

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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# Memo

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

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** 2024-2025 Measure H Planning Grant Application: Single Pathway School

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**Action Requested and Recommendation** Adoption by the Measures N and H Commission of 2024-2025 Measure H Planning Grant Application: Single Pathway School for the Young Adult Program, in an amount not to exceed \$26, 600.00.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure H

**Attachments**

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



## 2024-2025 Measure H Planning Grant Application: Single Pathway School

School Name & Site #	OUSD Young Adult Program - Site 308	Director	David Cammarata
<a href="#">Pathway Industry Areas</a>	Employment First	Director Phone	(510)879-5003
School Address	915 54th St., 94608 Plus four (4) community sites: <ul style="list-style-type: none"> <li>• Laney College</li> <li>• Merritt College</li> <li>• Fm Smith Rec Center</li> <li>• DeFremery Park Rec Center</li> </ul>	Director Email	david.cammarata@ousd.org
School Phone	(510) 879-5003	School Fax	N/A
2023-2024 CALPADS Enrollment Count (9th-12th) Oakland Residents Only	133	Anticipated Grant <sup>1</sup> (\$200) x student.	\$26,600

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

### School Demographics

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

### Student Body Race/Ethnicity

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

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

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

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

**School Vision:**

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

**Resources:**

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

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

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

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

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

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

**Definitions:**

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

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

Integrated Employment

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

Competitive Employment

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

Customized Employment

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

Transition Services (34 CFR 300 43(a) 120 U.S.C. 1401 (34))

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

**Signature School Practices:**

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

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

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

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

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

**School and Pathway Self-Assessment:**

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

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

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

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

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

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

## **Budget Justification and Narrative**

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

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

### **The Purpose of Measure H**

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

### **The Goals of the Measure**

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

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

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

### **Additional Supporting Documents to Submit (PDF format preferred).**

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

**Programmatic Narrative:**

**1. Integrated Program of Study**

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

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

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

**Year 1**

**Advisory (Self Determination/Advocacy)**

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

**Post Secondary Education**

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

**Job/Vocational Training**

- Volunteer based job work site, travel training

**Community Based Instruction/Community Mobility**

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

**Year 2**

**Advisory (Self Determination/Advocacy)**

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

**Post Secondary Education**

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

**Job/Vocational Training**

- Subsidized employment at job site of choice/interest

**Community Based Instruction/Community Mobility**

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

**Year 3**

**Advisory (Self Determination/Advocacy)**

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

**Post Secondary Education**

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

**Job/Vocational Training**

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

**Community Based Instruction/Community Mobility**

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

**Year 4**

**Advisory (Self Determination/Advocacy)**

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

**Post Secondary Education**

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

**Job/Vocational Training**

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

**Community Based Instruction/Community Mobility**

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

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

**In regards to *Integrated Program of Study*:**

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

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

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

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

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

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

Budgeted Amount	2024-25 Planning Activities	Anticipated Outcome
26,600\$	Staff Retreat- one day pre-24/25 year for teachers and staff	Strategically plan program-development and implementation of meaningful and aligned activities

## 2. Work-Based Learning

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

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

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

### In regards to *Work-Based Learning*:

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

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

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

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

Budgeted Amount	2024-25 Planned Activity	Anticipated Outcome
26,600\$	Staff Retreat- one day pre-24/25 year for teachers and staff	Strategically plan program-development and implementation of meaningful and aligned activities

### 3. Integrated Student Supports

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

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

A foundational component of our programming is the development and support of self-advocacy/ determination skills. Our students have been in classrooms (and other environments) where they have not been encouraged to take control over their lives and we work with outside agencies (Center for Independent Living) and within our instructional practices to support decision making. We also encourage, and support, greater ownership over the IEP process for the students in our Program- we believe that our students should be included in their meetings, consulted about their goals and progress, and supported in building their plan leading to their independence in choice and future life options. We believe that student-run IEP meetings, especially for those in the ID/DD community, are vital to their understanding and knowledge of what is happening for, to, and with them.

#### In regards to *Integrated Student Supports*:

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

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

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

Budgeted Amount	2024-25 Planned Activity	Anticipated Outcome
26,600\$	Staff Retreat- one day pre-24/25 year for teachers and staff	Strategically plan program-development and implementation of meaningful and aligned activities

**Deadlines for Planning Grant Applications for FY 2024-2025:**

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

# Young Adult Program

4/15/2024

09:17:38 AM

2023-2024

## Scheduling Master Schedule - Year

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
12 Alexander, Z	L3 ADVISORY 1/	L3 ATT HR 2/Y/1	L3 ATT HR 3/Y/1	L3 ATT HR 4/Y/1	L3 ATT HR 5/Y/1	L3 ATT HR 6/Y/1	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
12 Alexander, Z	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
12 Alexander, Z	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
12 Alexander, Z	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
8 Ayala, C	L3 ADVISORY 1/	L3 ATT HR 2/Y/9	L3 ATT HR 3/Y/9	L3 ATT HR 4/Y/9	L3 ATT HR 5/Y/9	L3 ATT HR 6/Y/9	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
8 Ayala, C	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
8 Ayala, C	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
8 Ayala, C	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
6 Balano	L3 ADVISORY 1/	L3 ATT HR 2/Y/1	L3 ATT HR 3/Y/1	L3 ATT HR 4/Y/1	L3 ATT HR 5/Y/1	L3 ATT HR 6/Y/1	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
6 Balano	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
6 Balano	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
6 Balano	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
11 Bonham, V	L3 ADVISORY 1/	L3 ATT HR 2/Y/1	L3 ATT HR 3/Y/1	L3 ATT HR 4/Y/1	L3 ATT HR 5/Y/1	L3 ATT HR 6/Y/1	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
11 Bonham, V	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
11 Bonham, V	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
11 Bonham, V	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
19 Boss, A	L3 ADVISORY 1/	L3 ATT HR 2/Y/1	L3 ATT HR 3/Y/1	L3 ATT HR 4/Y/1	L3 ATT HR 5/Y/1	L3 ATT HR 6/Y/1	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
19 Boss, A	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
19 Boss, A	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
19 Boss, A	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
5 Davis, C	L3 ADVISORY 1/	L3 ATT HR 2/Y/8	L3 ATT HR 3/Y/8	L3 ATT HR 4/Y/8	L3 ATT HR 5/Y/8	L3 ATT HR 6/Y/8	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
5 Davis, C	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
5 Davis, C	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
5 Davis, C	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
13 Gillette, J	L3 ADVISORY 1/	L3 ATT HR 2/Y/7	L3 ATT HR 3/Y/7	L3 ATT HR 4/Y/7	L3 ATT HR 5/Y/7	L3 ATT HR 6/Y/7	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
13 Gillette, J	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
13 Gillette, J	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
13 Gillette, J	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
3 Harris, A	L3 ADVISORY 1/	L3 ATT HR 2/Y/7	L3 ATT HR 3/Y/7	L3 ATT HR 4/Y/7	L3 ATT HR 5/Y/7	L3 ATT HR 6/Y/7	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
3 Harris, A	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
3 Harris, A	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
3 Harris, A	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
14 Jenkins, K	L3 ADVISORY 1/	L3 ATT HR 2/Y/8	L3 ATT HR 3/Y/8	L3 ATT HR 4/Y/8	L3 ATT HR 5/Y/8	L3 ATT HR 6/Y/8	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
14 Jenkins, K	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
14 Jenkins, K	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
14 Jenkins, K	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT

# Young Adult Program

4/15/2024

09:17:38 AM

2023-2024

## Scheduling Master Schedule - Year

Page 2

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
7 Matsuoka, J	L3 ADVISORY 1/	L3 ATT HR 2/Y/1	L3 ATT HR 3/Y/1	L3 ATT HR 4/Y/1	L3 ATT HR 5/Y/1	L3 ATT HR 6/Y/1	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
7 Matsuoka, J	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
7 Matsuoka, J	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
7 Matsuoka, J	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
17 Milano, N	L3 ADVISORY 1/	L3 ATT HR 2/Y/1	L3 ATT HR 3/Y/1	L3 ATT HR 4/Y/1	L3 ATT HR 5/Y/1	L3 ATT HR 6/Y/1	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
17 Milano, N	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
17 Milano, N	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
17 Milano, N	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
2 Shaver, M	L3 ADVISORY 1/	L3 ATT HR 2/Y/9	L3 ATT HR 3/Y/9	L3 ATT HR 4/Y/9	L3 ATT HR 5/Y/9	L3 ATT HR 6/Y/9	COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
2 Shaver, M	L3 ADVISORY 2/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
2 Shaver, M	L3 ADVISORY 3/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT
2 Shaver, M	L3 ADVISORY 4/						COM BASE INST	POST-SEC EDU	JOB/VOC TRAIN	COMM MOBILIT

**OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25**

<b>School Name:</b>	<b>Young Adult Pogram</b>	<b>Site #</b>	<b>308</b>	<b>Date</b>	12/11/23
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**School Mission and Vision**

**The Young Adult Program believes that every student deserves the opportunity to develop and grow the skills of responsible independence as they are appropriate for them. Our program is driven by student outcomes and student choices. We seek social justice and civil rights for our students. We seek to help our students become participating and contributing citizens in their communities. Disability rights are human rights. We work, we live, and learn in our communities.**

<b>Community School Advisory and Implementation Team</b> - members that contributed to this document ( <i>add rows as needed</i> )	<b>NAME</b>	<b>REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))</b>
	David Cammarata	Director
	James Hall	Assistant Principal
	Carmen Beunger	Community Schools Manager
	Melisha Linzie	SPED Engagement Specialist
	Virginia Bonham	Teacher
	LaTosha Hill	Paraeducator
	Hajer Abdullah	Student
	Laurie Callaghan	Parent

**School Demographics**

Special Populations	% Male	% Female					%Foster Youth	%SPED	
	66%				44.0%	2.0%	100.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	40.0%	1.0%	9.0%	36.0%	2.0%	1.0%	9.0%	2.0%	5.0%

**OUSD CCSPP GRANT OBJECTIVES** - LINKED TO LCAP, CDE FRAMEWORK and OUSD STRATEGIC PLAN:  
**Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.** Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. [CDE Framework; OUSD STRATEGIC PLAN]  
**Priority 2: Creating Joyful Schools.** Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]  
**Priority 3: Strengthening Student and Family Engagement.** Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [OUSD LCAP GOAL 3: Students and families are welcomed, safe, healthy, and engaged; CDE Framework; OUSD STRATEGIC PLAN]  
**Priority 4: Increasing Opportunities for Academic Innovation and Acceleration.** Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready. [OUSD LCAP Goal 1: All students graduate college, career, and community ready; LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap; CDE Framework; OUSD STRATEGIC PLAN]

**NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS**

<b>PRIORITIES</b>	<b>Assets / Strengths</b> <i>What are some of our strengths for Priority listed?</i>	<b>Gaps/Challenges</b> <i>What are some of our challenges for Priority listed?</i>	<b>Deepest Underlying Cause</b> <i>What are some of the reasons why we have these challenges?</i>
Collaborative Leadership	-Instructional Leadership Team (Teachers) -Lead Support Staff Team Member (Paraeducators) -Local Program Teams (Teachers + Support Staff) -Family Group Our Program has several teams that work together collaboratively to identify challenges, work toward solutions, and celebrate victories. We work to include stake-holder input and student choice/ interest in every programatic decision. We have been growing our collaborative approach and are excited to be broadening our tent to include as many stake holders as possible.	We are still learning how to work together as collaborative partners, there continue to be challenges with communication, follow-through, and student/ family engagement to drive student-centered decision making.	-We only recently became recognized as a school and are growing into the expectations, requirements, and benefits. This does mean that we have a lot of systems and structures that we need to identify, define, and build -Like in most things, communication and follow-through are two pieces we need to keep an eye on. It is one thing to have structures and a completely different thing to ensure that they are functioning as they should.

Joyful Schools	-Our students want to come to school, they enjoy participating in their programming, they are enjoying the community-based nature of our Program -Teacher and support staff retention has been high in the Young Adult Program; the nature of our Program and the ability to focus on real-life skills of living and independence is a motivator as we are able to see some truly remarkable growth for and by our students	-There is a friction between perceived growth (students enjoying their programming) and skill growth (some of what we work on is difficult to measure) and this can lead to frustration and challenges when discussing program implementation and changes -Communication challenges and shifting priorities has led to frustration across job classes and through students/ families as we work to grow and develop programming for students	-Communication and consistency amongst team members, with families and students -Access to resources for celebrations and other events has been a historical challenge for our Program
Student Engagement	-Our students are engaged in their schedule and plan development at the beginning of every semester; as a practice our students wants, desires, interests, dreams, and needs are taken into account as schedules are built and opportunities are designed and implemented -Our students are engaged in feedback about how they think things are going regularly; we try to make sure that we are checking-in with students throughout the semester and year to determine if the schedule/ plan is working for and with them -We prioritize student engagement in the IEP process; students pick their goals (when appropriate) and lead their meeting (as is appropriate for them); all students participate in their IEP meetings	-There is a divide in the program based on the severity of the impact of disability where we see students that are less impacted have access to more opportunities; we are working to develop our model of inclusion that is inclusive of all learners and learning styles and provides opportunities for all students to build their skills of community access, communication, and self-advocacy/ determination	-Follow through and planning; there is a lot on the plates of the educators in this Program from Case Management to future planning to the provision of instruction and coordination of work experiences and community college courses. Adding everything up for each student is a challenge every semester and, as a team, we have prioritized programming opportunities and have not been able to fully invest the time/ energy into the development of student structures of engagement that will further promote this are. -The absolute spectrum of need experienced by our students has been a challenge to identify structures for student engagement and leadership that are appropriate for all participants.
Family Engagement	-We have an interested, engaged, and active parent/ family/ support network community; our support networks want to see our students skills grow and they are dedicated to holding us to holding our Program to high expectations -Every student has an annual IEP meeting where we engage with support networks around our students' growth and skill development	-Many families are missed by regular school communications -Consistency in opportunities for families to volunteer, engage in and with the Program, and showcase student growth and development	-Much like student engagement, follow through and communication have been a challenge in this area -Often, we are responding to emergencies/ hot situations and that has taken away from our ability to implement structures and systems that would help us avoid some of these things
Academic Innovation & Acceleration	-Our students are college students; this semester we have 75 students taking community college coursework. Many of our families have been told for years that their young person would not be able to go to college due to their disability- we are proving that wrong -Work Based Learning with access to paid internships is for every one of our students; we are growing our paid work experience offerings for students and are hearing from places like Rad Bikes that they would like to directly hire our students -Our students grow the skills of responsible independence through independent travel support, independent living skills growth, and access to community events and opportunities	-There is an ongoing debate about the priorities when it comes to instruction; Transition Skill growth is central to our mission, but we must still focus on the growth and development of our students basic skills. This dichotomy can be difficult for educators, families, and students when working to identify plans and priorities for student schedules	-The wide expanse of need presented by our students can make cohesion in this area difficult -Teacher/ staff training -Student/ family engagement

**STRATEGIC ACTIONS & GOALS**

<b>PRIORITIES</b>	<b>Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)</b>	<b>MEASURABLE GOALS &amp; ACTIVITIES Include a SMART Goal for each Action</b>
Collaborative Leadership	Continued development of a School Governance Body that is inclusive of all stakeholders within the Young Adult Program	By the end of April, 2024, the School Site Government will have identified, and held, two meetings wherein all stake-holders (teachers, support staff, students, outside agencies) will have been able to attend.
Joyful Schools	Planning of student showcases, celebrations, and other opportunities to share what they have learned and how they have grown Implementation of student-run workshops for student engagement in the learning process for and with other students	By the end of the 23/24 school year, a plan will be developed to outline and promote more inclusive learning opportunities that are appropriate for all students in the Young Adult Program
Student Engagement	Development of a student government that is connected to the School Site Government to increase the amount of student voice that goes into decision making and planning for full-program events	By the end of the 23/24 school year, a plan will be developed to include student voice in programmatic decision making that is adapted, appropriate, and inclusive of all students in the Program regardless of impact of disability
Family Engagement	-New family orientations -Continued opportunities for incoming student orientations -Development of family support network and growing participation in Parent Navigator programming	By the end of the 23/24 school year, our Parent/ Family group will have identified opportunities for outreach, program/ student support, and advocacy that can be carried into the future.
Academic Innovation & Acceleration	-Connections with OACE to provide additional learning experiences and opportunities for and with students in the Program -Completion of Zen Den Sensory Space/ Student Lounge and Independent Living Skills room at Santa Fe for the development and practice of independent living and communication skills -Identification and growth of opportunities for students at the Santa Fe school site that are more impacted by their disability and experience a challenge leaving campus -Development of Master Schedule and greater cohesion in planning and scheduling practices across programs/ teachers/ students	By the end of the 23/24 all students, more and more varied opportunities will be developed to provide better access to meaningful and impactful scheduling opportunities across the program day for all students regardless of impact of disability.

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

STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.
Community School Manager (required)	REQUIRED: Schools awarded the grant will hire a Community School Manager (CSM) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.
Assistant Principal	Relationship with the Department of Special Education for support from Assistant Principal to provide support to teachers, support staff, and programs across YAP to ensure high quality instruction, meaningful schedules, IEP compliance, and to promote and provide the services provided by the Career Transition Services team
Instructional Coach (new 23/24)	Through school-based funding, support from Instructional Coach to provide support to teachers, support staff, and programs across YAP to ensure high quality instruction, meaningful schedules, IEP compliance, and to promote and provide the services provided by the Career Transition Services team
Director	Continued administrative support to ensure program growth, development, and implementation of plans leading to greater student outcomes; position in partnership with SPED Central, YAP Site funding, and Career Transition Services grants/ awards funding
ILT, Lead Support Staff Team	Designation of LCCP funds to ensure on-going staff/ team member participation in programmatic development and growth of options for and with students; teachers elect teachers to the ILT, support staff elect support staff to the Lead Support Staff Team- ongoing commitment to continue these collaborative groups

**COMMITMENTS**

**Self Assessment Key:**  
 Exploring: no practice or plan in place but desire to implement;  
 Emerging: initiating a practice or practices;  
 Evolving: practices in place but refining/improving;  
 Excelling: Strong practices in place.

COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:	Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
<b>A Commitment to Assets-Driven and Strength-Based Practice:</b> California's community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.	☑	Evolving	Program decisions based on student desires/ interests/ and IEP goals- all decisions and program offerings, as much and as often as possible, align in what students participate in across the day. Growth needed to ensure that every minute is made to count for and with students and that clear and consistent communication is taking place between program staff and families/ guardians/ support networks
<b>A Commitment to Powerful, Culturally Proficient and Relevant Instruction:</b> California's community schools commit to be driven by teaching and learning that are relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive, and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, community schools redefine traditional constructs who teaches, where we learn and how we build understanding.	☑	Evolving	We believe that our students deserve to be meaningful members of their community; that our students deserve to be counted and considered; that our students are valuable and important as individuals. We believe that our families/ guardians/ support networks are vital to the ongoing growth, development, and safety of the young people we serve and we strive to communicate in respectful and meaningful ways as we navigate an incredibly challenging and difficult transitional period in the life of the young people we support
<b>A Commitment to Racially Just and Restorative School Climates:</b> California's community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the playground and cafeteria, but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.	☑	Evolving	All students are viewed as valuable; behavioral challenges are viewed through the lense of communication and we regularly do after-action investigations what may have caused a challenge; Our students are supported as they engage in problem-solving and restorative practices when appropriate. Students are encouraged to communicate their needs. Family/ guardian. support network concerns are tracked, discussed, and reflected upon in order to improve programming, support, and collaboration.
<b>A Commitment to Shared Decision Making and Participatory Practices:</b> California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensuring information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.	☑	Evolving	Programmatically, these processes are new for the Young Adult Program. We are committed to continuing to build the structures so that all of our stakeholders have the opportunity to engage meaningfully and share concerns as well as ideas for growth for the Program.

**STAKEHOLDER ENGAGEMENT**

Please list the strategies you will use to engage stakeholders through all phases of CCSP Implementation (promising practices listed below, [please edit based on your site](#)):

<b>Students</b>	Students will be actively engaged through surveys, focus groups, peer leadership roles, and others as determined by students themselves, school staff and school governance body; Students will continue to be engaged in IEP decisions and processes as appropriate for each student; Program priorities and opportunities will continue to be developed based on student-interest, goals, and needs
<b>Families/Caregivers</b>	Families will be actively engaged through surveys, focus groups, leadership roles, and others as determined by families themselves, school staff and school governance body. Families will be supported by and engage in the Parent Navigator work; Families will continue to be closely involved in the IEP process to determine programmatic priorities and ensure on-going support and connection for students throughout the YAP and into the world of adult services
<b>Teachers/School Staff</b>	Teachers will be actively engaged through surveys, focus groups, leadership roles, and others as determined by teachers themselves, school staff and school governance body. Continuation of the ILT and Transition Learning Community model for communities of practice; Support staff will continue to participate in the Lead Support Staff team and decisions around training and expectations for all will be deeply rooted in student need, programatic growth, and collaboration/ communication
<b>Community Partners</b>	Community Partners will be actively engaged through surveys, focus groups, leadership roles, and others as determined by school staff and school governance body. Access and opportunities will continue to be developed that allow CBOs to do what they do well in a safe and supported manner with the students of the YAP.
<b>Advisory Committee (SSC or Community School focused group)</b>	Schools will utilize SSC team or identify another group of stakeholders that includes at a minimum Principal, Community School Manager, teacher(s), parents, students (as members or via feedback collected in surveys/focus groups) and community partner (e.g. Expanded Learning, School Based Health Center, Family Resource Center, co-located preschool (ES), Pathway Organization (HS). CCSP Advisory Team will co-create the plan based on needs assessment and identify strategies for future budget planning.

PARTNER ORGANIZATION	PROGRAM FOCUS AREA (e.g. Academics, Culture & Climate, Family Engagement, Enrichment, Expanded Learning, Health & Wellness, Other)	CONTACT NAME	CONTACT PHONE	DAYS ON SITE	NOTES
Regional Center of the East Bay	Other	Rose Casarez	rcasarez@rceb.org	As needed	-Collaboration around the Paid Internship Program for students to experience paid work experiences -Regional Center of the East Bay supports students when they graduate from the YAP and move into adult services; this strong connection is vital to the future success of our students
Department of Rehabilitation	Academics	Iris Wiangchanok, Douglas Boothby	frank.wang@dor.ca.gov	As needed	-Provision of Student Services and Vocational Rehabilitation services to the students through the District's Transition Partnership Program has been a game changer for enrolled students as they grow their employment skills and activities leading to meaningful and on-going employment
Center for Independent Living	Academics	Ash Alunan	aalunan@centerforindependentliving.org	Monday 9-11a	-Provision of Self-Advocacy/ Determination workshop for interested YAP students -Connections to additional opportunities for students to access community-based experiences (kayaking, independent living, etc..)
Bay Area Outreach and Recreation Program	Expanded Learning	Brandon Young	brandon@borp.org	TBD	-Engagement of students in the development of their recreation/ leisure skills through access to adapted and supported activities (ie, adapted biking, adapted boating, etc..)
Laney College, Student Academic Services	Academics	Nate Failing	nfailing@peralta.edu	Every day	-Students take college courses at Laney that are both carved out for Young Adult Program students and generally offered programming -Students are encouraged and supported to register with SAS for the provision of reasonable accommodations while they access Peralta community college programming -Two programs start and stop their day at Laney college
Merritt College, Student Academic Services	Academics	Frances Moy	fmoy@peralta.edu	Every day	-Students take college courses at Laney that are both carved out for Young Adult Program students and generally offered programming -Students are encouraged and supported to register with SAS for the provision of reasonable accommodations while they access Peralta community college programming -Two programs start and stop their day at Laney college
AC Transit	Expanded Learning	Kim Ridgeway	kridgeway@actransit.org	As needed	-Support with community travel experiences -Collaboration around registration for the Regional Transportation Connection card for every eligible student in the Program -Development of vocational work experiences
SPED Family Engagement	Family Engagement	Melisha Linzie	melisha.linzie@ousd.org	As needed	-Support with family engagement opportunities and development of school governance body -Development of Orientation Scheduling and outreach for new/ incoming students as well as development of new family orientations and trainings

