



HIGH SCHOOL LINKED LEARNING OFFICE

MEMORANDUM

To: Measures N and H Commission
From: Vanessa Sifuentes, High School Network Superintendent
Date: November 5, 2024
Re: Young Adult Program and Measure N

Background:

- At the Measures N and H Commission meeting held on September 3, 2024, Commissioners requested additional information regarding the Young Adult Program's inclusion in the initial Measure N application process, which took place in the Spring of 2015.
- Additional questions included 1) If District leadership knew the Young Adult Program was a school; and 2) Did the Young Adult Program seek to participate in the Measure N application process, and were they notified they were ineligible?

Updates:

- Email correspondence shared with High School Superintendent Sifuentes from May 12, 2015, shows that the OUSD High School Network Superintendent sent information about the Measure N planning grant application process to OUSD High School principals (Attachment 1).
- The email correspondence indicated that OUSD High School principals would review the Measure N application and application process at a principals' meeting on May 14, 2015.
- The email correspondence included principals from OUSD comprehensive high schools, small-by-design schools, continuation schools, and alternative schools of choice.
- The email correspondence from May 2015 included the following documents:
 - "Measure N Pathway Planning Provisions" (Attachment 2)
 - "Measure N Self Assessment Rubric 2015-16" (Attachment 3)
 - "Measure N Application Planning Grant 2015-16" (Attachment 4)
- The document titled "Measure N Pathway Planning Grant Provisions" provided the following information about eligibility for Measure N:
 - *"Each OUSD high school and charter high school is eligible to receive up to \$200.00 per student in Measure N funds to use during FY 2015-2016 to support strategic planning, professional development, and program piloting directly related to the development of a school's three-year "education improvement plan" to create and enhance small learning communities of career-oriented pathways, which offer intensive individualized support that enable all students to*



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graduate high school prepared to succeed in college and career.”

- The Measure N Parcel Tax language also states the following regarding the purpose of the measure:
 - *“No less than 90% of measure proceeds shall be equitably allocated for education programs (not administrative overhead) on a per pupil basis, for students in grades 9 through 12 enrolled in all current Oakland Unified School District schools and charter schools authorized by the Oakland Unified School District.”* (Attachment 5)
- Dr. Sondra Aguilera, Chief Academic Officer for OUSD, indicated via an interview that the Young Adult Program had historically operated as a program under the supervision of OUSD’s Special Education Department. She also stated that the decision was made to grant the Young Adult Program an OUSD site code (Site 308) in 2023-2024 for budgeting purposes. Assignment of such a code would ensure a staffing allocation and allocation of other restricted and discretionary resources.
- Gretchen Livesey, former Director of Linked Learning for OUSD, indicated via an interview that she recalled conversations about the possible eligibility of Alameda County Court Schools like Butler Academy in the initial Measure N application process. However, such programs were ultimately deemed ineligible for Measure N. She was unable to provide email correspondence or other documentation to corroborate the above information.
- Preston Thomas, current Chief Systems and Services Officer, and former OUSD High School Network Superintendent, indicated via an interview that at the time of development and/or implementation of Measure N, discussions took place about the eligibility of programs such as Young Adult, Oakland Adult and Career Education, and CiviCorps. Those discussions led to a determination by OUSD Legal Counsel that such programs were ineligible for Measure N. The timeline and rationale for this determination are unknown because written documentation from OUSD Legal Counsel in 2015 has not yet been located.

Considerations:

- Additional information requested from OUSD Tech Services, including archived emails and documents from former OUSD employees involved with the implementation of Measure N between 2014 and 2016, are still pending review by OUSD Legal and have not been provided to High School Network Superintendent Sifuentes.
- Relevant details pertaining to the questions raised by the Measures N and H Commission that are clarified by the resulting emails and/or documents will be shared with the Commission and the public at a future meeting.

Attachment 1: Email message from OUSD High School Network Superintendent regarding Measure N planning grant application process

----- Forwarded message -----

From: **Preston Thomas** <preston.thomas@ousd.k12.ca.us>

Date: Tue, May 12, 2015 at 12:14 AM

Subject: Measure N---Game Time!!!

To: Amy Carozza <amy.carozza@ousd.k12.ca.us>, Betsye Steele <betsye.steele@ousd.k12.ca.us>, Bianca D'ALLESANDRO <bianca.dallesandro@ousd.k12.ca.us>, Carmelita Reyes <carmelita.reyes@ousd.k12.ca.us>, Charles Plant <charles.plant@ousd.k12.ca.us>, Charlie Plant <charlie.plant@metwest.org>, Emiliano Sanchez <emiliano.sanchez@ousd.k12.ca.us>, Gina Hill <gina.hill@ousd.k12.ca.us>, Matin Abdel-qawi <matin.abdel-qawi@ousd.k12.ca.us>, Mekael Johnson <mekael.johnson@ousd.k12.ca.us>, Robin Glover <robin.glover@ousd.k12.ca.us>, STACI ROSS-MORRISON <staci.ross-morrison@ousd.k12.ca.us>, Tinisha Hamberlin <tinisha.hamberlin@ousd.k12.ca.us>, Vinh Trinh <vinh.trinh@skylinehs.org>, Vinh Trinh <vinh.trinh@ousd.k12.ca.us>, William Chavarin <william.chavarin@ousd.k12.ca.us>, Willie Thompson <willie.thompson@ousd.k12.ca.us>, Sailaja Suresh <sailaja.suresh@ousd.k12.ca.us>, Mark Triplett <mark.triplett@ousd.k12.ca.us>, Lucia Moritz <lucia.moritz@ousd.k12.ca.us>, Allen Smith <allen.smith@ousd.k12.ca.us>, Lucinda Taylor <Lucinda.Taylor@ousd.k12.ca.us>, Bernard McCune <bernard.mccune@ousd.k12.ca.us>, Gretchen Livesey <gretchen.livesey@ousd.k12.ca.us>, Emily Rigotti <emily.rigotti@ousd.k12.ca.us>

Hey There High School Leaders!!!

First of all, I am really excited that we will be embarking on a 10-year journey together as we add some much needed resources to our high school programs while also taking the time to think about how we can support our students to reach the goal of being both college and and career ready. In the next 18 months, we are going to design some stunning new high school experiences for students.

Today officially launches the planning year and here is what you have been waiting for.

I have attached several documents to support your planning:

1. **The Measure N Planning Provisions:** This document will give you an overview of the process for the next 18 months and will highlight key dates and timelines set by the Measure N Commission.
2. **The Initial Measure N Self-Assessment:** This is a rubric your planning team will use to do an initial assessment of the school. This assessment will drive your thinking around the planning grant for next year.
3. **Measure N Application:** If you already have pre-existing multiple pathways, I will email a application for your site specifically.

Support:

We will be going over the application and process on Thursday during our Professional Learning. Please feel free to bring a team of people from your school to support you in your thinking. We will notify you of the time and location tomorrow so you can plan accordingly!

In addition to the onsite support, the Linked Learning Team is totally excited to support you in the planning or help facilitate a session with your team. Below is their contact information and we will have a sign up sheet available on Thursday for individual consultations the following week.

- Gretchen Livesey 510-273-2372 office 510-332-5124 Cell
- Susan Benz 510-273-2361 office 510-710-1979 Cell

Attachment 1: Email message from OUSD High School Network Superintendent regarding Measure N planning grant application process

- Donna Wyatt 510-273-2372 office 951-492-8154 Cell
- Michele Hamilton 510-273-2352 office 510-915-1070 Cell
- John Watkins 510-273-2351 office 510-388-9370 Cell

Good luck and really excited for your schools and the students of Oakland! Totally saddened to leave my school site but absolutely excited to support you all in this work next year.

By the end of the week we will follow this email with a sample planning grant application.

Please submit all applications to gretchen.livesey@ousd.k12.ca.us by June 1, 2015.

Good luck and happy planning!

Preston Thomas
Executive Director of College and Career Readiness
Principal-Life Academy of Health and Bioscience

PBS Features:

<http://www.pbs.org/newshour/updates/realities-life-death-students-oakland/>

Research Articles:

http://www.princeton.edu/research/pwreports_fy11/Urban-Education-that-Works_email.pdf

<http://edpolicy.stanford.edu/publications/pubs/391>

Measure N Pathway Planning Provisions 2015-16

Each OUSD high school and charter high school is eligible to receive up to \$200.00 per student in Measure N funds to use during FY 2015-2016 to support strategic planning, professional development, and program piloting directly related to the development of a school's three-year "education improvement plan" to create and enhance small learning communities of career-oriented pathways, which offer intensive individualized support that enable all students to graduate high school prepared to succeed in college and career. The goal of the education improvement plan must be to equitably place all students in career pathways or academies that deliver challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services.

I. Measure N Vision and Theory-Of-Change

The Oakland College & Career Readiness For All Fund is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. This comprehensive approach creates small learning communities of career-oriented pathways, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career. These ideals have been captured in the district's "Pathway to Excellence" below:

"Our belief is that significant improvement in student outcomes is driven at the school [pathway] level. Our every action centrally is in the service of one purpose: building quality community schools [and pathways] that prepare students for college, career, and community success. Empowered school communities that make decisions best suited for the needs of their particular children, align instruction to effective practices, constantly measure academic and social growth, and adapt as necessary to increase student learning, are the foundation of a world-class school district. All schools [and pathways] will benefit from our work to recruit, develop, and retain talented staff in every classroom and every department. All schools will receive defined autonomies, support, and recognition—as well as targeted interventions—to improve student performance. And when, over time, a school [pathway] demonstrates it doesn't have the capacity for strong site governance or to produce significant academic and social growth in its students, we will intervene to accelerate student performance, enhance school quality, and ensure that Every Student Thrives!"

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

The overarching goal of the education improvement plan must be to equitably place all students in career pathways or academies that integrate challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services.

An approved education improvement plan shall include, at minimum:

1. Completion of a diagnostic self-evaluation of the school and pathways that identifies key areas needed to implement the full continuum of an integrated college and career preparation pathways for all students.
2. Annual and Three-Year accountability indicators toward achieving the stated purpose and goals of this Measure
3. Evidence-based strategies designed to meet the accountability indicators.
4. Annual benchmarks for the implementation of new or enhanced structures and systems that equitably place all students in career pathways or academies.
5. Description of how school staff, time schedules, and budgets are coherently structured to implement the school improvement plan's strategies and activities.

II. What Each School Must Accomplish With A Planning Grant

1. Planning Team Configuration and Responsibility

- a. Establish, convene, and facilitate an initial planning team. The planning team should include the principal, but should also include contributions from other stakeholders such as the school's Instructional Leadership Team, ISS Planning Team, SSC, Advisory board, Pathway Leads, Academy Directors, etc.
- b. Planning Team participates in a Summer Orientation and in selected professional learning opportunities in order to get prepared for 2015-16 design year.

2. Application for Planning Funds 2015-16

- a. The Planning Team completes an assessment of the school and pathway to include:
 - i. Measure N Initial Diagnostic Self-Evaluation
 - ii. Incorporate feedback from other evaluation processes such as WASC, SQR, Extended Site Visits, Charter Renewals, etc.
- b. Planning Team completes an application that addresses pathway development that is designed to improve the outcomes outlined in Measure N. The planning grants must reflect the self-evaluation the Planning Teams have generated. Applications will be evaluated based on the self-assessment and whether the actions proposed support pathway development.
- c. Planning Team completes a budget narrative to include outcomes to be achieved during the planning year.

3. Planning Year 2015-16

- a. Establish, convene, and facilitate a Design Team comprising school administrators, teachers, students, parents, service-provider partners, industry partner/s and classified employees. The Design Team is expected to reach a broader group of stakeholders than the Planning Team and provide many more opportunities for community participation.
- b. School Sites complete a Full Diagnostic Self-Evaluation of program
- c. Design Teams complete research into best practices, pathway structures, student groupings, curriculum development, and strategies for improved school/pathway climate and culture. For pathways that are well developed, planning funds can be used to outline and implement new strategies and structures to support the overall goals.
- d. Design Team develops a three-year strategic plan and budget.

4. Implementation Planning for 2016-17

- a. During the Fall of 2015, Design Teams engage with the SSC to begin crafting the Single Plan for Student Achievement that incorporates Linked Learning Essential Elements supported by Measure N and other funding sources.
- b. Sites submit a Measure N Budget Plan and Justification to the Linked Learning Office for feedback by January 8th, 2016.
- c. Final Measure N Budget Plan and Justification must be submitted to the Measure N Commission for approval by January 29th, 2016.
- d. Single Plan for Student Achievement is approved by the SSC and submitted to the Measure N Commission by May 15th, 2016 for approval.

III. OUSD Supports to be Provided to Schools

<i>OUSD District Schools</i>	<i>Charter Schools</i>
<ul style="list-style-type: none"> ● Mandatory two day sharing of best practices and planning time to support implementation to take place in June 2016. ● Analysis of industry sectors allowing school communities to determine industry focus for program. ● Platforms to share design and best practices across networks to support pathway development. ● Summer orientation for school principals. ● Checkpoints and tools for completing diagnostic evaluation, research and plan writing ● Coordination of work based learning continuum of experiences and internships. ● Create forums for sharing pathway learning across networks and school types 	<ul style="list-style-type: none"> ● Mandatory two day sharing of best practices and planning time to support implementation to take place in June 2016. ● Analysis of industry sectors allowing schools communities to determine industry focus for program. ● Platforms to share design and best practices across networks to support pathway development. ● summer orientation for school principals. ● Checkpoints and tools for completing diagnostic evaluation, research and plan writing. ● Coordination of work based learning continuum of experiences and internships. ● Create forums for sharing pathway learning across networks and school types.
<ul style="list-style-type: none"> ● Pathway development supports from <u>other</u> revenue sources to include: <ul style="list-style-type: none"> ○ Site based Pathway Coaches who support ILTs, design teams, Pathway Lead Teachers, and Pathway communities of practice ○ Site based CTE Specialists ○ SPSA tools and supports ○ Pathway Design Lab support: CTE sequence development; master schedule development, work based learning integration; industry partner outreach; advisory board development; cross-curricular integration and project based learning support ○ Intensive Support School support 	<ul style="list-style-type: none"> ● Other Supports Provided by Charter Network or an Individual Charter School’s Administrative Team

IV. Allowable Uses of Planning Grant Funds

1. Purchasing paid-hours and/or employee positions for school administrators, teachers, counselors, and classified employees to enable such school employees to effectively lead, facilitate, and participate in planning, research, design, professional learning community, and other professional development activities.
2. Purchasing contracted services of an expert school design facilitator and/or subject-matter content specialists.
3. Supplies, materials, and transportation related to Design Team planning, research, and design meetings and activities.
4. Implementation and assessment of program pilot projects.

V. Deadlines for 2015-16 Planning Grant

Monday, May 11, 2015:	Application is issued to all high schools.
Monday, June 1, 2015:	Completed applications are due to the Office of Postsecondary Readiness.
Wednesday, June 10, 2015:	Office of Postsecondary Readiness publishes its funding recommendations.
Tuesday, June 16, 2015:	Measure N Commission votes on funding recommendations.
Wednesday, June 24, 2015:	Board of Education approves Measure N Commission's funding decisions.

V. Sample Budget for the 2015-2016 Planning Grant

Item	Amount	Description of Funding Used	Desired Outcome
1			
2			
3			

Measure N Initial Self-Assessment*

Pathway Leadership and School Vision

The pathway staff, school and district leaders, and partners share responsibility for program effectiveness and accountability for student outcomes. These stakeholders assure that conditions are in place to establish and sustain pathway quality. The pathway engages a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Pathway Leadership and Direction	Mission and Vision	<p>The pathway team is beginning to design a mission and vision for the school and pathway.</p> <p>The mission and vision may be outdated and lack relevancy for the current program.</p>	<p>Pathway includes a mission and vision that provides some indication about what the pathway aims to achieve, but the mission lacks clarity or rigor around key elements.</p> <p>The mission and vision statements may not be specific enough to create a compelling purpose for the pathway.</p> <p>The mission and vision has limited impact on pathway outcomes.</p>	<p>The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable.</p> <p>The mission and vision is clearly integrated into most aspects of the pathway.</p>	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p>
	Leadership Configuration	<p>Pathway lead takes on the majority of pathway work including outreach to industry partners, setting up career & college exploration visits, managing pathway student recruitment, and all business aspects of pathway operation including budget, purchasing and state required reports. Teachers do not identify as members of a pathway.</p>	<p>Pathway is co-lead by two teachers who manage all pathway operations listed previously. Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers as second.</p>	<p>Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content</p>	<p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p>
	Distributive Leadership	<p>Pathway teachers request support from site and district leaders in order to ensure that necessary conditions are in place for successful program implementation</p>	<p>Pathway staff, school and district leaders, and partners:</p> <p>Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation</p>	<p>Pathway staff, school and district leaders, and partners:</p> <p>Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation</p>	<p>Meeting +</p> <p>Are accountable for ensuring that necessary conditions are in place for successful program implementation</p> <p>Are supported by district policies that ensure program effectiveness</p>

Equity, Access and Achievement

A Linked Learning pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Equity	Open Access and Equitable Opportunities	<p>Relies primarily on informal encouragement from counselors, teachers, family, or friends for recruitment</p> <p>Tends to attract a privileged or otherwise homogeneous group of students</p> <p>Uses prior academic achievement or background/history as criteria for enrollment</p>	<p>Is beginning to shift its admissions process from random or informal student encouragement to one that is based on student choice</p> <p>Is developing plans to broaden recruitment efforts with middle school students</p> <p>Is developing a plan to ensure open access for all students</p>	<p>Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history</p> <p>Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest</p> <p>Uses diversity as a core principle underlying recruitment efforts with middle school students</p>	<p>Meeting +</p> <p>Has established practices and policies to promote open access and diversity through collaboration with business and community partners</p> <p>Does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway</p>
	Diverse Student Representation	<p>The pathway's admission processes and practices:</p> <p>Yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity that reflects Oakland.</p>	<p>The pathway's admission processes and practices:</p> <p>Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland</p>	<p>The pathway's admission processes and practices:</p> <p>Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p>	<p>Meeting +:</p> <p>Result in multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p>
	Closing the Opportunity Gap	<p>Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth) are supported with targeted programs but not integrated into all four pathway elements.</p>	<p>Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth) are integrated into some pathway elements (ie WBL) but not all elements.</p>	<p>Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth) are integrated and strategically supported in all pathway development</p>	<p>Meeting+:</p> <p>All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.</p>

Program of Study

An industry-themed pathway program of study brings coherence to the four core components of Linked Learning: rigorous academics, real-world technical skills, work-based learning, and personalized supports. It intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula. The pathway theme is broad enough to appeal to and engage all students. The program of study maximizes cohort scheduling to ensure that all pathway students are offered the opportunity to earn postsecondary credit and are prepared for success in the full range of postsecondary options.

Program of Study and Master Scheduling		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
	Pathway Theme	<p>Has been selected based on limited elements, such as teacher expertise and courses historically taught on campus</p> <p>Has been selected by teachers or central office without community analysis including students, teachers, and industry.</p>	<p>Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district</p> <p>Has been selected by a team that includes students, teachers, industry partners, and district support personnel.</p>	<p>Has been selected based on criteria in Developing and Approaching</p> <p>Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards</p> <p>Appeals to a broad diversity of students, regardless of their postsecondary aspirations</p>	<p>Meeting +</p> <p>Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs</p>
	Integrated Core	<p>Integrates some academic and technical coursework</p> <p>May be aligned to grade-level academic and CTE standards</p>	<p>Integrates some technical and academic coursework across subject areas at each grade level</p> <p>Is aligned to grade- level academic and CTE standards</p>	<p>Integrates the majority of academic and technical coursework in all grade levels</p> <p>Is aligned to grade- level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements.</p>	<p>Meeting +</p> <p>Integrates all academic and technical coursework in all grade levels</p> <p>Provides students with a comprehensive sequence of WBL experiences</p>
Cohort Scheduling	<p>Is in the planning stages of allowing students to be scheduled as a cohort</p> <p>Allows a few or no pathway teachers to collaborate as a team (usually in pairs)</p>	<p>Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects</p> <p>May allow pathway teacher teams to have common preparation time</p> <p>Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects</p>	<p>Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses</p> <p>Ensures that most grade- level pathway teachers share a common preparation period</p> <p>Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects</p>	<p>Facilitates enrollment in advanced placement, interventions, and/or other pathway electives without removing students from pathway core.</p> <p>Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses</p> <p>Ensures that grade-level pathway teacher teams have common preparation period</p>	

Learning and Teaching

Pathway students engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning. They also use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of college and career ready pathway learning outcomes. The community of practice regularly engages in professional learning, evidence-based inquiry, and reflection to continuously improve their practice.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Building a Rigorous Academic Core Student Conditions	Rigorous, Relevant and Integrated Learning	<p>Pathway teaching and learning rarely involves:</p> <p>Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that:</p> <p>Aligns with the pathway theme</p> <p>Involves critical thinking, problem solving, and production of products or services</p>	<p>Some pathway teaching and learning involves:</p> <p>Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that:</p> <p>Integrates academic and technical content</p> <p>Aligns with the pathway theme</p> <p>Involves critical thinking, problem solving, and production of products or services</p>	<p>The majority of pathway teaching and learning time involves:</p> <p>Approaching +</p> <p>Reflects the processes and products of industry professionals Involves critical thinking and creativity and requires students to make connections across the curriculum</p> <p>Involves the design and public defense of high-quality products or services</p>	<p>Meeting+</p> <p>Pathway teacher teams ensure that students:</p> <p>Apply their knowledge and skills in new and unpredictable situations</p> <p>Interact regularly with industry, postsecondary, and community partners</p>
	Collaborative learning	<p>Some pathway teachers:</p> <p>Provide daily opportunities for students to work in heterogeneous pairs or groups</p>	<p>Most pathway teachers:</p> <p>Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups</p> <p>Provide specific skill instruction in collaborative learning</p> <p>Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution</p>	<p>All pathway teachers:</p> <p>Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups</p> <p>Provide specific skill instruction and differentiated support to students in collaborative learning</p> <p>Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution</p>	<p>Meeting +</p> <p>Have students regularly reflect on their collaboration skills and their impact on their own learning Have students share their work processes and products with others</p> <p>Ensure that students have regular opportunities to collaborate with industry, postsecondary, and community partners in collaborative learning</p>

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Building a Rigorous Academic Core Teacher Conditions	Sharing Best Practice	Share strategies and resources to improve their instructional practice	Share lessons, resources, and best practices to improve their instructional practice	Observe one another's teaching, share lessons and resources, and give and receive feedback to improve their instructional practice.	Meeting + Actively incorporate feedback from observations into pathway professional development, retreats, and planning that supports the healthy development of best practices.
	Collaboration Time	Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration	Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time	Collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities	Meeting + Demonstrates a high level of team functioning through the use of formalized protocols and routinized processes
	Professional Learning	<p>Pathway does not have structured time in schedule to provide PD on a regular basis.</p> <p>There is a clear process for identifying the topics and training pathway teachers need in order to improve student outcomes.</p> <p>Many topics will be covered in that PD, or the PD described does not align with the mission, values, and goals of the schools, does not meet the needs of the educational program, does not align with the school calendar, and/or does not take into consideration the needs of the staff.</p> <p>The pathway does not have a structure for analyzing the effectiveness of the professional development.</p>	<p>Pathway members occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement</p> <p>Some teachers share best practices, lessons, and resources to improve instructional practice</p> <p>Some teachers engage industry partners in PDs that focus on project design and assessment with a focus on application of academic content within the industry context.</p> <p>Pathway teachers have the opportunity to attend PDs that pertain to their specific content area as well as PDs aligned to the needs of the pathway. District PD is not competitive but complementary.</p>	<p>Pathway teams regularly attend PD's that are focused on the unique needs of pathway development and continuous improvement.</p> <p>Pathway teachers observe one another's teaching and give and receive feedback to improve their instructional practice</p> <p>Pathway teachers participate in PD on how to analyze and use data in a cycle of inquiry using student level data that includes both standardized tests as well as examples of student work from performance based assessments.</p>	<p>Meeting +</p> <p>Daily and constant collaboration among the team with the goal of constantly improving instruction.</p> <p>The process of instruction is dynamic with teachers constantly striving to adopt their teaching and curriculum when projects and lessons are not having the desired effect.</p> <p>Pathway teachers have adopted a growth mind-set and challenge the prevailing discourse and conceptions about learning and expectations for students.</p> <p>Instructional discourse and strategies for all students center on raising equity consciousness across the pathway.</p>

Work-Based Learning (WBL)

All students participate in a personalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. WBL builds on and extends every pathway's program of study. WBL occurs in-person and online: in the work place, the community, and at school. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Work Based Learning	Types of Student Experiences	<p>Is conducting outreach to identify WBL experiences</p> <p>Is examining models to develop their own continuum of WBL experiences</p> <p>Has ad-hoc WBL experiences for some students</p>	<p>Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation</p> <p>Has a plan of sequenced WBL experiences</p> <p>Has WBL opportunities at each of the pathway's grade levels for all students</p>	<p>Provides every student with a personalized 3- or 4- year sequence of experiences following the WBL continuum</p> <p>Has sequenced WBL experiences that culminate in an intensive career training and/or career preparation experience</p> <p>Has WBL opportunities at each pathway level for all students, in alignment with the needs identified by industry and postsecondary partners</p>	<p>Meeting +</p> <p>Provides students with opportunities to be exposed to, learn about, and analyze the changing demands and future trends of the labor market</p> <p>Uses a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities</p>
	Pathway Outcomes	<p>Is creating a plan and timetable to begin developing WBL experiences across grade levels</p>	<p>Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade</p>	<p>Is implementing a WBL plan for all students across grade levels that integrates with academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes</p> <p>Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes</p>	<p>Meeting +</p> <p>Provides WBL experiences at each grade level that integrate learning outcomes from all academic and technical courses Demonstrates evidence that WBL experiences are integral to students achieving pathway student learning outcomes</p>
	Pathway Evaluation	<p>Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences</p>	<p>Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences</p> <p>Is developing a plan to evaluate the impact of WBL experiences</p>	<p>Uses assessment criteria to measure the effectiveness of the pathway's WBL plan, including identification of needed improvements to the program</p> <p>Evaluates the WBL experiences at least twice a year</p>	<p>Meeting +</p> <p>Has evidence of using WBL assessment data, in collaboration with business and industry partners, to evaluate the scope, quality, and ongoing improvements to WBL experiences</p>

Personalized Student Support

Every pathway student is supported by pathway staff, partners, and families. The pathway community of practice tailors learning experiences to students' individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

		Beginning & Designing (1)	Developing & Approaching (2)	Meeting and Advancing (3)	Excelling and Sustaining (4)
Personalized Student Support	Support of Student Needs	<p>Individual pathway teachers:</p> <p>Take time to get to know some individual students</p> <p>Informally identify students' academic, personal, and socio-emotional needs</p> <p>Access general school and district academic interventions to address student needs</p>	<p>The pathway team:</p> <p>Assumes collective responsibility for getting to know all pathway students</p> <p>Collaborates to identify student academic, personal, and socio-emotional needs</p> <p>Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students</p> <p>Communicates with families regarding the interventions provided to students</p>	<p>Through established structures and processes, the pathway team:</p> <p>Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations</p> <p>Identifies and monitors student academic, personal, and social-emotional needs</p> <p>Provides culturally responsive and timely intervention and acceleration strategies to support each student's success</p> <p>Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs</p>	<p>Meeting +</p> <p>Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success</p> <p>Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations</p>
	College and Career Plan	<p>Cooperate with counselors to assure that students complete a 4- year high school plan</p> <p>Share their personal knowledge about college and career options</p> <p>Provide or arrange periodic college and career exploration activities for students</p>	<p>Collaborates with counselors to support students in developing and implementing individualized college and career plans</p> <p>Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options</p> <p>Provides or arranges several college and career exploration activities per year</p>	<p>Collaborates with counselors and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals</p> <p>Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options</p>	<p>Meeting +</p> <p>Empowers students to assume responsibility for developing, executing, and monitoring their own college and career plans</p> <p>Supports students to, at least once each semester, review their progress with their families and their advisors</p>

* Measure N Initial Pathway Assessment was abridged and adapted from ConnectEd's 7 Essential Elements

Attachment 4: Measure N Application Planning Grant 2015-16

<p>Measure N Application Planning Grant 2015-16 Individual Pathway[^] Due June 1, 2015</p>	
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School:	Principal
Pathway Industry Areas:	Principal Phone:
School Address	Principal Email:
School Phone	School Fax:
2015-16 Enrollment (9-12)	Anticipated Grant* (\$200) x enrollment.

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role

School Vision:

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Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

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School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>		<i>Rigorous, Relevant, and Integrated</i>	
<i>Leadership Configuration</i>		<i>Collaborative Learning</i>	
<i>Distributed Leadership</i>		<i>Teacher Shared Best Practice</i>	
<i>Equity</i>		<i>Teacher Collaboration Time</i>	
<i>Open Access & Equitable Opp.</i>		<i>Teacher Professional Learning</i>	
<i>Divers Student Representation</i>		<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>		<i>Support of Student Needs</i>	
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	
<i>Pathway Theme</i>		<i>Work Based Learning</i>	
<i>Integrated Core</i>		<i>Types of Student Experiences</i>	
<i>Cohort Scheduling</i>		<i>WBL Pathway Outcomes</i>	
		<i>WBL Pathway Evaluation</i>	

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

- Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

- You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.

- If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
- Add additional lines if you would like add additional budget items.
- All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

- *Design Team Establishment and Pathway Leadership Development*

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planning Activities	Anticipated Outcome

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

3. Program of Study

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

FULL TEXT OF MEASURE N
OAKLAND UNIFIED SCHOOL DISTRICT
COLLEGE AND CAREER READINESS
FOR ALL ACT

This Proposition may be known and referred to as the "Oakland Unified School District College and Career Readiness for All Act" or as "Measure N".

FINDINGS

The Oakland Unified School District (the "District") is determined to provide excellent educational programs to all its students, including academic courses in English, math, science, and other core programs that allow them to qualify for admission to the University of California and State University systems.

Improving student access to college preparatory classes, career-based learning opportunities, and support programs for students transitioning to high school and college are essential elements of the District's initiative to deliver educational excellence.

Educational excellence also requires counseling, tutoring, mentoring and other intensive support services to reduce the drop-out rate and help students struggling to graduate from high school.

Students who do not attend college should be prepared for the transition to work by career education programs that offer practical experience leading to apprenticeships, job training, and well-paying jobs in a competitive job market.

Funding from the State of California (the "State") has not been adequate to meet these goals, and the District has no assurance that State funding will permit the District to meet these goals in the future.

Funding from the Federal Government is insufficient to meet these goals, and the District has no assurance that Federal funding will permit the District to meet these goals in the future.

TERMS AND SUNSET

Upon approval of two thirds of those voting on this Oakland Unified School District College and Career Readiness for All Act, the Board of Education of the District shall be authorized to levy a qualified special tax on each parcel of taxable real property in the District, in the maximum annual amount of \$120 for ten years, commencing July 1, 2015.

PURPOSE

The Oakland College & Career Readiness For All Fund is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. This comprehensive approach creates small learning communities of career-oriented pathways, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

GOALS

- Decrease the high school drop-out rate.
- Increase the high school graduation rate.
- Increase high school students' readiness to succeed in college and career.
- Increase middle school students' successful transition to high school.
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socio-economic status, English Learner-status, special needs-status, and residency.

EDUCATION SPENDING PLAN

No less than 90% of measure proceeds shall be equitably allocated for education programs (not administrative overhead) on a per pupil basis, for students in grades 9 through 12 enrolled in all current Oakland Unified School District schools and charter schools, and new Oakland Unified School District schools and charter schools authorized by the Oakland Unified School District. Measure proceeds shall be distributed to such schools upon the submission, review, and approval of each school's annual education improvement plan. The goal of the education improvement plan must be to equitably place all students in career pathways or academies that deliver challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services. An approved education improvement plan shall include, at minimum:

- Completion of a diagnostic self-evaluation of the school's needs to implement the full continuum of an integrated college and career preparation program for all students.
- Annual and Three-Year accountability indicators toward achieving the stated purpose and goals of this Measure.
- Evidence-based strategies designed to meet the accountability indicators.
- Annual benchmarks for the implementation of new or enhanced structures and systems that equitably place all students in career pathways or academies.
- Description of how school staff, time schedules, and budgets are coherently structured to implement the school improvement plan's strategies and activities.

No more than ten percent (10%) of measure proceeds each year shall be used by the Oakland Unified School District to administer the College & Career Readiness For All Fund, including, but not limited to project staffing, school quality reviews, independent audit services, and an evaluation of the Fund's progress toward achieving its stated purpose, goals, and allowable uses.

PERMISSIBLE USES

Measure proceeds shall be spent on the following school programs:

- To increase support for students in college preparatory courses in every high school to ensure students are qualified for admission to the

University of California and other 4-year university systems, and are prepared to succeed in college;

- To provide work-based learning in every high school, including career exploration, career technical education courses, job shadowing, internships and job certifications;
- To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school;
- To provide programs to students transitioning from 8th to 9th grade to prepare them to succeed in high school, and to students transitioning from 12th grade to college to prepare them for admission to and success in college.

SENIOR CITIZEN EXEMPTION

In order to provide tax relief to senior citizens in the community, any parcel owned and occupied by a person 65 years of age or older shall be exempt from the education parcel tax upon proper application to the District. The exemption shall be available pursuant to procedures to be prescribed by the Board of Education or otherwise as required by law or by the Alameda County Tax Collector.

LOW INCOME EXEMPTION

An exemption from this tax shall be made for owners of single family residential units in which they reside whose combined family income from all sources for the previous calendar year is at or below the income level qualifying as "very low income" for a family of such size under Section 8 of the United States Housing Act of 1937, 42 U.S.C.A. Sections 1437 et seq. for each year. Owners must apply for this exemption annually by petition to the Office of the Chief Financial Officer of the District in the manner and at the time set forth in procedures established by the District. Such petitions shall be on forms available from the Chief Financial Officer's office and must provide information sufficient to verify income including, but not limited to, federal income tax returns and W-2 forms of owner-occupants.

ACCOUNTABILITY PROVISIONS

College & Career Readiness Commission. The Board of Education shall establish a College & Career Readiness Commission comprised of five (5) persons who demonstrate extensive knowledge and expertise in high school and postsecondary curriculum, instruction, and leadership; education research, evaluation, and analytics; and financial management and audits. The College & Career Readiness Commission shall advise and report to the Board of Education and shall be responsible for (1) Planning, which includes (a) reviewing each high school's School Quality Review findings, Balanced Scorecard results, and education improvement plans, and (b) submitting school funding recommendations to the Board of Education for action; and (2) Oversight, which includes (a) oversight of proper allocation and use of all parcel tax monies, (b) reviewing annual independent audit reports, and (c) submitting recommendations to the Board of Education for any new or modified policies and

administrative regulations to ensure the Oakland Unified School District's compliance with the requirements and intent of this Measure. The Board of Education shall provide by resolution for the composition, funding, staffing, and other necessary information regarding the Commission's formation and operation.

PUBLISHED INDEPENDENT ANNUAL AUDIT.

Upon the levy and collection of the education parcel tax, the Board of Education shall cause an account to be established for deposit of the proceeds, pursuant to Government Code Section 50075.1. For so long as any proceeds remain unexpended, the Superintendent or the Chief Financial Officer of the District shall cause an independent financial auditor to prepare a report to be filed with the Board of Education and made publicly available no later than December 31 of each year, commencing December 31, 2016, stating (1) the amount collected and expended in such year; (2) the description of all programs funded, and a determination that the monies expended were for the allowable uses stated in this Measure; and (3) the determination that the monies from this Measure are being used to supplement, and not supplant, unrestricted general fund revenue so appropriated to schools to serve pupils in grades 9 through 12 based on fiscal year 2014-2015 funding. The cost of said Independent Audit may be paid from the proceeds of the parcel tax. The report may relate to the calendar year, fiscal year, or other appropriate annual period, as said officer shall determine, and may be incorporated into or filed with the annual budget, audit, or other appropriate routine report to the Board of Education.

SECURITY FROM STATE SEIZURE OR USE

If, in any fiscal year during the term of the education parcel tax, the State Legislature or Governor shall approve any law or take any action the effect of which shall be to deprive the District of the benefit of any proceeds of the education parcel tax, whether by directly taking such proceeds for any State purpose or by taking such proceeds into account for purposes of calculating State support of the District under Section 8 of Article XVI or under any program of categorical aid, special aid or other special programs, then the Board of Education shall reduce the rate of the education parcel tax commensurately.

LEVY AND COLLECTION

The education parcel tax shall be collected by the Alameda County Tax Collector at the same time and in the same manner and shall be subject to the same penalties as *ad valorem* property taxes collected by the Tax Collector. Unpaid taxes shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid.

"Parcel of taxable real property" shall be defined as any unit of real property in the District which receives a separate tax bill for *ad valorem* property taxes from the Alameda County Tax Collector. "Parcel of taxable real property" shall exclude all parcels which are otherwise exempt from or on which are levied no *ad valorem* property taxes in any year, and all parcels which qualify for the senior citizen exemption provided by this Oakland College and Career Readiness for All Act.

The District shall annually provide a list of parcels to the Alameda County tax collection officials which the District has approved for an exemption in accordance with this Act. Eligibility for the senior citizen exemption and low income exemption shall be determined solely by the District, and any taxpayer wishing to challenge the District's determination, or claim a refund or reimbursement of taxes paid while eligible for the exemption, shall apply directly to the District.

The Alameda County Assessor's determination of exemption or relief for any reason of any parcel from taxation, other than through the senior citizen exemption and low-income exemption, shall be final and binding for the purposes of the education parcel tax. Taxpayers wishing to challenge the County Assessor's determination must do so under the procedures for correcting a misclassification of property pursuant to Part 9 of Division 1 of the California Revenue and Taxation Code or other applicable procedures. Taxpayers seeking a refund of any tax paid shall follow the procedures applicable to property tax refunds pursuant to the California Revenue and Taxation Code.

SEVERABILITY

The Board of Education hereby declares, and the voters, by approving this Oakland College and Career Readiness for All Act, concur, that every section, paragraph, sentence and clause of this Act has independent value, and the Board of Education and the voters would have adopted each provision hereof regardless of every other provision hereof. Upon approval of this Act by the voters, should any part be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts hereof shall remain in full force and effect to the fullest extent allowed by law.