-19 school closures and change to educational planning, our program experienced great challenges in reaching the needed numbers of High School students with disabilities. Our program also experienced a period of time during the year where, due to medical needs, one of our Case Managers was unable to provide services to several school sites. Our team worked to provide coverage, but the case loads of the other Case Managers precluded them from being able to connect with additional programs and schools in a meaningful and sustained manner. With the extended time provided by the WA1 team, we are hopeful that we will be able to reach the required number of students by the time the window closes on June 30th for doing so.

 6/25/2020

Percentage of 2019-20 MS students funded who were actually served: 101%

Jody London, President, BOE

Percentage of 2019-20 students funded to be served who were actually placed: 17%

 6/25/2020

Number of 2019-20 WA1 subsidized placements on a school site (On-Campus): 0

Kyla Johnson-Trammell,
Superintendent and Secretary, BOE

To save work in progress, use the **Save** button. To save and confirm that the End-of-Year Report is complete, use the **Ready to Submit** button. This will check for completeness and lock the report to all but the Project Contact, who will review the entire End-of-Year package before submitting it to CDE.