

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607-

**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

**Measure N - College & Career
Readiness - Commission**

David Kakishiba, Chairperson,
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@educateoakland.com

Gary Yee, Member
Yeega125@gmail.com

Board Office Use: Legislative File Info.

File ID Number	25-1180
Introduction Date	5/6/2025
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Young Adult Program

Action Requested and Recommendation

Adoption by the Measures N and H Commission
of the 2024-2025 Young Adult Program Site visit
report and Funding Recommendation.

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

The Young Adult program was approved to receive a planning grant of \$200/pupil for the 24-25 school year last Spring 2024. Two official Measure N and H staff site visits were conducted in the 24-25 school year: a context-building visit on January 15 and a formal visit on March 5. The Young Adult program presented their EIP, Work-Based Learning form, Program of Study and Master schedule on April 23.

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

Fiscal Impact Funding resource(s): Measure N and H

Attachments YAP recommendation

Measure N and H Planning Grant School Site Visit

SITE VISIT REPORT AND RECOMMENDATION May 6, 2025

SCHOOL: Young Adult Program, Site 308 PATHWAY THEME: Entrepreneurship SITE VISIT TEAM MEMBERS: Visit 1: Jan Quijada, Vanessa Sifuentes, Rebecca Lacocque, Nancy Gomez Visit 2: Vanessa Sifuentes, Rebecca Lacocque, Nancy Gomez, Samuel Berg, Brenda Touhy	DATES OF SITE VISIT: January 15, 2025 (context-building) March 5, 2025
---	---

SITE VISIT FEEDBACK	
QUESTION	RESPONSE
What are the overall areas of strength in the school's Pathway development?	<ul style="list-style-type: none"> ● Integrated Program of Study <ul style="list-style-type: none"> ○ YAP has selected a specific focus to drive its integrated pathway program design (Entrepreneurship). ○ Pathway student learning outcomes are in development. ● Work-Based Learning (WBL) <ul style="list-style-type: none"> ○ Program has evidence of some career exploration, internships, and certification opportunities tailored to students' interests and abilities. ○ Students are supported by their IEP Case Managers and YAP staff in finding employment or training aligned with their skills and goals. ● Comprehensive Student Supports <ul style="list-style-type: none"> ○ Strong implementation and management of students' Individualized Education Plans. ○ Access to dual enrollment opportunities through existing partnerships with Laney and Merritt Colleges. ○ Frequent collaboration with community-based services. ○ Some specific career pathways for graduates are in place. ○ Students and families are actively involved in creating individualized goals and plans for students. ○ Multiple supported pathways to access college courses are available, including dual and concurrent enrollment, with strategic student supports.



	<ul style="list-style-type: none">○ Students are supported in transitioning after YAP, including to college and regional programs.● General<ul style="list-style-type: none">○ Students report strong feelings of connection and satisfaction with their school and staff.○ Staff demonstrate a highly student-centered and deeply committed approach to their school.○ Responsive, individualized instruction based on students' needs.
What are the areas for growth and continued progress monitoring?	<ul style="list-style-type: none">● Integrated Program of Study<ul style="list-style-type: none">○ Further develop Pathway Student Learning Outcomes that reflect Entrepreneurship CTE standards, pathway student learning outcomes, and YAP's mission.<ul style="list-style-type: none">■ Incorporate student benchmark data (e.g., work-based learning activities, progress toward Pathway Student Learning Outcomes, etc.) into team meetings to align and coordinate efforts and analyze impact.■ Implement more systematic tracking of student outcomes in college access, work-based learning, and post-secondary transitions to assess program effectiveness and inform improvements.○ Collaborate with the pathway team, including teachers, to design, implement, and progress monitor the integration of Entrepreneurship Pathway Student Learning Outcomes, Career Readiness standards, Work-Based Learning, and student support.● Work-Based Learning<ul style="list-style-type: none">○ Nurture existing and establish new industry partnerships to increase work-based learning experiences for students to ensure significant career awareness, exploration, and preparation. Utilize work-based learning as experiences to "practice" with industry partners for fuller independence in a career pathway of choice post-graduation.○ Deepen partnerships with local employers and training programs to increase work-based learning and job placement options.○ Establish a broad stakeholder Advisory Board to inform these offerings and overall pathway design.● Comprehensive Student Support<ul style="list-style-type: none">○ Design, coordinate, and progress monitor specific student support in the classroom and community programming that is aligned with student benchmarks toward YAP's Pathway Student Learning Outcomes.



	<ul style="list-style-type: none">○ Strengthen and formalize post-secondary partnerships to ensure significant “practice” via work-based learning and seamless transition to the world of work, and to diversify available supports and resources.○ Increase alignment between students’ IEP goals, career exploration, work-based learning, and post-secondary options (formalized via Advisory Board and partnership agreements, as appropriate).○ Broaden the range of career paths and certification opportunities, leveraging industry partnerships nurtured and established.○ Increase opportunities for ongoing family involvement beyond goal-setting to support students throughout their postsecondary and career planning.
What are the priority next steps for 2025-26?	<p>Priority Next Steps</p> <ul style="list-style-type: none">○ Implement Pathway Teaming structures to support coordinated planning, design, decision-making, and progress monitoring. Ensure adult learning conditions grounded in trust, shared goals, and data.○ Develop Pathway Student Learning Outcomes that direct clear activity and learning benchmarks to scaffold intentionally to ensure student success in YAP and after. (<i>Integrated Program of Study</i>)○ Collaborate with the pathway team to identify Entrepreneurship standards and work-based learning that can be integrated into classes to deepen student learning and increase their preparation for life after high school. (<i>Integrated Program of Study</i>)○ Establish formal Advisory Boards, including staff, students, families, and community partners, to guide program development and fulfill work-based learning needs. (<i>Work-Based Learning</i>)○ Leverage these partnerships to provide meaningful learning experiences, work-based opportunities, and mentorship. (<i>Work-Based Learning</i>)
Recommendation	Based on evidence from the school’s Measure H Education Improvement Plan and findings from site visits, Measures N and H staff conclude that the Young Adult Program is well-positioned to fully implement the Three Domains of Linked Learning. Therefore, staff recommends allocating \$850 per student to the Young Adult Program starting in the 2025–2026 school year.



**YOUNG ADULT PROGRAM MEASURE N AND H ASSESSMENT:
SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

Site Visit Team members assessed the Young Adult Program using the Linked Learning Quality Standards. Based on these scores, we assess the Young Adult Program to be at the **Developing/Approaching stage** of implementing the Three Domains of Linked Learning.

KEY:	1= "beginning and designing" stage: no elements or only a few elements of Linked Learning are evident.	3 = "meeting and advancing the standards" as described by the Linked Learning Quality Standards
	2 = "developing and approaching" stage: some elements of Linked Learning are evident but not all of the standards mentioned.	4 = "excelling and sustaining the standards" as described by the Linked Learning Quality Standards

1. INTEGRATED PROGRAM OF STUDY	SCORE	JUSTIFICATION <i>(if 2 or lower)</i>
1.0 Equitable Admission	3	
1.1 Cohort Structure	2	YAP must identify focal classes and teachers to design, implement, and progress monitor integration of Entrepreneurship standards and work-based learning.
1.2 Complete Program of Study	2	YAP must identify focal classes and teachers to design, implement, and progress monitor integration of Entrepreneurship standards and work-based learning.
1.4 Curriculum and Instructional Design and Delivery	2	YAP must identify focal classes and teachers to design, implement, and progress monitor integration of Entrepreneurship standards and work-based learning.
1.5 Early College Credit Opportunities	3	Increase opportunities for college credit aligned with post-secondary goals and path.
1.6 Partner Input and Validation	2	YAP must establish an Advisory Board to ensure continuous input and validation of the program of study.
2. WORK-BASED LEARNING		



2.1 Work-Based Learning Plans	2	YAP must establish an Advisory Board and expand industry partnership to design a Program of Study and supply work-based learning experiences for students.
2.2 Student Work-Based Learning Experiences	2	YAP must integrate learning with industry partners into classroom learning experiences
2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	2	YAP must implement a consistent feedback loop with work-based learning providers to maximize student learning and to inform Program of Study and program design.
3. INTEGRATED STUDENT SUPPORTS		
3.1 College and Career Preparation and Support	3	
3.2 Student Orientation	2	YAP must incorporate the Entrepreneurship pathway into its program enrollment materials and processes to build familiarity and inform program design.
3.3 Social-Emotional Skill Development	2	YAP must incorporate industry and community partners in the design, implementation, and progress monitoring of SEL development.
3.4 Individual Student Support	3	
3.5 Student Input and Validation	2	YAP must incorporate student input via Advisory Board and regular feedback to inform pathway design.