

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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

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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 Services For: Young Adult Program

Action Requested and Recommendation

Presentation to and discussion by Measures N and H Commission of Young Adult Program Program of Study, Work-Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$25,000.00, in a total amount not to exceed \$25,000.00.

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

N/A

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

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

Attachments

1. 25-26 Proposed EIP
2. Program of study
3. Work-based learning plan
4. Master Schedule

| 2025-2026 MEASURE H BUDGET | | | |
|---|-------------|----------------|-----------------|
| Effective: July 1, 2025 - June 30, 2026 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$25,000.00 | \$25,000.00 | \$0.00 |
| *Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (125) multiplied by the per pupil amount of \$200 | | | |

School: Young Adult Program

Site #: 308

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|------------|-------------|---------------------------|----------------|-----|-----------------------------|
| 308-1 | Teacher Salaries Extended Contracts: Extended Contracts to pay teachers for working beyond assigned duty days/ hours to participate in College, Career and Community Retreats Program teachers and two TSAs to attend YAP College, Career, and Community Readiness Retreats at the start of the school year and second semester to provide an opportunity for team members to engage in and plan for the implementation of our Single-Pathway school design to best support young learners with Intellectual and Developmental Disabilities. This opportunity will directly affect students by building a community of practice that is aligned to the strategies and supports students in Mod-ESN programs require to find their success. This opportunity is directly related to our instructional team's adoption of the Linked Learning framework and best practices in service of our young learners. All services provided, retreat agendas, and focus for professional development align with goals and strategic missions as defined in the EIP document. All time provided by District staff are to be completed outside of traditional work hours/ days. Accomplishment standards include: engagement in Professional Development around best practices for supporting students with intellectual and developmental disabilities in Linked Learning best practices inclusive of employment and continuing education, full participation in the offering, completion of a pre and post knowledge form. Offerings to staff will be appropriate for all students in the Young Adult Program. Bugdet Calculation: 14 teachers x \$47.50 + 25% benefits cost x 6 hours = \$4,987.50 | \$4,987.50 | 1120 | Teacher Salaries Stipends | | | Entrepreneurship |

| | | | | | | | |
|-------|---|-------------|------|--------------------------------------|-----|----------|------------------|
| 308-2 | <p>Support Staff (Paraeducator and Instructional Support Specialist ET/OT: ET/OT to pay support staff team members for working beyond assigned duty days/ hours to participate in College, Career and Community Retreats</p> <p>Program Support Staff team members (Paraeducators and Instructional Support Specialists) to attend the YAP College, Career and Community Readiness Retreats at the start of the school year and second semester to provide an opportunity for team members to engage in, and plan for, the implementation of our Single-Pathway school design to best support young learners with Intellectual and Developmental Disabilities. This opportunity will directly affect students by building a community of practice that is aligned to the strategies and supports students in Mod-ESN programs require to find their success. This opportunity is directly related to our instructional team's adoption of the Linked Learning framework and best practices in service of our young learners. All services provided, retreat agendas, and focus for professional development align with goals and strategic missions as defined in the EIP document. All time provided by District staff are to be completed outside of traditional work hours/ days. Accomplishment standards include: engagement in Professional Development around best practices for supporting students with intellectual and developmental disabilities in Linked Learning best practices inclusive of employment and continuing education, full participation in the offering, completion of a pre and post knowledge form. Offerings to staff will be appropriate for all students in the Young Adult Program.</p> <p>Salary and Benefits costs included. ET/OT wage and benefits are determined by individual support staff team members (these are AFSCME and SEIU members) and are not easily set forth with the formal provided. Amount included in plan is an estimate based on participation and total cost from planning grant.</p> | \$4,459.98 | 2225 | Classified Support Salaries Overtime | | | Entrepreneurship |
| 308-3 | <p>Teacher on Special Assignment School: Hire an 11 Month TSA at .125 FTE.</p> <p>The 11 Month TSA is responsible for supporting the development of community work experiences and internships that are aligned to students' needs and interests, integration of pathway development across programs and support providers, deepening connections between the Peralta Community College offerings, and development of student outcome/ capstone project. This position benefits all students by increasing pathway development, connections among their classes, bolstering pathway integration into all offerings, and creating instructional experiences that better prepare YAP students for offerings and opportunities available to them after exiting the District/ school. All services provided, and focus for student support align with goals and strategic missions as defined in the EIP document.</p> <p>PCN 9889 Bridget Moriarty, at .125 FTE \$15,552.52 (Salary and Benefit costs included). This is a 0.8 FTE position that is being partially funded through Measure N/ H funding.</p> | \$15,552.52 | 1119 | Teacher on Special Assignment | TSA | .125 FTE | Entrepreneurship |

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|-------------------------|----------------------------|----------------|------------|
| School Name: | Young Adult Program | Site #: | 308 |
| Pathway Name(s): | Entrepreneurship | | |

School Description

Oakland Unified School District's Young Adult Program (YAP) continues to implement a Linked Learning pathway that builds on our long-standing strengths in personalized learning, individualized internships, and career exploration while expanding opportunities for more students to access structured work-based learning, college credit, and career readiness. YAP serves students have received a Certificate of Completion or Modified Diploma, have an Intellectual and/or Developmental Disability (ID/DD), and are aged 18-22. YAP serves about 130 students and works to provide an inclusive and community-based experience that is appropriate, adjusted, and modified for each enrolled student. Fundamentally, YAP believes in Employment First practices in support of our young people with an ID/DD as they build the skills towards participating in a meaningful life of responsible independence. Employment First is a national framework that aims to help people with disabilities find jobs in the community. The goal is to achieve Competitive Integrated Employment (CIE), where people with disabilities work in the same jobs, and earn the same amount of money, as people without disabilities.

School Mission and Vision

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

School Demographics

| | | | | | | | | | |
|---|---|--------------------------|----------------------------|--------------------------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------|
| 2023-2024 Total Enrollment Grades 9-12 | | | 137 | | | | | | |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % Current Newcomers | % SPED | % SPED Severe |
| | 63.5% | 36.5% | 97.1% | 83.3% | 19.7% | 18.2% | | 100.0% | 35.0% |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| | 37.2% | | 10.2% | 36.5% | 2.9% | | 8.8% | 3.6% | 0.7% |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | Special Education | | | |

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

| Whole School Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) |
|---|----------------------------------|-------------------------|------------------------------|-------------------------|----------------------------------|------------------------------|-------------------------|----------------------------------|---|
| Four-Year Cohort Graduation Rate | TBD | 0.0% | | 0.0% | TBD | | | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| Four-Year Cohort Dropout Rate | TBD | 0.0% | | 0.0% | TBD | | | | |
| A-G Completion Rate (12th Grade Graduates) | TBD | TBD | | TBD | TBD | | | | |
| Course Completion Rate (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| On Track to Graduate - 9th Graders | TBD | TBD | | TBD | TBD | | | | |
| 9th Graders meeting A-G requirements | TBD | TBD | | TBD | TBD | | | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | TBD | TBD | | 0.0% | 0.0% | | | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 100.0% | 66.7% | | 0.0% | 0.0% | | | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | TBD | TBD | | TBD | TBD | | | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | TBD | TBD | | TBD | TBD | | | | |
| CTE Participation (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | TBD | TBD | | TBD | TBD | | | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | TBD | TBD | | TBD | TBD | | | | |
| Focal Student Population Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Mid-Year Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Mid-Year Data | 2025-26 Goal (3-Year Goal) |
| Four-Year Cohort Graduation Rate | TBD | TBD | | TBD | TBD | | | | |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| Four-Year Cohort Dropout Rate | TBD | TBD | | TBD | TBD | | | | |
| A-G Completion - 12th Grade (12th Grade Graduates) | TBD | TBD | | TBD | TBD | | | | |
| Course Completion Rate (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| On Track to Graduate - 9th Graders | TBD | TBD | | TBD | TBD | | | | |
| 9th Graders meeting A-G requirements | TBD | TBD | | TBD | TBD | | | | |

| | | | | | | | | | |
|---|-----|-----|--|-----|-----|--|--|--|--|
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | TBD | TBD | | TBD | TBD | | | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | TBD | TBD | | TBD | TBD | | | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | TBD | TBD | | TBD | TBD | | | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | TBD | TBD | | TBD | TBD | | | | |
| CTE Participation (Continuation)* | N/A | N/A | | N/A | N/A | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | TBD | TBD | | TBD | TBD | | | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | TBD | TBD | | TBD | TBD | | | | |

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| Indicator <i>Instructions: Complete the Strengths and Challenges columns columns for all indicators in bold (lines 47-50. Then select ONE of the indicators from lines 51-54 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i> | Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> |
|---|--|---|
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together) | <p>-We have been successful at supporting a wide range of learners achieve specialized outcomes that are appropriate for them: students accessing in-home supports, students participating in an adult day-program, students participating in a supported work adult program</p> <p>-Support networks of our students report a positive perception of our school and view the opportunities provided to students as in their best interests; support networks continue to hold us to a high standard, across our school, and we work to integrate their feedback and adjust our offerings as quickly and best as we can</p> <p>-Students report feeling empowered in their decision making and the decision making of our school site; this is intentional as a foundational belief of YAP is that our students deserve the opportunity to be decision-makers about themselves, their school, and their activities</p> | <p>The need to individualize for all learners across the Moderate to Extensive Support Need spectrum has proven to be quite challenging. All of our students require additional support inclusive of, but not limited to: direct 1:1 supervision, toileting/ personal care needs support, behavioral interventions, adaptations and modifications to academic coursework including offering functional academic support. Their needs are compounded by perceptions of their ability, or lack thereof, by community-members, support networks, and previous school experiences.</p> <p>We also experience challenges when a student's perceived behaviors are outside of the norm or expected. This can lead to a challenge in retaining students at our school. This can look like making referrals to non-public schools, early contracting with adult service providers, or support networks removing a student from YAP due to a perception of challenge or quality of instruction.</p> <p>It must be recognized that we are a non-compulsory educational program and therefore rely on the interest in participation of students and support networks. Our Program has grown due to the fact that we are responsive to the needs of our young people in a way, as reported by support networks, other educational experiences have not been. This is a fundamental component of what we do. We hold the belief that, "Transition is for everyone" and we work to help educate support networks about what services and offerings are available as students exit District services. This has been an important component in enrollment and retention.</p> <p>Theory of Action: If we, as the Young Adult Program, are able to better systematize and embed our course of study (that is applicable to all participating students) then students and support networks will be better able to recognize and benefit from the programming that is available.</p> <p>Further Connection: A better articulated course of study that enabled support networks to visualize success that is appropriate for the outcomes available to students with Intellectual and Developmental Disabilities will encourage increased participating in other District-provided offerings before students enroll in the Young Adult Program leading to increased/ improved outcomes across the continuum.</p> |
| A-G Completion - 12th Grade | By definition, no student participating in the Young Adult Program is eligible to receive an A-G diploma. | N/A |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together) | All students in the Young Adult Program are designated as Grade 12 throughout their time with us and exit based on California Ed Code related to the year and month of their birth. Student growth and skill acquisition is measured through the Individualized Education Plan process that includes goal tracking, annual and triennial assessment, and regular review to ensure that students are building the skills that they will need to be college, career, and community ready. | <p>-Lack of access to offerings before students matriculate to the Young Adult Program</p> <p>-Ableism and negative perspectives/ beliefs of what individuals with intellectual and developmental disabilities can and cannot do</p> <p>-Lack of consistency in access to offerings leading to a diploma or coursework leading to CTE certification</p> |

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| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together) | <ul style="list-style-type: none"> -We have worked hard to disrupt the narrative around continuing education and access for individuals with Intellectual and Developmental Disabilities through our strong connections with the Peralta Colleges especially at Merritt and Laney. We have developed specialized routes to participation for a population that is historically under served and represented in a continuing education space -There are not a lot of options for individuals with Intellectual and Developmental disabilities to be meaningfully included in 2 and 4 year colleges at this time. There are 40 total spots for inclusive college programming in the Bay Area (stretching from SF State to Fresno to UC Davis) and OUSD currently has 7 students enrolled at this time. -Collaborative opportunities to articulate the skills students will need to be successful in these inclusive college programs with direct connections to the leaders of these programs as well as the adult service providers that will support students as they participate | <ul style="list-style-type: none"> -Continued connections and improved communication with adult service providers to ensure that the skills we are supporting students to build are supported as they exit our programming. Many of our students enter programs that have a clear belief in their priorities and experiences offered to participants -Continued development of courses of study that include supported work towards an AA and/or Certificate from the Community Colleges and/or Oakland Adult and Career Education -The reality of college access for our students after YAP is, to put it mildly, stark. There are about 40 seats (total) in inclusive college programming for students to engage in in the Bay Area. Regular connections with the leaders of inclusive college programming to better define what students will require to be successful while participating in these programs. Collaboration around articulation of programs of study for individuals to obtain AAs and certificates. <p>Theory of Action: If we continue to collaborate with college partners to promote access and participation as well as develop our community and industry partners for meaningful access to competitive and integrated employment opportunities and readiness training, then we will be better able to prepare YAP students to meaningfully engage in continuing education and accessible employment.</p> |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | <ul style="list-style-type: none"> -We have a strong relationship with the Regional Center of the East Bay (RCEB) to offer Paid Internships that are aligned to the beliefs and best practices of Competitive and Integrated Employment (CIE). This connection ensures that all students that engage in an internship is paid and has a deeper connection with their RCEB Case Manager -We have been able to design, develop, and implement a wide array of offerings that connect students to employment and the development of their vocational skills leading to direct hire (where appropriate). -Our Makerspace provides an opportunity for young learners that are not ready, or prefer not to, for employment in a community-setting to build the skills they will need to access employment, be more independent, and engage in an appropriate internship | <ul style="list-style-type: none"> -Greater development is required around our course of study and base instruction/ instructional opportunities provided to students across the school. At this time, many decisions are left to teachers/ local program teams to determine what is, and is not, in the best interest of individual students. This leads to uneven skill development, varied/ changing expectations, and impacts student outcomes. -A school-wide (re)establishment of what is and is not an appropriate internship and learning outcome to drive student skill growth and development. At this time, we've had to rely on our program teams to chart the course for students as we have not been provided the opportunity to truly grow our understanding across the school and to best include all students in these offerings/ opportunities |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | <ul style="list-style-type: none"> -Our program has developed opportunities for all students to access Dual and/or Concurrent enrollment classes at both Laney and Merritt College -Our support plans ensure that if students are struggling we create individual plans that prioritize support that students need to be successful -Programmatically, we prioritize access, opportunity, and experience over final grade. In our students' context, this is an important point to make as they have historically been excluded from continuing education opportunities (individually and as a collective group of people with intellectual and developmental disabilities) | <ul style="list-style-type: none"> -Better courses of study leading to certificates and/or AA degrees are required to better outcomes of students that are participating in these opportunities. -Stronger connections and more regular communication with SAS to ensure that all students have access to reasonable accommodations and support while participating in community college programming |
| Percentage of 10th-12th grade students in Linked Learning pathways | <ul style="list-style-type: none"> -All students are on track to be in the pathway as it is introduced and rolls out next year -Strong college and career program that is available to all students that are participating | <ul style="list-style-type: none"> -Need to better define access points and make relatable the Pathway experience to students, families, guardians, support networks, and program adult staff -All students are encouraged to develop and build their employability and life skills aligned with best practices in supporting young learners with Intellectual and Developmental Disabilities. This means engaging with industry partners to better support skills growth and development that is appropriate and meaningful for the students in the Young Adult Program. -Continuing need to define best practices in employment and continuing education to support individuals with Intellectual and Developmental Disabilities as they attempt to join the job market, participate in continuing education, and build the skills needed to decide how they want to access employment and entrepreneurship -Engage the pathway leadership team in defining the pathway experience for all students in the Young Adult Program to engage students and illustrate their skill development to improve student outcomes |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | <ul style="list-style-type: none"> -The Young Adult Program believes that all students, regardless of impact of disability/ learning difference, should have the opportunity to participate in meaningful activities that lead to them being able to access employment opportunities that are accessible and appropriate for them -The Young Adult Program focuses on instruction in Pre-Employment Training Services (Pre-ETS) that lead to inclusion in community-based offerings that can include direct instruction in Career Technical Education offerings at Laney and Merritt College -For the majority of Young Adult Program students, YAP is the first meaningful time that they have been encouraged to view themselves as employable and it is vital to provide opportunities to access instruction that is interesting, applicable, and supported. | <ul style="list-style-type: none"> -We do not have a formal Capstone project at this time. The Young Adult Program supports students with a wide variety of support need and our community has struggled to identify a single process or procedure that is appropriate for all participants to illustrate their growth -We have begun the practice of a Transition Olympics wherein YAP students are able to show their skill development in employment, independent living, mobility skills, and functional academics. We have developed a series of events, that have been scaled/ adapted to be as inclusive as possible, where students are able to show what they know: mock interviews, completing a series of vocational tasks, cleaning a bedroom/ making a bed, counting money/ dollar-up, loading a dishwasher, etc. |

PATHWAY QUALITY ASSESSMENT

Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category

Evidence of Strengths**Areas For Growth****Next Steps**

Will any of these categories be a priority for your 3-year goals? If yes, which ones?

| | | | |
|---|--|--|---|
| <p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p> | <ul style="list-style-type: none"> -Equitable admissions: all eligible students are accepted and enrolled in programming that is appropriate for them based on their Individual Education Plan -Students are enrolled in program-type that is appropriate for their need profile and movement between programs is supported on a case-by-case basis; some students move from more restricted to least restricted (and vice versa) based on ability, interest, and support needs -College access available to all students regardless of year participating in YAP. Dual and Concurrent classes are accessible at the community colleges based on student need, interest, and support level -Regular assessment (both annually and every three years) through the IEP process to best determine levels of independence, opportunities to access, and skills to focus on for each individual student -Regular contact and communication with a wide array and variety of partners in the community from social services organizations (RCEB, Developmental Disability Advisory Council of Alameda County), colleges/ universities (Peralta, SF State Inclusion Pilot Program, UC Davis Redwood Seed), industry partners (Safeway, City of Oakland, PG&E, etc.), commitment to increase partnership with families/guardians/ support networks through formal and informal structures | <ul style="list-style-type: none"> -Developing better systems for regular participation and feedback from parents, families, and support networks -Developing better and more regular communication systems to keep students, support networks, and -Development of a better understanding, across team members and stakeholders, of the opportunities and realities of adult services provided for young people with Intellectual and Developmental Disabilities -Develop the capacity of YAP team members to better support students as they engage meaningfully in community-based offerings inclusive of workbased learning and post-secondary connections -Design and embed entrepreneurship-based skills and projects to align student activities to the outcomes leading to independence, employment opportunities, and continuing education offerings -Explore college and career readiness benchmark and demonstration of mastery opportunities, such as a tangible or digital portfolio, for all pathway students. | <ul style="list-style-type: none"> -Continuing the work to engage stakeholders as meaningful members of their young person's team; many families report feeling excluded during previous school experiences and we actively work to involve all support networks in decisions, plans, and activities. However, this work must continue to evolve in response to the needs of our community -Continue to develop community connections with organizations, businesses, and individuals that are positioned and ready to support individuals with Intellectual and Developmental Disabilities. Support these organizations with direct training in how best to support individuals with additional needs (Have already started the process with organizations like: CiviCorps, Alameda County Public Defenders Office, Destiny Arts Center) Connection to Strategic Action Plan for 25/26 -Instructional team (teachers, support staff, etc.) have illustrated an understanding of the importance of and commitment to supporting all students become college, career, and community ready in a way that is individualized and meaningful to them. The team will serve as our Pathway leadership team to develop the integrated program of study components (curriculum, early college credit, student support WBL) in coherent way, aligned to the pathway theme and CTE standards and that fits our students' context and is most appropriate for them -Instructional team have illustrated a commitment to ensuring that students have meaningful and skills-aligned schedules that reflect an inclusive community-based experience and are further developing internship, continuing education, and community-access offerings and opportunities -Identify three priority CTE curriculum standards for entrepreneurship that will be embedded into existing YAP courses, ensuring student gain foundational knowledge in business development, financial literacy, and marketing strategies -Fostering existing partnerships and expand partnerships with industry and community members to provide access and opportunities to our young learners with intellectual and developmental disabilities -Work with pathway team to explore developing Transition Portfolio best practices for all students in the Young Adult Program |
| <p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p> | <ul style="list-style-type: none"> -All students are provided the opportunity to participate in a Paid Internship Program (PIP) at a site/location/business that is included in the community and competitively hired for -All students encouraged to develop their vocational and pre-vocational skills through a series of vocational/ employment opportunities that include, but are not limited to: volunteer, job shadowing, mock interviews, employee interviews, vision boarding/ future planning -Makerspace/ Microenterprise program promotes access to the world of work that is directly aligned to pathway vision and mission; developing connections with local artists and others that require piece-work type support -Employment First practices as a basis for ensuring that all of our young people are provided the opportunity to access employment and to build the skills leading to Integrated and Competitive employment -Industry partners participated in Work-based learning experiences for all Young Adult Program Internships and work experiences | <ul style="list-style-type: none"> -Identification of additional workplace experience partners in the community that are positioned to support young people with intellectual and developmental disabilities -Continued development around the skills and actions required for Job Coaching support provided by adult staff to individuals with Intellectual and Developmental Disabilities -Fostering existing partnerships and expand partnerships with industry and community members to provide access and opportunities to our young learners with intellectual and developmental disabilities | <ul style="list-style-type: none"> -Better alignment is required around our WBL plans for each student; we have found that some students stagnate in the same PIP as there is comfort in continuity. However, we must continue to develop our offerings so that we can best prepare our young learners for the world of work. -Direct training and support around the tenets of Job Coaching for all adult staff team members -Develop processes that align with best practice tenets of WBL to ensure that we are receiving feedback from employers/ industry leaders, participants, and support personnel to provide a higher level of appropriate work, support, and opportunity for all students in the Young Adult Program -Creation of YAP Community-Connections guide to better prepare, share, and prioritize opportunities and experiences that align with student goals and needs and promotes access to competitive integrated employment -Continued training provided to YAP team members around appropriate support, fade plans, job coaching, and WBL best practices to ensure student growth throughout the WBL opportunity/ experience -Need to engage with industry partners to provide opportunities for store owners, business leaders, etc., work with students to discuss their pathway to employment, engage in mock interviews, and inform and support the development of post-secondary planning and business plans |

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| Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation | -Utilization of curriculum that is directed towards the development of students' vocational and pre-vocational skills that is individualized and scalable across a program that provides services to a student population with a wide-array of skills and needs (Ori, Teachtown, Education Associates) -Targeted supports provided on a student-by-student basis to better develop the skills leading to responsible independence and a meaningful life including direct instruction in: Vocation/ Pre-vocational skills, Mobility, Continuing/ Post-Secondary Education, Recreation/ Leisure skills that are appropriate for Transition aged students with Intellectual and Developmental Disabilities (as defined by the State of California) -The Young Adult Program prioritizes including all members of our students' support network (parents, families, guardians, etc..) to engage in Transition Services and Support. We engage support networks and families in the belief that Transition Services are for every member of our community and this includes families/ guardians/ support networks. Our support networks have provided advocacy and needed support to our students for a long time and it is our responsibility to ensure that they are prepared to support students into the future. It is our families/ guardians/ support networks that will help our students be successful and connected into the future. We believe that this is a true mover of student success after our programming. We show this through regular communication, engagement around what support networks view as priorities for their young person, and encouraging support networks to work and plan on what options are available after the student exits District services. | -Building of courses of study that could lead to an AA or Certificate from the local Community College for Young Adult Program participants -Identification and connections with additional institutions of continuing education that YAP students can access with with YAP and after they exit the District/ school (OACE, social/ skill groups) | -Working towards an advanced degree (AA) or Certificate from the community colleges, for many, is intimidating and we must refine what we are asking of our young people and communicate this plan clearly to our YAP team members and community supports; articulate vision for supporting students as they obtain certifications -Continued development of opportunities that students can access after YAP; must continue to work to disrupt the sheltered workshop model of adult services that are available for individuals with Intellectual and Developmental Disabilities Connection to Strategic Action Plan for 25/26 -Continued development of opportunities for young learners with Intellectual and Developmental Disabilities to access college offerings/ opportunities with a focus on access for our most impacted young learners who have historically not been able to participate in these offerings -Commitment to in-program supports leading to industry certifications (Food Safe Handlers, etc..) that encourage students to build the skills that they will need to access employment opportunities -Provide connections to Disability Awareness and Etiquette trainings provided by team members, Department of Rehabilitation, or non-public agencies that align with Workforce Development specifically promoting inclusive practices for young learners with Intellectual and Developmental Disabilities |
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2025-2026: YEAR THREE**Pathway Strategic Goals****Pathway Quality Strategic Goals (Planning Year 2024-25)****Check in on your first year of Implementation:**

-To what extent is the pathway on track for accomplishing this goal by 2026?

By June 2026, the Young Adult Program will have a well-established and formalized Pathway Team that observes, investigates, and supports the work towards a fully compliant and effective Pathway program and system as measured by student outcome and participation data. We expect to see this pathway work positively affect student schedules, plans, and offerings that are aligned to our students' needs and consistent with the expectations set forth by the Measure N/H Commission.

-Instructional team (teachers, support staff, etc..) have illustrated an understanding of the importance of and commitment to supporting all students become college, career, and community ready in a way that is individualized and meaningful to them
 -Instructional team have illustrated a commitment to ensuring that students have meaningful and skills-aligned schedules that reflect an inclusive community-based experience and are further developing internship, continuing education, and community-access offerings and opportunities
 -Young Adult Program team members have been working in isolation for an extended period of time and it is a challenge to shift language and frameworks that have been consistent to meet the needs of new programs and avenues of support for students in the program
 -As we move forward we have identified that we need to be more consistent with our data collection around the change in staff perspectives through interviews and feedback surveys
 -We track student participation through schedule reviews and as the year has moved forward we have seen more students engaging in Community-College programming and paid work experiences which is an indicator that our community is finding alignment in the main points of instruction provided to students in the Young Adult Program.
 -Young Adult Program staff have been supported by building connections between Linked Learning model and best practices and the best practices that they have been trained in supporting individuals with Intellectual and Developmental disabilities access employment and continuing education opportunities
 We assess the instructional team's understanding and commitment to CCCR opportunities through a multi-faceted approach.
 1) Regular PD sessions followed by knowledge checks and application activities such as small group planning sessions among teachers and support staff
 2) Classroom observations and direct modeling of lessons that focus on development of career-related skills.

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| By June 2026, the Young Adult Program will have a clear course of study aligned to an expanded and more comprehensive Work-Based Learning (WBL) experience for participating students as measured by additional and improved employer engagement as well as student participation and outcome data. | | <p>-Local Program teams have been meeting with support from Assistant Principal to review schedules and plans for students to ensure that they are meaningful and prioritizing community-based experiences that are appropriate</p> <p>-Ongoing meetings with the leadership of Linked Learning to ensure that plans and language align with the Linked Learning standards and operating procedures</p> <p>-Always more work to be done to review, re-establish, and implement quality instruction; team views this connection with Measure H/N and Linked Learning as an opportunity that we have been waiting for. Will take time to fully embed the language of Linked Learning into our specialized context, but we believe we can work through that challenge together</p> <p>-The Young Adult Program has an Art Series of Dual Enrollment Courses at Laney that has seen full enrollment (25 students) every semester it has been offered, we have had a Music offering and the one semester it was offered the course was fully enrolled, we had a Culinary offering for two semesters and each semester it was offered it was fully enrolled. We have had an agreement with the Kinesiology department to provide appropriate and accessible offerings for students and have had about 70 students participate in the Laney Kinesiology offerings every semester they have been available.</p> <p>-For Concurrent enrollment our numbers have varied greatly and we are engaging in a discussion about how to support more students as they access Concurrent Enrollment offerings especially ones that could lead to a certificate and/or AA. Fall 2024: 42 students participated; Summer 2024: 2 students participated; Spring 2024: 42 students participated; Fall 2023: 62 students participated</p> |
| By June 2026, the Young Adult Program will continue to expand Access to College Credit, opportunities, and experiences that are appropriate for our young learners with Intellectual and Developmental Disabilities and include instruction in Career Readiness as well as the Integration of CTE Standards as measured by community connection development documentation as well as student participation and outcome data. | | <p>-Development of and further refelction on our Young Adult Program Course of Study to push participation in internships and community college offerings for students across the spectrum of need</p> <p>-Professional development provided to all team members about supporting students in inclusive spaces</p> <p>-Engagement with Regional Center of the East Bay Case Managers and Adult Service providers leading to student placement and participation in post-OUUSD programming is moving forward in a more aligned and inclusive manner this year reflective of the work to inform community, family members, and students of the opportunities that are available.</p> |
| Pathway Strategic Actions Reflection | | |
| 2024-2025 Strategic Actions | | <p>Reflection on 2024-2025 Strategic Actions</p> <p><i>For the Strategic Action sets for each goal, answer:</i></p> <p>-Are you on track for accomplishing the actions for the related goal this school year?</p> <p>-If so, what has been done or will be done by the end of the year to accomplish it?</p> <p>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> |
| 24-25 Strategic Actions for Goal #1 | Build foundational knowledge and buy-in of Young Adult Program staff to adjust and adapt to the Linked Learning model while maintaining our best practices for providing services to students with Intellectual and Developmental Disabilities. Develop understanding of a comprehensive pathway team across program team members. | <p>We are on-track to meet this goal. This will be an on-going goal as we attempt to utilize the language of Linked Learning in our context while also ensuring that our students' needs and best interests are reflected in our plans, supports, and activities.</p> <p>Retreat was a success with most participating team members reporting that it was a valuable opportunity that pushed their thinking about providing services to young learners with Intellectual and Developmental Disabilities</p> <p>-Continued commitment to providing this opportunity and funding the experience for/with YAP staff members regardless of job class</p> <p>-Data has been collected through interviews and small-group discussion with team members; we have also been reviewing student schedules and plans to see specific student offerings that are in alignment with MNH practices</p> <p>-An on-going challenge continues to be that there are best practices and specific language for supporting young people with Intellectual and Developmental Disabilities that is aligned, but different than the language adopted by the Linked Learning alliance</p> <p>-Information was collected through interviews (individual and small-group) as well as reviewing of student schedules and participation data for community college offerings and participation in internships</p> <p>-Formal data collection outside of engagement and participation was not collected in this round of retreats; however, feedback surveys will be provided going forward to help analyze understanding of the material and to get a feel for topics to prioritize for upcoming PD.</p> |
| 24-25 Strategic Actions for Goal #2 | Evaluate current programmatic offerings: Identify programmatic best practices to maintain, areas of need to address, and creative ways to engage with current District systems to ensure that students in the Young Adult Program have access to opportunities and experiences that are appropriate for and relevant to them. | <p>We are on-track to meet this goal. Students are being engaged in applicable, appropriate, and meaningful activities leading to post-OUUSD success. On-going need to continue to develop offerings and opportunities to meet the need profiles of the young learners in the Young Adult Program.</p> <p>Second retreat has proven to be more impactful than the first. Conversations shifted from the things that we cannot control (family involvement/ support, community fear/ apprehension around individuals with disabilities) and into a discussion of what we can do to better support students- commitment to plan, collection of data, alignment in instruction were all points that were discussed and not immediately rejected.</p> <p>-Continued commitment to providing this opportunity and funding the experience for/with YAP staff members regardless of job class</p> <p>-Team has engaged in a series of conversations (small group, individual) to determine understanding and commitment to improving offerings to students in the Young Adult Program that are in alignmnet with Measure N/H practices.</p> <p>-Information was collected through interviews (individual and small-group) as well as reviewing of student schedules and participation data for community college offerings and participation in internships</p> |
| 24-25 Strategic Actions for Goal #3 | Expanding opportunities through collaboration with District partners, community college teams, and employers/ industry partners to promote inclusion and access for young people with intellectual and developmental disabilities. | <p>We are not on-track to meet this goal.</p> <p>The realities of ableism and exclusion directly affect our ability to build plans, programs, and offerings that will disrupt the narrative and discrimination against individuals with intellectual and developmental disabilities. The Young Adult Program recognizes that we must continue to promote and place students into opportunities that are ready for them and the work of ensuring that they are seen as students, employees, and individuals is and will be a long process that is going to take our general education/ non-disabled partners to continue to participate.</p> <p>-Training has been provided to businesses in the community from industry partners that are knowledgeable in supporting individuals with intellectual and developmental disabilities</p> <p>-Discussion has been had about supporting OUUSD Linked Learning team members in building their knowledge of and support to individuals with intellectual and developmental disabilities, but those plans have not been solidified</p> <p>-Linked Learning team continues to work on Reasonable Accommodations document to better align their offerings and support for individuals with disabilities and learning differences. Once that work is completed, it may provide a better access point for students that are on-track to the Young Adult Program to be able to more meaningfully participate in District-provided offerings</p> |

| Pathway Strategic Actions 2025-2026 | | | |
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| 2025-2026 Strategic Actions | | | |
| Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026? | | | |
| Goal #1: By 2026 | By June 2026, the Young Adult Program will have a well-established and formalized Pathway Team that observes, investigates, and supports the work towards a fully compliant and effective Pathway program and system as measured by student outcome and participation data. | New or Revised Strategic Actions for Goal #1 | Redefine the Instructional Leadership Team (ILT) as the YAP Pathway Team, ensuring it includes teachers, work-based learning coordinators, and student support staff to best Implement our Linked Learning pathway implementation plan focused on entrepreneurship, industry-aligned learning, and work-based learning experiences. |
| | We expect to see this pathway work positively affect student schedules, plans, and offerings that are aligned to our students' needs and consistent with the expectations setforth by the Measure N/H Commission. | | Develop a structured WBL continuum, ranging from career awareness (guest speakers, workplace visits) to career preparation (paid internships and job placements). |
| | | | Provide professional development for staff and industry partners on supporting YAP students in career-focused learning and workplace experiences, integrating Employment First principles to better provide opportunities for team members to build context and understanding around MNH and Linked Learning in our particular context through on-going retreat and professional development opportunities. |
| Goal #2: By 2026 | By June 2026, the Young Adult Program will have a clear course of study aligned to an expanded and more comprehensive Work-Based Learning (WBL) experience for participating students as measured by additional and improved employer engagement as well as student participation and outcome data. | New or Revised Strategic Actions for Goal #2 | Redefine the Instructional Leadership Team (ILT) as the YAP Pathway Team, ensuring it includes teachers, work-based learning coordinators, and student support staff to best Implement our Linked Learning pathway implementation plan focused on entrepreneurship, industry-aligned learning, and work-based learning experiences. |
| | On-going development of industry/ business partners that are willing to work with individuals with intellectual and developmental disabilities will be vital in meeting this goal. We will continue to rely upon our Regional Center of the East Bay connection as well as the job development best practices that our team has obtained from ACRE (Association of Community Rehabilitation Educators) training that is the foundational basis for our best practices in vocational support. | | Develop a structured WBL continuum, ranging from career awareness (guest speakers, workplace visits) to career preparation (paid internships and job placements). |
| | | | Provide professional development for staff and industry partners on supporting YAP students in career-focused learning and workplace experiences, integrating Employment First principles to better provide opportunities for team members to build context and understanding around MNH and Linked Learning in our particular context through on-going retreat and professional development opportunities. |
| Goal #3: By 2026 | By June 2026, the Young Adult Program will continue to expand Access to College Credit, opportunities, and experiences that are appropriate for our young learners with Intellectual and Developmental Disabilities and include instruction in Career Readiness as well as the Integration of CTE Standards as measured by community connection development documentation as well as student participation and outcome data. | New or Revised Strategic Actions for Goal #3 | Redefine the Instructional Leadership Team (ILT) as the YAP Pathway Team, ensuring it includes teachers, work-based learning coordinators, and student support staff to best Implement our Linked Learning pathway implementation plan focused on entrepreneurship, industry-aligned learning, and work-based learning experiences. |
| | We believe that the young learners in the Young Adult Program deserve the opportunity to participate in continuing education opportunities when they leave our program. This is illustrated by about 18% of inclusive college seats in the Bay Area are held by YAP graduates (7/40). It is important to note both the high amount of OUSD grads participating in these programs as well as the lack of total seats in the Bay Area, California, and Nation. | | Provide professional development for staff and industry partners on supporting YAP students in career-focused learning and workplace experiences, integrating Employment First principles to better provide opportunities for team members to build context and understanding around MNH and Linked Learning in our particular context through on-going retreat and professional development opportunities. |
| | | | Develop a structured continuing education continuum, ranging from college access (dual enrollment) to courses leading to certificates and AAs (concurrent enrollment.) |
| Budget Expenditures | | | |
| Effective July 1, 2025 - June 30, 2026 | | | |
| 2025-2026 Pathway Budget | | | |

| BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is red for approval) <i>(protected cells below are to be completed by MN/H staff only)</i> | Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i> |
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| Teacher Salaries Extended Contracts: Extended Contracts to pay teachers for working beyond assigned duty days/ hours to participate in College, Career and Community Retreats Program teachers and two TSAs to attend YAP College, Career, and Community Readiness Retreats at the start of the school year and second semester to provide an opportunity for team members to engage in and plan for the implementation of our Single-Pathway school design to best support young learners with Intellectual and Developmental Disabilities. This opportunity will directly affect students by building a community of practice that is aligned to the strategies and supports students in Mod-ESN programs require to find their success. This opportunity is directly related to our instructional team's adoption of the Linked Learning framework and best practices in service of our young learners. All services provided, retreat agendas, and focus for professional development align with goals and strategic missions as defined in the EIP document. All time provided by District staff are to be completed outside of traditional work hours/ days. Accomplishment standards include: engagement in Professional Development around best practices for supporting students with intellectual and developmental disabilities in Linked Learning best practices inclusive of employment and continuing education, full participation in the offering, completion of a pre and post knowledge form. Offerings to staff will be appropriate for all students in the Young Adult Program. Bugdet Calculation: 14 teachers x \$47.50 + 25% benefits cost x 6 hours = \$4,987.50 | \$4,987.50 | 1120 | Teacher Salaries Stipends | | | Entrepreneurship | Approved | |

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| <p>Support Staff (Paraeducator and Instructional Support Specialist ET/OT: ET/OT to pay support staff team members for working beyond assigned duty days/ hours to participate in College, Career and Community Retreats</p> <p>Program Support Staff team members (Paraeducators and Instructional Support Specialists) to attend the YAP College, Career and Community Readiness Retreats at the start of the school year and second semester to provide an opportunity for team members to engage in, and plan for, the implementation of our Single-Pathway school design to best support young learners with Intellectual and Developmental Disabilities. This opportunity will directly affect students by building a community of practice that is aligned to the strategies and supports students in Mod-ESN programs require to find their success. This opportunity is directly related to our instructional team's adoption of the Linked Learning framework and best practices in service of our young learners. All services provided, retreat agendas, and focus for professional development align with goals and strategic missions as defined in the EIP document. All time provided by District staff are to be completed outside of traditional work hours/ days. Accomplishment standards include: engagement in Professional Development around best practices for supporting students with intellectual and developmental disabilities in Linked Learning best practices inclusive of employment and continuing education, full participation in the offering, completion of a pre and post knowledge form. Offerings to staff will be appropriate for all students in the Young Adult Program.</p> <p>Salary and Benefits costs included. ET/OT wage and benefits are determined by individual support staff team members (these are AFSCME and SEIU members) and are not easily set forth with the formal provided. Amount included in plan is an estimate based on participation and total cost from planning grant.</p> | \$4,459.98 | 2225 | Classified Support Salaries Overtime | | | Entrepreneurship | Conditionally Approved |
| <p>Teacher on Special Assignment School: Hire an 11 Month TSA at .125 FTE.</p> <p>The 11 Month TSA is responsible for supporting the development of community work experiences and internships that are aligned to students' needs and interests, integration of pathway development across programs and support providers, deepening connections between the Peralta Community College offerings, and development of student outcome/ capstone project. This position benefits all students by increasing pathway development, connections among their classes, bolstering pathway integration into all offerings, and creating instructional experiences that better prepare YAP students for offerings and opportunities available to them after exiting the District/ school. All services provided, and focus for student support align with goals and strategic missions as defined in the EIP document.</p> <p>PCN 9889 Bridget Moriarty, at .125 FTE \$15,552.52 (Salary and Benefit costs included). This is a 0.8 FTE position that is being partially funded through Measure N/ H funding.</p> | \$15,552.52 | 1119 | Teacher on Special Assignment | TSA | .125 FTE | Entrepreneurship | Approved |

Young Adult Program- Entrepreneurship Pathway/ Employment First Academy Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners: Safeway, Oakland Unified School District Nutrition Services, Custodial Services and Warehouse Teams

Post-Secondary Partners: Laney College, Merritt College, Oakland Adult and Career Education, Sf State Inclusion Pilot Project, UC Davis- Redwood Seed, CSU East Bay Think By the Bay

Community-Based Partners: Regional Center of the East Bay, Developmental Disability Advisory Council of Alameda County, Clausen House, Ala Costa

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| Pathway Vision | Instructional Vision: The Young Adult Program works to provide an inclusive and community-based experience that is appropriate, adjusted, and modified for each enrolled student. Fundamentally, YAP believes in Employment First practices in support of our young people with an Intellectual and/or Developmental Disability as they build the skills towards participating in a meaningful life of responsible independence. Employment First is a national framework that aims to help people with disabilities find jobs in the community. The goal is to achieve Competitive Integrated Employment (CIE), where people with disabilities work in the same jobs, and earn the same amount of money, as people without disabilities. | | | |
| Pathway COP Meeting Time: | Site-Based Programs | Hybrid Programs | Community-Based Programs | Pathway Student Learning Outcomes |
| | Grade level meeting time: | Grade level meeting time: | Grade level meeting time: | |
| <div>Academic Core</div> <div>Student Cohort Integrity</div> <div>Course all students take</div> <div>(Replace with course names linked to course descriptions)</div> | <div>Site-Based Program Teachers:</div> <ul style="list-style-type: none">Gillette, John “Jackie”Boss, AvivHarris, Alex <div>Young Adult Program Courses:</div> <ul style="list-style-type: none">Community-Based InstructionPost-Secondary InstructionJob/ Vocational TrainingCommunity Mobility Instruction | <div>Hybrid Program Teachers:</div> <ul style="list-style-type: none">Bonham, VirginiaNorthup, AlanaGuan, ShirleyDavis, Cale <div>Young Adult Program Courses:</div> <ul style="list-style-type: none">Community-Based InstructionPost-Secondary InstructionJob/ Vocational TrainingCommunity Mobility Instruction | <div>Community-Based Program Teachers:</div> <ul style="list-style-type: none">Alexander, ZachAyala, CynthiaBrooks, ArielJenkins, KurtisMilano, Nykki <div>Young Adult Program Courses:</div> <ul style="list-style-type: none">Community-Based InstructionPost-Secondary InstructionJob/ Vocational TrainingCommunity Mobility Instruction | <ul style="list-style-type: none">All students in the Young Adult Program will exit from District services ready to access college, career, and community in a way that is appropriate and meaningful for them.Students in the Young Adult Program are eligible to receive services and participate in programming mediated through the Regional Center of the East Bay that is inclusive of:<ul style="list-style-type: none">In–home supports<ul style="list-style-type: none">Respite CareIndependent Living SupportsIn-home Support ServicesAdult Day Programs<ul style="list-style-type: none">Clausen HouseAla CostaHenry and HenrySupported Employment Programs<ul style="list-style-type: none">East Bay InnovationsFlourocerInclusive College Programs<ul style="list-style-type: none">SF State Inclusion Pilot ProgramUC Davis- Redwood SeedUC Fresno WayfindersCSUEB Think By the Bay |

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| <div>Integration Types (include description) <i>What will be true across the pathway cohort classes?</i></div> <div><ul style="list-style-type: none">- Practice- Skills- Projects (see row below)- Events (WBL)</div> | <ul style="list-style-type: none">● Year 1<ul style="list-style-type: none">○ Self Determination/Advocacy<ul style="list-style-type: none">■ Attend Self Advocacy wrkshp■ Plan IEP meeting■ Complete daily calendar● Post Secondary Education<ul style="list-style-type: none">○ Functional literacy/ math○ Weekly/ Daily budget sheets○ Appropriate community college classes based on choice/need● Job/Vocational Training<ul style="list-style-type: none">○ Volunteer job work site○ Supported employment if appropriate● Community Based Instruction/Community Mobility<ul style="list-style-type: none">● Travel training● Calendar/ budget work● Community purchasing● Computer skills● Year 2<ul style="list-style-type: none">○ Self Determination/Advocacy<ul style="list-style-type: none">● Choose own schedule● Classes supported at Community College● Lead IEP meeting● Complete daily calendar● Post Secondary Education<ul style="list-style-type: none">● Take entry level Community College English/Math as appropriate● YAP workshops based on choice/need● Job/Vocational Training<ul style="list-style-type: none">● Subsidized employment at job site of choice/interest● Microenterprise● Community Based Instruction/Community Mobility | <ul style="list-style-type: none">● Year 1<ul style="list-style-type: none">○ Self Determination/Advocacy<ul style="list-style-type: none">■ Attend Self Advocacy wrkshp■ Plan IEP meeting■ Complete daily calendar● Post Secondary Education<ul style="list-style-type: none">○ Functional literacy/ math○ Weekly/ Daily budget sheets○ Appropriate community college classes based on choice/need● Job/Vocational Training<ul style="list-style-type: none">○ Volunteer job work site○ Supported employment if appropriate● Community Based Instruction/Community Mobility<ul style="list-style-type: none">● Travel training● Calendar/ budget work● Community purchasing● Computer skills● Year 2<ul style="list-style-type: none">○ Self Determination/Advocacy<ul style="list-style-type: none">● Choose own schedule● Classes supported at Community College● Lead IEP meeting● Complete daily calendar● Post Secondary Education<ul style="list-style-type: none">● Take entry level Community College English/Math as appropriate● YAP workshops based on choice/need● Job/Vocational Training<ul style="list-style-type: none">● Subsidized employment at job site of choice/interest● Microenterprise● Community Based Instruction/Community Mobility | <ul style="list-style-type: none">● Year 1<ul style="list-style-type: none">○ Self Determination/Advocacy<ul style="list-style-type: none">■ Attend Self Advocacy wrkshp■ Plan IEP meeting■ Complete daily calendar● Post Secondary Education<ul style="list-style-type: none">○ Functional literacy/ math○ Weekly/ Daily budget sheets○ Appropriate community college classes based on choice/need● Job/Vocational Training<ul style="list-style-type: none">○ Volunteer job work site○ Supported employment if appropriate● Community Based Instruction/Community Mobility<ul style="list-style-type: none">● Travel training● Calendar/ budget work● Community purchasing● Computer skills● Year 2<ul style="list-style-type: none">○ Self Determination/Advocacy<ul style="list-style-type: none">● Choose own schedule● Classes supported at Community College● Lead IEP meeting● Complete daily calendar● Post Secondary Education<ul style="list-style-type: none">● Take entry level Community College English/Math as appropriate● YAP workshops based on choice/need● Job/Vocational Training<ul style="list-style-type: none">● Subsidized employment at job site of choice/interest● Microenterprise● Community Based Instruction/Community Mobility | |
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Young Adult Program- Entrepreneurship Pathway/ Employment First Academy Program of Study

Industry Sector: Arts, Media, and Entertainment

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| | <ul style="list-style-type: none">Travel training to novel sitesmoney managementbudget weeklyindependent schedule/planningshoppingcookingAgency Connections: RCEB, DOROrganizational skills development <ul style="list-style-type: none">Year 3<ul style="list-style-type: none">Self-Determination/ Advocacy<ul style="list-style-type: none">Independently choose classes with CC counselorIndependently select job site/workCreate goals and lead IEP meetingIndependently create scheduleStay in touch with service providersPost-Secondary Education<ul style="list-style-type: none">Attend Community College classes based on choice, need, and advancementResearch and explore post YAP continuing education optionsJob/ Vocational Training<ul style="list-style-type: none">Expand work experience at community job sitesExplore other agenciesPractice job search skillsCommunity Based Instruction/Community Mobility<ul style="list-style-type: none">Independent travel throughout communityIndependent scheduling/ | <ul style="list-style-type: none">Travel training to novel sitesmoney managementbudget weeklyindependent schedule/planningshoppingcookingAgency Connections: RCEB, DOROrganizational skills development <ul style="list-style-type: none">Year 3<ul style="list-style-type: none">Self-Determination/ Advocacy<ul style="list-style-type: none">Independently choose classes with CC counselorIndependently select job site/workCreate goals and lead IEP meetingIndependently create scheduleStay in touch with service providersPost-Secondary Education<ul style="list-style-type: none">Attend Community College classes based on choice, need, and advancementResearch and explore post YAP continuing education optionsJob/ Vocational Training<ul style="list-style-type: none">Expand work experience at community job sitesExplore other agenciesPractice job search skillsCommunity Based Instruction/Community Mobility<ul style="list-style-type: none">Independent travel throughout communityIndependent scheduling/ | <ul style="list-style-type: none">Travel training to novel sitesmoney managementbudget weeklyindependent schedule/planningshoppingcookingAgency Connections: RCEB, DOROrganizational skills development <ul style="list-style-type: none">Year 3<ul style="list-style-type: none">Self-Determination/ Advocacy<ul style="list-style-type: none">Independently choose classes with CC counselorIndependently select job site/workCreate goals and lead IEP meetingIndependently create scheduleStay in touch with service providersPost-Secondary Education<ul style="list-style-type: none">Attend Community College classes based on choice, need, and advancementResearch and explore post YAP continuing education optionsJob/ Vocational Training<ul style="list-style-type: none">Expand work experience at community job sitesExplore other agenciesPractice job search skillsCommunity Based Instruction/Community Mobility<ul style="list-style-type: none">Independent travel throughout communityIndependent scheduling/ | |
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Young Adult Program- Entrepreneurship Pathway/ Employment First Academy Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners: Safeway, Oakland Unified School District Nutrition Services, Custodial Services and Warehouse Teams

Post-Secondary Partners: Laney College, Merritt College, Oakland Adult and Career Education, Sf State Inclusion Pilot Project, UC Davis- Redwood Seed, CSU East Bay Think By the Bay

Community-Based Partners: Regional Center of the East Bay, Developmental Disability Advisory Council of Alameda County, Clausen House, Ala Costa

| | | | | |
|--|--|--|--|--|
| | <div>planning<ul style="list-style-type: none">■ Bank account access■ Demonstrate organizational skills/practices</div> <div>● Year 4<ul style="list-style-type: none">○ Self-Determination/ Advocacy<ul style="list-style-type: none">■ Create and plan schedule based on choice/need■ Advocate for post YAP services■ Schedule independently■ Arrange, plan, and attend meetings○ Post- Secondary Education<ul style="list-style-type: none">■ Take Community College classes■ Make post YAP plans■ YAP workshops if applicable○ Job/Vocational Training<ul style="list-style-type: none">■ Direct hire employment if appropriate■ Connection with post YAP vocational service provider (link with RCEB)■ Conduct job searches○ Community-Based Instruction/ Community Mobility<ul style="list-style-type: none">■ Independently stays organized■ Maintains schedules■ Travels independently■ Manages bank account and budget■ Connects and communicates with RCEB and other agencies about post YAP plans/services</div> | <div>planning<ul style="list-style-type: none">■ Bank account access■ Demonstrate organizational skills/practices</div> <div>● Year 4<ul style="list-style-type: none">○ Self-Determination/ Advocacy<ul style="list-style-type: none">■ Create and plan schedule based on choice/need■ Advocate for post YAP services■ Schedule independently■ Arrange, plan, and attend meetings○ Post- Secondary Education<ul style="list-style-type: none">■ Take Community College classes■ Make post YAP plans■ YAP workshops if applicable○ Job/Vocational Training<ul style="list-style-type: none">■ Direct hire employment if appropriate■ Connection with post YAP vocational service provider (link with RCEB)■ Conduct job searches○ Community-Based Instruction/ Community Mobility<ul style="list-style-type: none">■ Independently stays organized■ Maintains schedules■ Travels independently■ Manages bank account and budget■ Connects and communicates with RCEB and other agencies about post YAP plans/services</div> | <div>planning<ul style="list-style-type: none">■ Bank account access■ Demonstrate organizational skills/practices</div> <div>● Year 4<ul style="list-style-type: none">○ Self-Determination/ Advocacy<ul style="list-style-type: none">■ Create and plan schedule based on choice/need■ Advocate for post YAP services■ Schedule independently■ Arrange, plan, and attend meetings○ Post- Secondary Education<ul style="list-style-type: none">■ Take Community College classes■ Make post YAP plans■ YAP workshops if applicable○ Job/Vocational Training<ul style="list-style-type: none">■ Direct hire employment if appropriate■ Connection with post YAP vocational service provider (link with RCEB)■ Conduct job searches○ Community-Based Instruction/ Community Mobility<ul style="list-style-type: none">■ Independently stays organized■ Maintains schedules■ Travels independently■ Manages bank account and budget■ Connects and communicates with RCEB and other agencies about post YAP plans/services</div> | |
| Dual Enrollment [Link to Dual Enrollment] | All students can access Dual and Concurrent enrollment offerings that are appropriate for them | All students can access Dual and Concurrent enrollment offerings that are appropriate for them | All students can access Dual and Concurrent enrollment offerings that are appropriate for them | |

Young Adult Program- Entrepreneurship Pathway/ Employment First Academy Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners: Safeway, Oakland Unified School District Nutrition Services, Custodial Services and Warehouse Teams

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| | | | | |
|---|---|---|---|---|
| Defenses or Capstones | Participation in Transition Olympics, demonstration of mastery | Participation in Transition Olympics, demonstration of mastery | Participation in Transition Olympics, demonstration of mastery | Certifications <ul style="list-style-type: none">● Merritt College Employment Certificate● Dual Enrollment Certificates<ul style="list-style-type: none">○ Art Series○ Sports Fitness Series |
| Other Student Experiences (post-session, intersession, rituals, class trips, assemblies) | Subsidized employment at locations in the community, participation in Makerspace/ Microenterprise, YAP provided workshops and social clubs/ organizations | Subsidized employment at locations in the community, participation in Makerspace/ Microenterprise, YAP provided workshops and social clubs/ organizations | Subsidized employment at locations in the community, participation in Makerspace/ Microenterprise, YAP provided workshops and social clubs/ organizations | |
| Work Based Learning [reference documents: WBL Continuum | YAP WBL | YAP WBL | YAP WBL | |
| Student Leadership, including CTSO | Student Government, School Slte Council, Peer Mentorship, Buddies Program | Student Government, School Slte Council, Peer Mentorship, Buddies Program | Student Government, School Slte Council, Peer Mentorship, Buddies Program | |
| Summer Learning (Summer Bridge, summer learning, credit recovery) | Extended School Year available for all students | Extended School Year available for all students | Extended School Year available for all students | |
| College Awareness & Exploration College and Career Readiness Classroom Framework | All students are provided access and the opportunity to enroll and participate in college programming through DE/CE offerings. This is used as an opportunity to promote inclusive practices and open the world of continuing education to our historically marginalized population | All students are provided access and the opportunity to enroll and participate in college programming through DE/CE offerings. This is used as an opportunity to promote inclusive practices and open the world of continuing education to our historically marginalized population | All students are provided access and the opportunity to enroll and participate in college programming through DE/CE offerings. This is used as an opportunity to promote inclusive practices and open the world of continuing education to our historically marginalized population | |
| Community Building and Motivational Activities and Trips | All school offerings, decisions, and programming are aligned/ derived from student interests, desires, and wishes for their lives to drive engagement and participation. | All school offerings, decisions, and programming are aligned/ derived from student interests, desires, and wishes for their lives to drive engagement and participation. | All school offerings, decisions, and programming are aligned/ derived from student interests, desires, and wishes for their lives to drive engagement and participation. | |
| Personalized Supports | Every student engages in the Individualized Education Plan process annually and is encouraged to develop their sense of self as an adult/ individual. YAP offers a wide array of additional services, providers, and opportunities based on the needs of the individual student. | Every student engages in the Individualized Education Plan process annually and is encouraged to develop their sense of self as an adult/ individual. YAP offers a wide array of additional services, providers, and opportunities based on the needs of the individual student. | Every student engages in the Individualized Education Plan process annually and is encouraged to develop their sense of self as an adult/ individual. YAP offers a wide array of additional services, providers, and opportunities based on the needs of the individual student. | |

Work-Based Learning Lead: David Cammarata Pathway Name: Entrepreneurship

Collaborators: Jake Hall, Tracey Tashiro, Bridget Moriarty, YAP Teachers, YAP Students, YAP Families/ Guardians/ Support Networks, RCEB, Laney/ Merritt SAS Teams

Central Resources

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N EIPs](#)

Goals: Key data points we are trying to sustain or move in this pathway

1. Develop a structured WBL continuum, ranging from career awareness (guest speakers, workplace visits) to career preparation (paid internships and job placements).
2. Engage with industry and community partners to provide opportunities for students to discuss their pathway to employment, engage in mock interviews, and inform and support the development of post-secondary planning and business plans
3. Explore developing and refining the Transition Portfolio best practices and demonstration of mastery for WBL skills for all students in the Young Adult Program

Potential Barriers:

1. Perspectives held by community members about the skills and abilities of students with intellectual and developmental disabilities
2. Access to appropriate work-experience placements and opportunities
3. Time and skill required to implement the plan as described to change current practice by educators in the Young Adult Program

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

| Grade | Career Awareness: Learning ABOUT work | Career Exploration: Learning ABOUT work | Career Preparation: Learning THROUGH work | Career Training: Learning FOR work |
|-------|---|--|---|--|
| | Groups of students | Small group or individual | Individual or small group (projects only) | Individual, over time |
| | <ul style="list-style-type: none"> • Workplace tour • Guest speaker / teacher • Career fair • Visit a workplace | <ul style="list-style-type: none"> • Informational interview • Job shadow • Virtual exchange with a partner | <ul style="list-style-type: none"> • Student-run enterprise with partner involvement • Virtual enterprise • Integrated projects with partners • Service projects • Internships | <ul style="list-style-type: none"> • Internship required for a credential or entry to occupation • Apprenticeship • Clinical experience • On-the-job training • Work experience |

| | | | | |
|---------------|--|---|--|---|
| Year 1 | <ul style="list-style-type: none"> • Pre-Employment Transition Services (Pre-ETS) instruction embedded in curriculum • Participation in interest inventories to identify areas/types of work that are of interest • Following of a set schedule and plan that has been decided and tracking consistency • Work-site visits • Guest speakers • Career and Transition Fair participation | <ul style="list-style-type: none"> • Supported resume writing and development • Job shadows at locations of interest for employment • Informational interviews • Supported practice of answering common interview questions • Vision boarding/ planning related directly to student wants, desires, and interests directed towards employment and continuing education offerings | <ul style="list-style-type: none"> • Participation in volunteer and service learning work experiences • Visiting and supported participation in Makerspace Entrepreneurship space • Engage in conversations and directed practice on the behaviors required for meaningful participation in the workplace • Support with hygiene and appropriate dress to access workplaces • Participation in a work experience located at a District site | <ul style="list-style-type: none"> • Participation in Makerspace Personal Entrepreneurship offerings and opportunities • On-the-job training as appropriate for the student |
| Year 2 | <ul style="list-style-type: none"> • All above points in addition to: • Enrollment in career aligned community college-coursework • Connection with Regional Center of the East Bay to discuss post-YAP options and opportunities that are appropriate | <ul style="list-style-type: none"> • All above points in addition to: • Work to connect dual and concurrent enrollment participation to offerings after/ outside of the school day • Researching of program offerings (inclusive college, tailored day, adult day programs, etc.) of interest and identification of application and enrollment processes | <ul style="list-style-type: none"> • All above points in addition to: • Meaningful participation in Makerspace Entrepreneurship space • Structured engagement in the skills needed for a student to participate in a supported work experience at a business in the community | <ul style="list-style-type: none"> • Participation in supported employment work experiences at businesses/ organizations in the community with work expectations that are carved from job descriptions • On-the-job training as appropriate for the student |
| Year 3 | <ul style="list-style-type: none"> • All above points in addition to: • Continued enrollment in career aligned community college-coursework | <ul style="list-style-type: none"> • All above points in addition to: • Mock interviews with known staff/ individuals | <ul style="list-style-type: none"> • All above points in addition to: • Applications to businesses in the community | <ul style="list-style-type: none"> • Participation in direct-hire work experiences supported by school staff • On-the-job training as appropriate for the student |
| Year 4 | <ul style="list-style-type: none"> • All above points in addition to: • Visiting adult service providers to determine appropriateness of placement | <ul style="list-style-type: none"> • All above points in addition to: • Mock interviews with business and community members that are not known by the individual student | <ul style="list-style-type: none"> • All above points in addition to: • Individual engagement in Internships at a business that is located in the community | <ul style="list-style-type: none"> • Independent participation in direct-hire work experiences with check ins with managers/ supervisors to ensure success and resolve challenges • On-the-job training as appropriate for the student |

General Roles/Responsibilities:

| Person or Position | Responsibilities |
|---------------------------------------|--|
| Classroom Teacher | <ul style="list-style-type: none">● Design, craft, and implement meaningful schedules for all students in the Young Adult Program that include<ul style="list-style-type: none">○ Appropriate Work-Based Learning opportunities○ Peralta Community College connected continuing education opportunities○ Individualized instruction supporting students’ skill development leading to measurable skill acquisition that will be needed for participation in college, career, and community upon exiting from District services● Regularly review, check-in, and adjust student schedules to ensure that schedules are appropriate and leading to desired skill acquisition |
| Classroom Support Staff Team Members | <ul style="list-style-type: none">● Support small groups of students as they engage in scheduled activities● Collect data as it relates to Individualized Education Plan goals and program participation● Identify challenges, areas for growth, and successes for and of students as they participate in their programming● Follow fade plans to tactfully and strategically remove support as students illustrate success leading to greater independence |
| Measure H/N TSA | <ul style="list-style-type: none">● Development and provision of MNH aligned student offerings that are tailored to meet the needs of small groups and individual students● Provide engaging lessons and opportunities for the development of skills aligned to college, career, and community readiness through workshops, clubs, and work-aligned practice for all students● Provision of Professional Development to YAP educational team members to support the provision of support for students while they engage in employment-aligned offerings |
| Young Adult Program Principal | <ul style="list-style-type: none">● Provide Professional Development to all members of the Young Adult Program team specifically relating to:<ul style="list-style-type: none">○ Job coaching supports best practices for individuals with intellectual and developmental disabilities○ Fading of supports best practices for individuals with intellectual and developmental disabilities○ Appropriate prompting supports best practices for individuals with intellectual and developmental disabilities● Engagement of Young Adult Program educational team in consensus building around best practices for schedule and offering development that is appropriately tailored for each Young Adult program participant● Schedule reviews to ensure that students are engaging in meaningful schedules leading to the outcomes set forth by the Pathway team leading to active participation in post-District offerings |
| Special Education Transition Director | <ul style="list-style-type: none">● Development of Peralta Community College offerings that are appropriate and aligned to career access ideally leading to certificates or AA degrees● Development of community and industry partners to provide greater access and opportunity for students in the Young Adult Program to build the skills they will need to successfully and independently access employment● Support for the Principal of the Young Adult Program to ensure meaningful program participation for all students in the Young Adult Program |

Next Steps in Plan Development / Implementation:

- Formation of Pathway Leadership Team
- Provision of Professional Development to align instructional practices to best practices for individuals with intellectual and developmental disabilities
- Consistent communication around the importance of adopting Linked Learning best practices to ensure cohesion and build capacity of staff in supporting students as they access community college and employment opportunities
- Development of community and industry partnerships to provide improved and on-going opportunities for students to engage in meaningful Work Based Learning opportunities and offerings

Young Adult Program

4/7/2025

10:05:10 AM

2024-2025

Scheduling Master Schedule - Year

Page 1

| 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, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 12 Alexander, Z | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 12 Alexander, Z | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 12 Alexander, Z | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 8 Ayala, C | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 8 Ayala, C | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 8 Ayala, C | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 8 Ayala, C | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 11 Bonham, V | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 11 Bonham, V | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 11 Bonham, V | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 11 Bonham, V | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 19 Boss, A | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 19 Boss, A | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 19 Boss, A | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 19 Boss, A | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 4 Brooks, A | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 4 Brooks, A | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 4 Brooks, A | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 4 Brooks, A | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 5 Davis, C | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |

Young Adult Program

4/7/2025

10:05:10 AM

2024-2025

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 |
|----------------|---------------------|----------------|----------------|----------------|----------------|----------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5 Davis, C | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 5 Davis, C | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 5 Davis, C | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 13 Gillette, J | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 13 Gillette, J | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 13 Gillette, J | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 13 Gillette, J | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 9 Guan, S. | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 9 Guan, S. | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 9 Guan, S. | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 9 Guan, S. | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 3 Harris, A | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 3 Harris, A | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 3 Harris, A | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 3 Harris, A | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 14 Jenkins, K | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 14 Jenkins, K | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 14 Jenkins, K | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 14 Jenkins, K | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 17 Milano, N | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 17 Milano, N | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |

Young Adult Program

4/7/2025

10:05:10 AM

2024-2025

Scheduling Master Schedule - Year

Page 3

| Teacher: | Period 0 | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 | Period 8 | Period 9 |
|---------------|---------------------|----------------|----------------|----------------|----------------|----------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 17 Milano, N | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 17 Milano, N | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |
| 10 Northup, A | L3 ADVISORY 1, Y | L3 ATT HR 2, Y | L3 ATT HR 3, Y | L3 ATT HR 4, Y | L3 ATT HR 5, Y | L3 ATT HR 6, Y | COM BASE INST 1, Y | POST-SEC EDUC 1, Y | JOB/VOC TRAIN 1, Y | COMM MOBILITY 1, Y |
| 10 Northup, A | L3 ADVISORY 2, Y | | | | | | COM BASE INST 2, Y | POST-SEC EDUC 2, Y | JOB/VOC TRAIN 2, Y | COMM MOBILITY 2, Y |
| 10 Northup, A | L3 ADVISORY 3, Y | | | | | | COM BASE INST 3, Y | POST-SEC EDUC 3, Y | JOB/VOC TRAIN 3, Y | COMM MOBILITY 3, Y |
| 10 Northup, A | L3 ADVISORY 4, Y | | | | | | COM BASE INST 4, Y | POST-SEC EDUC 4, Y | JOB/VOC TRAIN 4, Y | COMM MOBILITY 4, Y |