



OAKLAND UNIFIED
SCHOOL DISTRICT

expect **Success**

every student, every classroom, every day

**ANNUAL
REPORT**
2 0 0 7

Equity in Education — The Next Civil Rights Crusade

In a special address to Congress delivered in 1961, John F. Kennedy declared that “Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American’s capacity. The human mind is our fundamental resource.”

Then, as now, we find ourselves at a crossroads. The direction we choose must be guided by the educational needs of our children. A superior school system, one that educates all of its students — not merely the easiest to reach — is an economic imperative for this city, this state and this country. More importantly, it is a moral obligation that we all share.

In this day and age, it is fair to say that equity in education is synonymous with equality of opportunity, a promise which is the right of every American. A quality education is a basic requirement for success in the global economy, competence in everyday life and an engaged citizenry that can measure up to the responsibilities of the world’s foremost democracy. It is not too much to say that ensuring equity in education is the great civil rights cause of our time.

At the Oakland Unified School District, we have embraced the challenge of upsetting the status quo in order to provide a high quality education to every student. Our guiding mission is to prepare Oakland’s students, all of its students, to succeed in college and career. In order to reach this goal, a transformation of the school system is required. We have dubbed our reform program Expect Success, and in just a few, short years, it has produced substantial results. An enormous amount of work remains, but the progress is undeniable.

Over the past three years, OUSD is the most improved large school district in California based on the Academic Performance Index. Since 2003, we’ve nearly doubled the percentage of graduates qualified to enter the University of California/California State University system. That’s a tremendous testament to the students, teachers, principals and staff of Oakland Public Schools and one we celebrate. Yet, at the same time, we realize that it is just not good enough.

We are building a culture of success at Oakland Unified and our children will rise to the level of expectations we set. At OUSD, we measure success by how many of our 12th grade students complete high school prepared to succeed in college, how many succeed in Algebra by the end of Grade 9, and how many can read at or above grade level by the end of Grade 3. Exactly how many students do we expect to meet these standards? All of them — we cannot afford to expect anything less.

Sincerely,

Vince Matthews

Interim State Administrator

Oakland Unified School District

David Kakishiba

President

Oakland Board of Education

So many people contributed to the creation of this document through impassioned suggestion, meticulous research, gentle criticism, sprightly copy, careful editing and just simple inspiration, that any acknowledgment is bound to be incomplete. Nevertheless, we will endeavor to recognize those whose hard work made this document both possible and worthwhile.

First, as always, are the students, without whom there would be no need for an Annual Report and no future worth contemplating. We also extend our heartfelt thanks to the teachers and principals whose guidance is critical in helping our children realize their potential and essential to any success the District experiences. An enormous debt is owed to all the OUSD staff who labor, frequently behind the scenes, to support the heroic work that takes place in the classrooms. And of course, we offer our appreciation to the greater Oakland community which sustains us, and for whom we strive to improve the Oakland Unified School District so that we may all grow stronger together.

We would also be remiss if we failed to recognize the Board of Education, a body whose counsel is integral to improving the education of all Oakland's public school students. A warm thank you to:

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District 2

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District 3

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District 4

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District 6

Alice Spearman
District 7

We must also make brief mention of those who, through their service on the Annual Report Committee, led this project from amorphous concept into a multicolored, 32-page reality. They are:

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Jennifer Johnson

David Kakishiba

Christina Klein

Jonathan Klein

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Michael Moore

Laura Moran

Luis Nunes

Robin Glover

Eric Rice

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Shonda Scott

Brad Stam

Kirsten Vital

Jason Willis

Linda Wu

Finally, our thanks to you, the reader, for your interest in the Oakland Unified School District. We hope you will take something away from this Annual Report, and perhaps, find reason to give something back.





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every classroom,
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OAKLAND BOARD OF EDUCATION POLICY — DESIRED RESULT

“All students will engage as caring, competent and critical thinkers, fully informed and contributing citizens, prepared to succeed in college and career.”

Expect Success is our promise to the students, parents and community we serve. The promise demands that every person within OUSD focus on one, uncompromising vision: creating opportunities for every student to graduate from high school prepared for college and career. We know that in order to keep that promise, we must continue to work hard to improve everything we do. We must help our teachers become the best they can be. We must make sure students are at school, in class and ready to learn. We must ensure families are involved and invested in students’ learning and success.

At OUSD, we Expect Success from every one of our students because we know success in school means success in life. We measure success by the 3, 9 & 12 standard:

3 = how many students can read at or above grade level by the end of Grade 3

9 = how many students succeed in Algebra by the end of Grade 9

12 = how many of our students complete high school prepared to succeed in college and the workplace

When we fail to meet our 3, 9 and 12 standard, the results are disastrous. Young people who don’t complete high school are:

- more likely to be unemployed or employed in a very low paying job
- more likely to live in poverty and raise children in poverty
- more likely to be involved in violence
- less able to ever afford a home, a car, or to go on a vacation

That’s why it’s so important for us to work together to make sure every one of OUSD’s students completes high school prepared to succeed in college and career. Together, we can help our children grow into happy, productive adults. That is the goal of the Expect Success promise, which itself is the culmination of years of activism by school leaders, board members, teachers, parents and students for equity and excellence for all Oakland students.

In recent years, the Oakland community’s vision of a model system of schools has attracted national attention and funding. And for good cause: Oakland Unified is the most improved large school district in California over the last three years. Our innovative strategies to support student success include:

- Increased emphasis on personalized learning environments
- Increased access to professional development for all staff
- Increased student assessment and more review of data about student performance
- Increased parent control over where their children attend school
- Increased school site control over how resources are used
- Increased accountability for results and transparency with performance data
- Investments in technology to improve performance and efficiency

What we’ve started to do

BUILD A STRONG FOUNDATION

At OUSD, we work to establish a strong educational foundation from day one. All Day Kindergarten is the cornerstone of an accelerated learning program that aims to jumpstart academic development by giving young students added time to learn the skills that will help them succeed in reading and writing when they enter first grade. Since we started this program in 2005, reading test scores in the second grade have increased by two percent, giving our youngest students a head start on learning.

MAKE THE COMMUNITY’S VOICE HEARD

The yearly **USE YOUR VOICE** survey and School Scorecards provide families a way to share their ideas and concerns, and to hold schools accountable. For each of the last two years, more than 30,000 people, including 11,000 parents, used the survey to offer their opinions about the quality of Oakland public schools. This information was analyzed and incorporated into practice, serving as the basis for many changes and improvements in our schools and central administration.

KEEP STUDENTS IN SCHOOL

Students have to be in school if they’re going to learn. It’s now our policy to call families immediately when students are not in school, so we can address a potential truancy problem before students miss significant learning time. We’re also partnering with city and county agencies to promote student attendance citywide.

OFFER STUDENTS AND FAMILIES OPTIONS

The annual School Options process allows families to select schools that best meet students’ needs. Last year, 83 percent of families received one of their top three school choices.

CREATE PERSONALIZED, RESULTS-FOCUSED SCHOOLS

We opened nine new small schools for 2007-08 focused on rigorous instruction,

OAKLAND BOARD OF EDUCATION POLICY — DESIRED RESULT

“All students will meet or exceed rigorous standards in all academic disciplines.”

family involvement and close teacher-student relationships. Case in point: Since 2001, Jefferson Elementary, which formerly served 1,200 students year-round, has been reconfigured as three small schools: ASCEND, Learning Without Limits, and Global Family School. Elmhurst Middle School, which had a collective API score of 499 in 2003, was reborn as two schools: Alliance Academy and Elmhurst Community Prep. Both schools demonstrated increases in their API scores; 610 and 594, respectively.

TIMELY INTERVENTION

We are holding all Oakland public schools to high standards. Last year, we closed three charter and district schools that were not meeting student performance expectations or enrollment targets. We also created a School Portfolio Management office and expanded our Charter Schools office to provide added oversight and monitoring of school operations.

COLLEGE PREPARATORY PROGRAMS

This summer, OUSD joined with the University of California at Berkeley to host Algebra Academies that helped 125 rising ninth graders succeed in college-prep Algebra. Seventy-four percent of students showed gains, indicating advancement in their readiness to succeed in Algebra.

We’ve also worked with numerous organizations in the community to improve our graduation rates. Those partnerships have helped nearly double the percentage of graduates qualified to enter the UC/CSU system. Among Latino and African-American students, that percentage has more than doubled.

What we’re doing next

EVERY STUDENT WILL GRADUATE PREPARED TO SUCCEED IN COLLEGE AND CAREER

- Promoting college-going culture at every school, pre-K to Grade 12
- Continuing to align high school course catalogue to UC/CSU A-G requirements
- Increasing number of AP classes offered, and providing additional support to increase AP passage rates for African-American and Latino students
- Continuing to create new programmatic options to meet the needs of every student (such as the new International High School for English Language Learners)
- Increasing student participation in and performance on PSAT and SAT tests; this year every Oakland tenth grader will take the PSAT

EVERY STUDENT WILL SUCCEED IN ALGEBRA BY THE NINTH GRADE

- Improving elementary math curriculum and teaching practice by expanding our successful pilot program from 3 to 8 schools
- Increasing middle school focus on achievement in Algebra
- Hosting 2nd Annual Summer Algebra Academies for eighth grade students transitioning to high school
- Ensuring Algebra teachers, coaches, and principals have access to professional development related to Algebra instruction

EVERY STUDENT WILL READ AND WRITE AT OR ABOVE GRADE LEVEL BY THE END OF THIRD GRADE

- Increasing student enrollment in pre-schools and Child Development Centers
- Continuing to operate All Day Kindergarten at all elementary schools to provide teachers more time to focus on early literacy and school readiness skills
- Focusing on differentiated instruction using the district’s common standards-aligned literacy program (Open Court Reading)

How everyone in our community plays a role in the Expect Success promise

- Students fulfill the promise by showing up and doing their best in school every day.
- Families fulfill the promise by expecting and supporting students to do their very best in school every day and to graduate prepared for college.
- Teachers fulfill the promise by focusing on student achievement results, providing rigorous curriculum, utilizing proven instructional best practices, teaching with cultural relevance, and constantly reflecting on and learning how to improve their teaching practice.
- Site Administrators fulfill the promise by applying pressure and support to ensure that every classroom is focused on achievement, and teachers have the resources, data, and feedback they need to differentiate instruction to meet the needs of each student.
- Whether OUSD staff work directly with students in the classroom, or in support of that work, the focus of everyone’s efforts is to ensure that every student graduates high school prepared for college and career. Everyone plays a role. For example:
 - Our School Security Officers support principals and teachers to create positive, safe, achievement-focused cultures. And our many other classified staff provide a wide range of services that support schools and students.
 - Every OUSD employee, even those who rarely set foot in a classroom, are critical to the educational process because every employee has the privilege of working to help our students succeed in school and, ultimately, in life.

OAKLAND BOARD OF EDUCATION POLICY – DESIRED RESULT
 “Students take responsibility for themselves and for the common good.”

Student Demographics

During the 2006-07 school year, 39,705 students attended public schools in the Oakland Unified School District. OUSD boasts one of the most diverse student populations in California. The rich cultural and linguistic diversity of our community is one of our greatest assets as we strive to prepare all students for college and career.

Figure 1 to the right shows the percentages of students of different races and ethnicities present in the school district. The Asian descent category includes Chinese, Vietnamese, Cambodian, Japanese, Korean, and Asian Indian students, among other Asian nationalities.¹

At OUSD, diversity is also reflected in the variety of students enrolled in special programs such as English Language Learners, Special Education, Compensatory Education, Alternative Education, and Gifted and Talented Education. See Figure 2 to the right for details.²

Among OUSD’s 11,219 English Language Learner students, there are over 40 languages represented. Other than English, the most widely spoken primary languages are Spanish (73 percent), Cantonese (10 percent), Vietnamese (4 percent), and Cambodian (2 percent).

FIGURE 1. ETHNIC & RACIAL BREAKDOWN OF STUDENTS

AFRICAN AMERICAN	38.29%
HISPANIC / LATINO	32.55%
ASIAN	15.69%
WHITE (NOT HISPANIC)	6.54%
OTHER	4.42%
PACIFIC ISLANDER	2.08%
AMERICAN INDIAN / ALASKAN NATIVE	0.43%

FIGURE 2. STUDENTS IN SPECIAL PROGRAMS

	NO. OF STUDENTS	PERCENT OF STUDENTS
ENGLISH LANGUAGE LEARNERS	11,219	28.3%
ECONOMICALLY DISADVANTAGED	27,071	68.2%
SPECIAL EDUCATION	3,705	9.3%
COMPENSATORY EDUCATION	33,580	84.6%
ALTERNATIVE EDUCATION	1,878	4.7%
GIFTED & TALENTED EDUCATION	3,132	7.9%



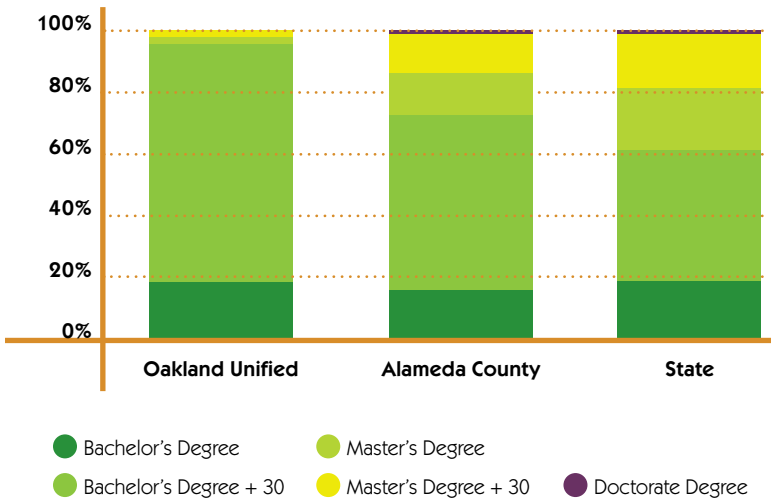
Staff Demographics

The majority of OUSD’s staff are teachers, a group that represents almost 60 percent of our employees and the heart of our educational efforts. Other employees with certifications include instructional services staff and site administrators. Classified staff are the second largest category of OUSD employees. They include clerical and technical employees at school sites, custodians, school security officers, and other personnel who help ensure that school and district operations run smoothly to maximize learning time for students. Figure 3 provides a complete breakdown of the school district’s employees.³

FIGURE 3. STAFF BREAKDOWN

	NO. OF STAFF	
TEACHERS	58%	2,608
OTHER CLASSIFIED	19%	869
OFFICE / CLERICAL	12%	556
ADMINISTRATOR	5%	246
PUPIL SERVICES	4%	163
PARA-PROFESSIONAL	2%	69

FIGURE 4. TEACHER CREDENTIALS



OAKLAND BOARD OF EDUCATION POLICY — OPERATIONAL EXPECTATION
OUSD “shall assure the availability of a diverse portfolio of high quality schools (traditional, new small schools, charter schools, etc.) for students and families, both within neighborhoods and district-wide.”

Our Schools

Oakland Unified School District is committed to offering at least two quality school options in every neighborhood. We have implemented a rigorous process of school portfolio management, through which we continue to develop new schools that excel and close schools that fail to meet high performance standards. Since 2000, OUSD has opened 40 new schools. The most recent school openings are highlighted below:

SCHOOLS IN OUSD FOR 2007-2008 SCHOOL YEAR:

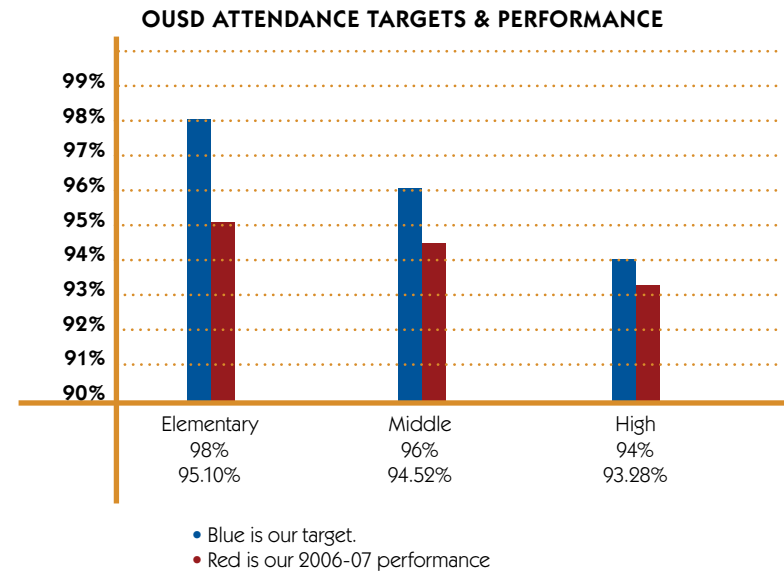
- 64 OUSD Elementary Schools, including six new schools:
 - Futures Elementary (Lockwood campus)
 - Community United Elementary School (Lockwood campus)
 - Learning Without Limits (Jefferson campus)
 - Global Family School (Jefferson campus)
 - East Oakland Pride (Webster campus)
 - Greenleaf Elementary (Whittier campus)
- 20 OUSD Middle Schools, including two new schools:
 - West Oakland Middle School (Lowell campus)
 - Alternative Learning Community (Toler Heights campus)
- 23 OUSD High Schools, including the new Oakland International High School (Carter campus)
- 34 Public Charter Schools, including five new schools:
 - ARISE High School
 - American Indian Public Charter School II
 - Conservatory of Vocal/Instrumental Arts
 - KIPP Bridge Charter School
 - Oakland Charter High School

STUDENT ATTENDANCE IN OUSD

Actual student attendance tells us what percentage of our enrolled students are attending school every day of the school year. 100 percent attendance would mean that every enrolled student attended school every day. Our actual student attendance

district-wide decreased from 93.91 percent in 2005-06 to 93.01 percent in 2006-07. From 2005-06 to 2006-07, attendance rates increased for Elementary and Middle Schools and decreased for High Schools, Special Education and Alternative Schools.

OUSD has adopted a performance culture whereby results measure success and drive decisions. Toward this end, the district has implemented the performance measures illustrated in the graph for student attendance. To accomplish these goals, we're partnering with city and county agencies to promote student attendance citywide. In addition, district leaders and principals are working with school staff to develop and encourage a culture of high attendance. For example, every school has a Student Attendance Review Team that prepares an intervention plan for students struggling with attendance issues.



Oakland International High School

OUSD strives to increase the diversity of programmatic options at our school sites so that each school best meets the needs of its student population. For instance, last year OUSD assessed English Language Learner student data and engaged in dialogue with parent and community members to determine how the district could better serve high school-aged English Language Learners (ELL). This fall, after researching best practices, OUSD partnered with the International Network for Public Schools to create a program for recent immigrant students to Oakland. The new Oakland International High School now serves 94 of Oakland’s English Language Learners.

OAKLAND BOARD OF EDUCATION POLICY — OPERATIONAL EXPECTATION
OUSD “shall establish and maintain a learning environment that is safe, respectful and conducive to student learning.”

CULTURE OF HIGH EXPECTATIONS

“THERE IS A CULTURE OF HIGH EXPECTATIONS AT THIS SCHOOL.” As we strive together to reach our goals, we must create school cultures where all parents, students and staff agree with this statement. This is fundamental to the Expect Success promise. As indicated in Figure 1, the percentage of respondents agreeing with this statement was higher in elementary school than in middle or high, with about 72 percent of all elementary respondents in agreement compared to approximately 62 percent of their middle and high school counterparts. Elementary teachers (79 percent), and middle (82 percent) and high (73 percent) school principals agreed most strongly that this statement was true of their school.

Significantly higher percentages of students expressed feeling safe at school in 2006-07 than in 2005-06. Still, as you can see in Figure 2, safety continues to be a major concern. More than one-third of middle and high school students surveyed in 2007 do not feel safe at school (improved from 58 percent of middle and 68 percent of high school students in 2006). In addition, large groups of parents agree that their children report safety concerns at school. In response, one step we’re taking this year is distributing new disaster preparedness kits to all school sites.

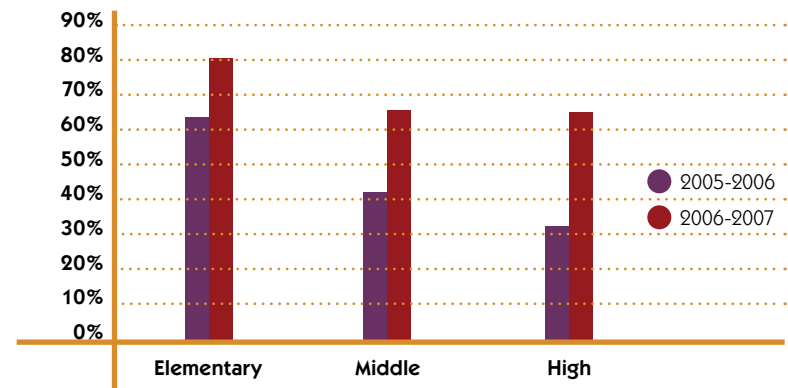
Parent and student perception of school cleanliness increased from 2005-06 to 2006-07. Although the data in Figure 3 indicates improvement, clean learning environments are still a concern, especially for students. Less than half of middle and high school students agree that the buildings and grounds at their schools are clean. In addition, keeping student bathrooms clean continues to be a critical area for improvement for the 2007-08 school year.

FIGURE 1. “THERE IS A CULTURE OF HIGH EXPECTATIONS AT THIS SCHOOL.”
 PERCENT RESPONDING STRONGLY AGREE OR AGREE

GROUP SURVEYED	ELEMENTARY	MIDDLE	HIGH	OUSD	NUMBER SURVEYED
PARENTS	71%	60%	63%	69%	12,202
SCHOOL STAFF	73%	75%	63%	74%	638
TEACHERS	79%	65%	59%	72%	74
PRINCIPALS	70%	82%	73%	72%	74
ALL GROUPS, COMBINED	72%	61%	62%	70%	14,229

FIGURE 2. “I FEEL SAFE AT SCHOOL.”

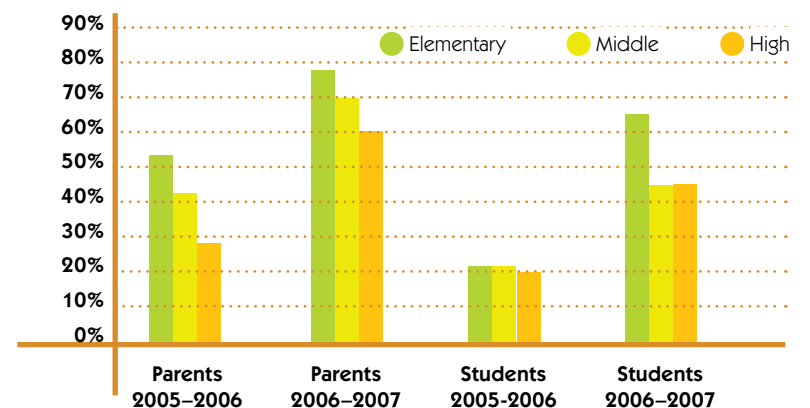
DATA RESULTS FROM USE YOUR VOICE SURVEY OF OUSD STUDENTS



At OUSD we Expect Success for every student, in every classroom, every day. We measure how well we communicate and support that message through a variety of surveys such as the School Climate survey and the **USE YOUR VOICE** survey.

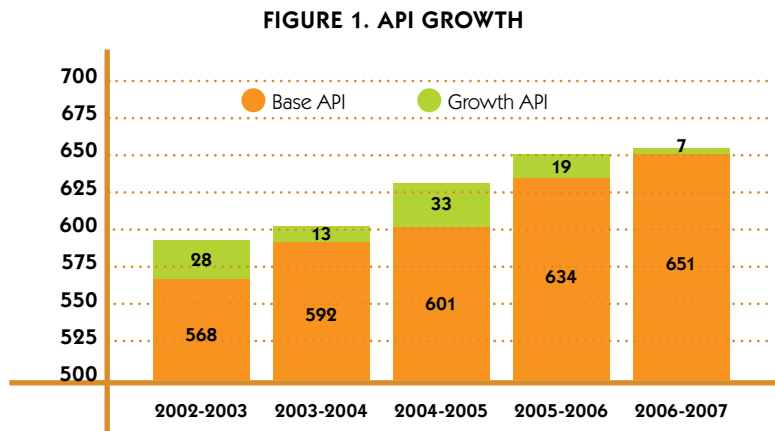
FIGURE 3.

“MY SCHOOL’S BUILDINGS & FACILITIES ARE CLEAN MOST OF THE TIME.”
 DATA RESULTS FROM USE YOUR VOICE SURVEY



OAKLAND BOARD OF EDUCATION POLICY — OPERATIONAL EXPECTATION
 OUSD “shall maintain a rigorous program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the board’s RESULTS policies.”

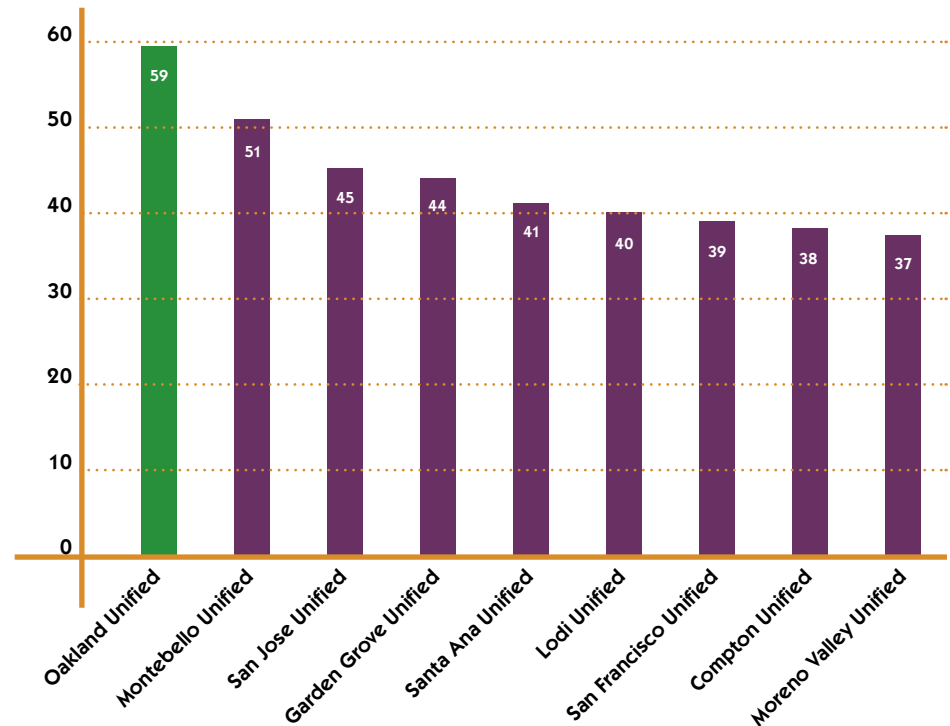
OUSD continues to make progress on the Academic Performance Index (API), gaining 7 points for a district total of 658 — and making OUSD the most improved large school district in the State over the last three years. The API summarizes a school district’s performance on California’s standardized tests. Figure 1 shows the API gains OUSD made over the past five years.⁴



Every subgroup of OUSD students made gains on the API in 2006-07. Several student populations demonstrated particularly impressive progress in their API performance. For example, Filipino and Pacific Islander student populations made large strides, gaining 27 and 41 points on the API respectively. Other subgroup populations such as Asians and students with disabilities made noticeable gains as well.⁵

OAKLAND UNIFIED IS THE MOST IMPROVED LARGE SCHOOL DISTRICT IN THE STATE OF CALIFORNIA OVER THE LAST THREE YEARS.

NUMBER OF POINTS ADDED TO API SCORES FROM 2004 TO 2007 (CALIFORNIA SCHOOL DISTRICTS > 20,000 STUDENTS)

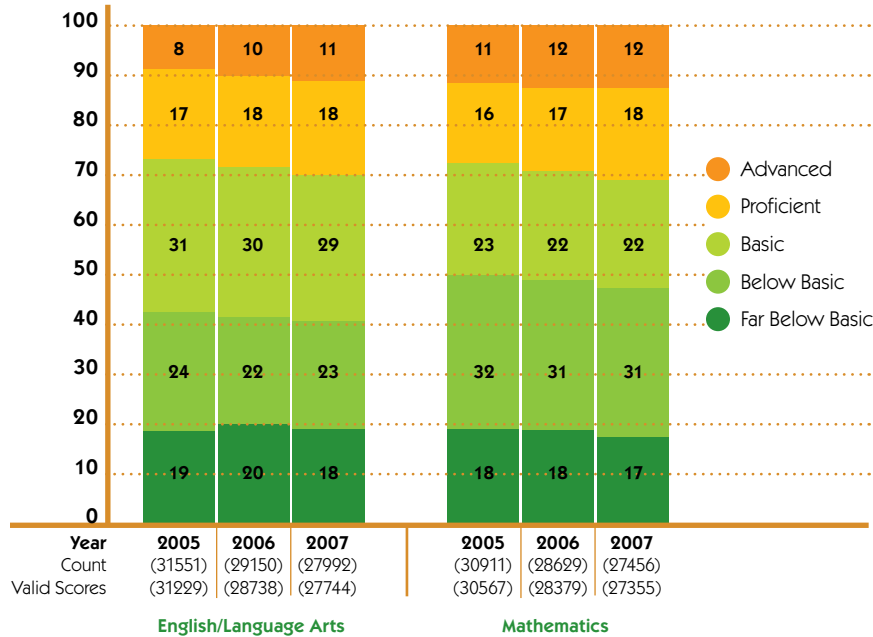


GROWTH IN ACADEMIC PERFORMANCE INDEX (API) BY SUBGROUP

ETHNIC / RACIAL	2006-2007 GROWTH	2005-2006 GROWTH	2004-2005 GROWTH	2003-2004 GROWTH
AFRICAN AMERICAN	3	17	29	10
AMERICAN INDIAN / ALASKA NATIVE	25	26	48	-10
ASIAN	12	19	37	10
FILIPINO	27	4	51	7
HISPANIC OR LATINO	8	17	34	16
PACIFIC ISLANDER	41	3	27	17
WHITE (NOT OF HISPANIC ORIGIN)	1	25	21	22
SOCIOECONOMICALLY DISADVANTAGED	6	16	31	10
ENGLISH LEARNERS	3	22	N/A	N/A
STUDENTS WITH DISABILITIES	12	1	N/A	N/A

In 2006-07, student proficiency increased in the critical areas of reading and math as compared to previous years on the California Standards Test (CST).⁶ OUSD student gains have outpaced those of students in other large districts across California over the last three years. But we must continue to focus on key benchmarks such as 3rd grade reading proficiency and Algebra proficiency by the end of 9th grade.

CST MULTI-YEAR PERFORMANCE LEVEL DISTRIBUTION



In 1999, California passed a law to develop the California High School Exit Examination (CAHSEE). All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics. We partner with the Peralta Colleges to support students who need additional help to pass the CAHSEE. The CAHSEE consists of two parts: English-language arts (ELA) and mathematics.

OUSD CAHSEE OVERALL ELA & MATH PERFORMANCE BY GRADE, 2006-07

CURRENT GRADE LEVEL	# STUDENTS WHO PASSED BOTH ELA & MATH	% STUDENTS WHO PASSED BOTH ELA & MATH	TOTAL ENROLLMENT
GRADE 10	1215	47%	2590
GRADE 11	1458	66%	2220
GRADE 12	1570	81%	1942

Figure 2 shows 3rd grade reading proficiency as measured by the CST over the past five years.

FIGURE 2. GRADE 3 ELA PROFICIENCY RATE

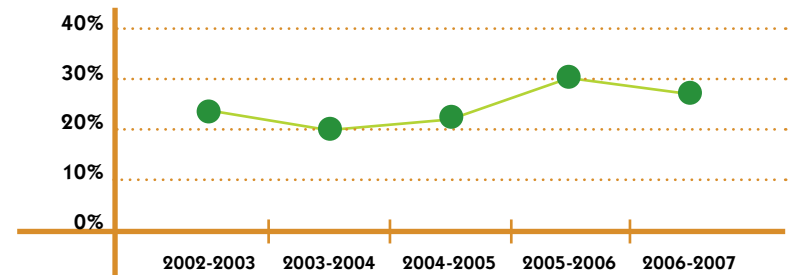
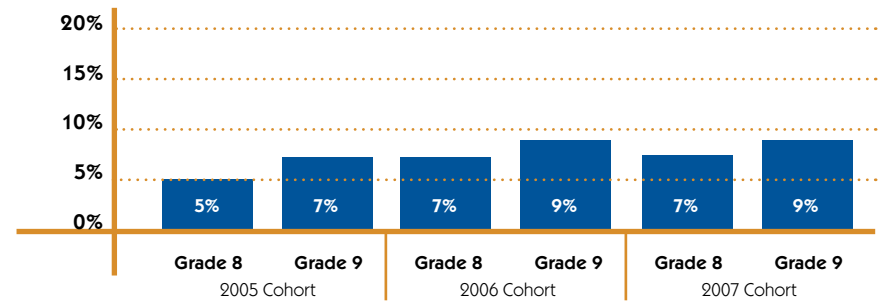


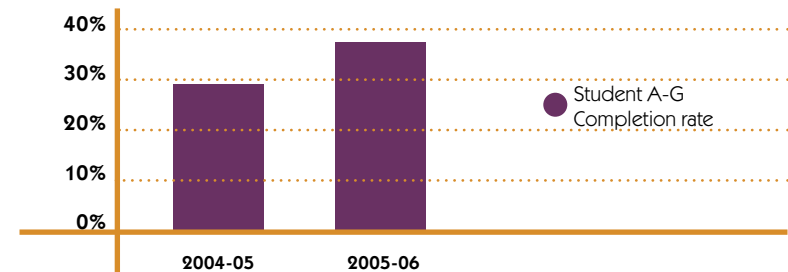
Figure 3 shows the percentage of 8th and 9th grade students who tested proficient in Algebra, as measured by the CST over the last three years.

FIGURE 3. % OF 9TH GRADE COHORTS ACHIEVING CST ALGEBRA 1 PROFICIENCY



The chart below reflects the percentage of OUSD graduates who completed all courses (A-G) required for University of California and/or California State University entrance with a "C"-average or better. From 2004-05 to 2005-06, the number of graduates who passed these courses in OUSD increased from 29 percent to 37 percent.

12TH GRADE GRADUATES COMPLETING ALL COURSES REQUIRED FOR UC AND/OR CSU ENTRANCE



OAKLAND BOARD OF EDUCATION POLICY — OPERATIONAL EXPECTATION

OUSD “shall not cause or allow any financial activity or condition that: materially deviates from the budget adopted by the board; cause or allow any fiscal condition that is inconsistent with achieving the board’s RESULTS or meeting any OPERATIONAL EXPECTATIONS goals; or places the long-term financial health of the district in jeopardy.”

Every employee at Oakland Unified School District (OUSD) strives to ensure that each student has the best opportunity to excel in the classroom. Effectively distributing our limited resources is crucial to supporting this goal. Over the past year, OUSD has worked to create policies and processes that ensure we are being good stewards of the Oakland community’s contribution to educating our students. Looking ahead, OUSD will continue to build on our successes by, among other things, upgrading the Results-Based Budgeting (RBB) system – the district’s primary budgeting tool for schools and Central Office departments. Below is additional information that shows the source of OUSD’s revenues, how OUSD spends that money and describes the fiscal health of the district organization.

Financial Standing

OUSD has made great strides towards improving its financial condition. Outlined below is a comparison of several accomplishments achieved over the past four years.

FINANCIAL PICTURE IN 2003:

- The adopted budget General Fund* balance for 2002-03: negative \$59.7 million
- Legally required reserve not budgeted
- Negative certification from the Alameda County Office of Education
- Bond rating outlook was negative

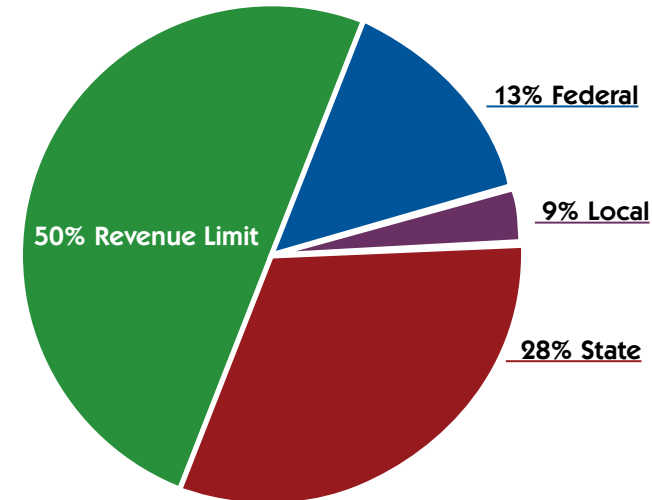
FINANCIAL PICTURE IN 2007:

- The ending General Fund* balance for 2006-07: \$43.2 million
- Legally required reserve fully budgeted
- Alameda County Office of Education raised certification to “qualified”
- Bond rating outlook has increased from negative to stable
- Debt to the state: \$87,292,836

General Fund Revenues

The school district’s General Fund revenues come from a number of sources.⁷ The total General Fund revenues in 2006-07 were \$440,359,516. The state provided 78 percent of the revenue from the revenue limit and other state revenue.

SOURCES OF REVENUE (2006-07)



* General Fund consists of unrestricted and categorical funds.

Allocation of Resources by Fund

The chart below summarizes the 2006-07 expenditures for all funds in the district. For a detailed review of these funds, please refer to the Appendix on page 26 & 27.

SUMMARY OF 2006-07 UNAUDITED ACTUAL EXPENDITURES BY FUND AND OTHER FINANCING SOURCES / USES

CATEGORY	EXPENDITURE
GENERAL FUND	\$424,786,230
ADULT SCHOOL	\$14,301,554
CHILD DEVELOPMENT	\$20,910,371
FOOD SERVICES	\$14,110,977
SPECIAL RESERVE*	(\$30,721,913)
FACILITY BOND**	(\$89,602,809)
DEFERRED MAINTENANCE	\$1,349,199
CAPITAL FACILITIES	\$6,404,812
BULDING LEASE / PURCHASE	\$0
STATE FACILITIES	\$323,458
CAPITAL OUTLAY PROJECTS	\$0
BOND INTEREST & REDEMPTION	\$26,567,377
TAX OVERRIDE	\$36,796
SELF INSURANCE	\$15,044,384

* Special Reserve
Succeeded \$32,816,816; transferred in from other financing sources

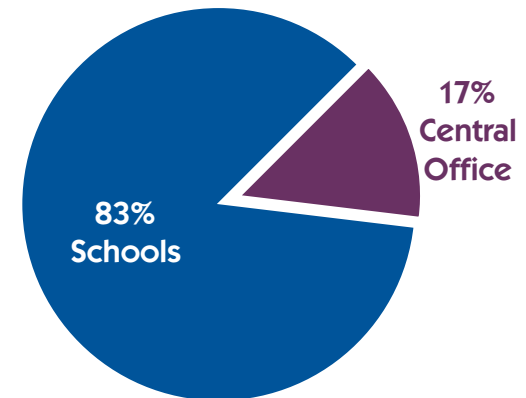
** Facility Bond
Includes \$130,000,000 transferred in from other financing sources

School and Central Office GP — Unrestricted Allocations

In order to better serve the needs of students and direct resources most appropriately, OUSD has devolved its budgeting authority from the central office to the schools. By moving resource allocation decisions closer to the classroom and supporting schools through tools such as Results-Based Budgeting (RBB), students' needs are met more effectively. RBB provides more control to stakeholders, such as principals and School Site Councils, to direct funding for their school. The primary metric to ensure that more dollars are being provided to schools is the percentage of unrestricted General Purpose dollars that are allocated to school sites.

The total unrestricted General Purpose budget in 2006-07 was \$268,198,595, 83 percent of which was allocated to schools.

SCHOOL & CENTRAL OFFICE GP-UNRESTRICTED ALLOCATIONS



General Fund Expenditures

The total General Fund expenditures in 2006-07 were \$424,786,230, with salaries and benefits consisting of 69 percent of expenditures.

The General Fund comprises 64 percent of the district's total resources. Staff expenses, such as salary and benefits, account for 69 percent of General Fund expenditures, while the remaining 31 percent is dedicated to non-labor related expenses including books, supplies, services, and other operating costs.

Certificated salaries are primarily for jobs related to instruction. These are positions such as principals, teachers, and counselors. Classified salaries are for positions such as instructional aides, clerical staff, building and grounds employees, custodians and school office managers.

OUSD continues to invest in strategies that provide quality teaching, clean environments, and additional opportunities to learn. For example, in 2006-07 OUSD invested \$115 million in teacher salaries. To support clean and maintained classrooms and facilities, OUSD invested \$14 million in custodians and \$10 million in maintenance and renovations. OUSD also invested \$9 million in after-school programs.

GENERAL FUND:
COMPARATIVE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES FOR THE FISCAL YEARS ENDED JUNE 30, 2006 AND 2007

	2006-07 UNAUDITED ACTUALS	2005-06 UNAUDITED ACTUALS	CHANGE (\$)	CHANGE (%)	
REVENUES	REVENUE LIMIT	\$222,081,546	\$218,887,913	\$3,193,633	1%
	FEDERAL REVENUE	\$55,031,665	\$54,252,134	\$779,531	1%
	OTHER STATE REVENUE	\$121,731,033	\$90,966,870	\$30,764,163	34%
	OTHER LOCAL REVENUE	\$41,515,272	\$37,066,041	\$4,449,231	12%
	TOTAL REVENUE	\$440,359,516	\$401,172,958	\$39,186,558	10%
EXPENDITURES	CERTIFICATED SALARIES	\$164,546,462	\$160,880,528	\$3,665,934	2%
	CLASSIFIED SALARIES	\$56,407,441	\$53,567,939	\$2,839,502	5%
	EMPLOYEE BENEFITS	\$76,107,094	\$73,980,483	\$2,126,611	3%
	BOOKS & SUPPLIES	\$29,583,941	\$23,347,681	\$6,236,260	27%
	OPERATING EXPENSES	\$76,032,058	\$68,707,758	\$7,324,300	11%
	CAPITAL OUTLAY	\$2,427,876	\$2,146,710	\$281,166	13%
	OTHER: OUTGO, SUPPORT, SOURCES & USES	\$19,681,358	\$15,821,981	\$3,859,377	24%
	TOTAL EXPENDITURES	\$424,786,230	\$398,453,080	\$26,333,150	7%
	INCREASE/DECREASE FUND BALANCE	\$15,573,286	\$2,719,878	\$12,853,408	573%



Parcel Tax Expenditures

Additional contributions, most notably the critical Measure E local parcel tax, are crucial to the success of the school district. A committee of community members approves the allocation of Measure E funds. Below is a summary of how the funds were used during the 2006-07 school year.

PROGRAM.....	EXPENDITURE
Class Size Reduction.....	\$4,996,032
Art	\$549,635
Music	\$1,689,532
Veteran Teacher	\$972,957
Covered Elementary Intervention PDS.....	\$2,474,178
SSO – School Security Officer	\$2,282
Advance Placement.....	\$1,024,084
Libraries Central Office / Middle / Elementary.....	\$1,708,834
Advance VIA Indiv Place.....	\$477,987
MLK Oratorical Festival.....	\$26,013
Textbooks	\$423,089
OFASS (Summer Art Program).....	\$61,461
Counseling.....	\$277,941
Middle School Electives.....	\$2,355,159
Teacher Health Benefits.....	\$923,377
After School Security	\$213,261
Mathematics Middle School	\$162,345
Disciplinary Hearing Program Middle School Case Managers.....	\$551,542
Other Program Local Goals.....	-
Teachers, New Teacher Program	\$531,711
School Security Substitutes.....	\$524,785
Total	\$19,946,205

College Bound Culture at Think College Now

What's in a name? At Think College Now Elementary School, just about everything. In addition to providing rigorous academic experiences, the team at Think College Now (API 781), led by Principal David Silver, is committed to ensuring that all students and their families understand the pathways and strategies that will turn their college dreams into reality.

Each year, teachers at this K-5 school organize College Spirit Week, which includes elective course experiences, college tours, guest speakers, and career discussions. During this week, students create educational journey banners which illustrate their personal milestones on the road to college.

The school's five core values are featured prominently in the day-to-day management of each classroom and include: respect, responsibility, ganas (or determination), reflection, and reality (as in making college a reality). Students receive explicit instruction about the core values and are rewarded for exemplifying them with highly sought after prizes. At the opening of the school year, instructors teach core values lessons linked to relevant literature. The goal is to orient students both new and returning to the same set of expectations and tools for realizing the school's vision - that college can and should be a reality for each student. At Think College Now, students absorb a mantra that outlines the behaviors that will lead to a college education for every student:

Everyone in this classroom will be a responsible learner that respects themselves and our community. Everyone will reflect on their actions and make smart, positive choices. We will always do our best, because with GANAS, we will make going to college a reality.

In addition, teachers use "College Talk" throughout the year in their classrooms. For example, Independent Workshop Time is called Independent Studies, classroom jobs are called work study, student table groups are named after colleges and universities, teachers host office hours, homework earns you credits, district benchmark assessments are known as midterms, the California Standards Test is referred to as a final exam, etc.

This year, the school plans to deepen the curriculum connections to the college going culture and to develop additional age appropriate activities that students and families can look forward to grade-by-grade as part of the Think College Now tradition. For example, in kindergarten they visit UC Berkeley during Kindercamanata; in first grade they create an alphabet book or word wall with "A" meaning academics and all the letters connected to going to college; in second grade, students create life maps that connect to going to college, and so on up through the grades.

At the end of the 2006-07 school year, Think College Now promoted its first class of college bound 5th graders to middle school. Each 5th grader had already viewed course catalogs from various universities, filled out mock college applications, and

solicited friends and teachers for letters of recommendation. One student had already begun saving money for Stanford and the whole class took two field trips to be with college students at UC Berkeley. Finally, the school partnered with the East Bay College Fund to award each 5th grader a \$1,000 scholarship which will be available to them for college, provided they keep their grades up through high school and graduate eligible to attend college.

79 percent of OUSD students believe they can go to college

College may be a long way off for these students, but the effect on academic performance is evident right here and now. Since 2004, student proficiency at Think College Now as measured by the California Standards Test has increased from 8 percent to 48 percent in English Language Arts and 23 percent to 59 percent in Mathematics.

Think College Now attributes the growth to a singular focus on the idea that every student should possess the tools to determine their life path and have an equal opportunity to attend college, pursue an occupation of their choosing and realize their dreams.

Big Gains at Grass Valley

In 2006-07, Grass Valley Elementary was fertile ground for educational reform efforts and academic achievement. The hard-charging elementary school made major strides toward ensuring that all of its students are proficient in reading and math.

Through a combination of data inquiry, needs identification, and aggressive action planning, Principal Rosella Jackson and her teachers rolled out initiatives that sparked marked improvements in academic achievement. Reading interventions were introduced relying on "what worked" strategies identified at a curriculum conference held by the principal and her teachers. Also, Grass Valley engaged parents by developing transparent improvement plans for individual students and providing games and high frequency words to be emphasized at home. Finally, Ms. Jackson held frequent, individual meetings with each teacher to discuss individual student work and identify additional support and redirection needed to ensure the student's success.

Grass Valley's efforts paid off on this year's California Standards Test with a 17 percent increase in student proficiency in English Language Arts from 38 percent in 2005-06 to 55 percent in 2006-07. Grass Valley students made similar gains in math with a 15 percent gain from 35 percent in 2005-06 to 50 percent in 2006-07. Grass Valley's economically disadvantaged students also made great gains in both reading and math – achieving a 17 percent increase in reading proficiency and a 15 percent increase in math proficiency as measured by the CST.

Lincoln Delivers an Education Proclamation – Money Isn't All That Matters

Lincoln Elementary is proof that within some of the poorest backgrounds lies an incredible wealth of talent. The Chinatown school hosts more than 600 students; nearly 90 percent of them qualify for free or reduced-price lunches. Many Lincoln students are the children of recent immigrants or immigrants themselves and the vast majority of the student population speaks Cantonese, Mandarin or a language other than English at home.

This confluence of challenges would seem to pose a formidable obstacle to academic achievement. Yet, at Lincoln, hurdles - academic, economic and linguistic - are cleared with a sprinter's grace. In 2006, State Superintendent Jack O'Connell's office, citing Lincoln's success in closing the "achievement gap" between rich and poor students, nominated Lincoln for the national Title I Distinguished Schools award, given on an annual basis to just two low-income schools in each of the fifty states.

Lincoln claimed the honor while posting one of the District's most impressive results on the Academic Performance Index (API), a metric the State of California uses to evaluate test score performance. On a scale that ranges from 200 to 1000 – 800 is considered superior – Lincoln earned a stellar mark of 864.



The school was awash in publicity after the historic victory, but declined to rest on its laurels. Lincoln has enjoyed steady growth in academic achievement and its API score now stands at a robust 899. The school's strong performance has left many observers wondering exactly how they do it. Principal Caroline Yee has a few answers.

"Lincoln's academic success is due to many factors: high family and student commitment to education; professional quality and stability of the staff; a focus on instruction with high expectations of students and staff; school-linked services, supplemental support of community-based organizations, and a uniform district-supported curriculum," Yee explained. "Underlying all of our efforts is the enormous amount of trust that parents place in the staff to teach their children. Lincoln School takes seriously its responsibility to leave no child behind. The results bring pride to the staff, the students, their families and the community."

Every student will take the PSAT

This year, for the first time, OUSD has made the necessary strategic and financial commitments to ensure every 10th grade student has the opportunity to take the PSAT. The PSAT is a critical experience to help students become familiar with the higher-order tests, such as the SAT and the ACT, that are required for college acceptance. The PSAT is also an opportunity for Oakland students to qualify for the National Merit Scholarship program.

"I believe that access to college is a key element to closing the achievement gap. To this end, I incorporate teaching about college in all parts of the school day. My students don't have class jobs, they have "work study." They participate in electives and independent studies. They have created high school class schedules that will allow them to not only meet the A-G requirements, but get them thinking about AP classes as well." —Mariah Howe, 5th Grade Teacher, Think College Now Elementary



OUSD Launches College Readiness Network

Preparing students for college and the workplace is the guiding mission of OUSD, and in 2006-07, OUSD established a mission control center known as the College Readiness Office. The College Readiness Office provides training and support to OUSD’s counselors, oversees the Oakland Athletic League, publishes the Student Success Guide for all high school students, and manages the College Readiness Network — a powerful, new consortium focused on ensuring that all Oakland high school students have the opportunity and the resources to succeed in high school and beyond.

In 2006-07, the College Readiness Network united Oakland Unified with UC Berkeley, the Peralta Colleges, Cal State East Bay, the College Board, College Summit, scholarship organizations and other community-based organizations who commit to the goal of preparing all students for college and career. The partnership was so influential that for 2007-08, the College Readiness Network is evolving into one of the flagship programs in OUSD’s new College Readiness Office, providing training and resources about college preparation to OUSD students and staff. The College Readiness Office also manages OUSD’s partnership with the College Board to provide additional training for teachers and support for students to increase AP passage rates among African American and Latino students.

Getting with the Program

Oakland Unified is dedicated to the achievement of a single, all-encompassing objective: preparing each and every one of its students for success in college and career. Attaining this goal requires constant improvement in every aspect of the school system, but rarely is improvement more gratifying than when it occurs in a school that has been labeled “unsuccessful.”

The No Child Left Behind Act stipulates that Title I schools – those schools with a high population of low-income students – which fail to meet certain standards for two years running are targeted for Program Improvement (PI). Although Program Improvement status is based on one, narrow measure of a school’s overall performance, its effect on the public perception of a school can be far-reaching. As a result, “P” and “I” are sometimes viewed as scarlet letters in the world of education.

Last year, however, two Oakland Unified schools proved that PI status, while unwelcomed, is not a death sentence. Bella Vista and Parker Elementary schools burst out of PI status with impressive showings in the Adequate Yearly Progress (AYP) metric that determines whether a school is designated for Program Improvement.

Bella Vista and Parker surpassed the state-mandated standards for English Language Arts and Mathematics proficiency, while boosting their Academic Performance Index scores by 36 and 17 points to 777 and 723 respectively. Congratulations students and teachers! Clearly, the old labels no longer apply.

Not Too Cool for School

The mere mention of the words “Algebra” and “Summer School” are enough to make some students break into a cold sweat. Not so for the 119 students at this year’s OUSD-UCOP Summer Algebra Academies. This group of rising ninth graders eschewed sleeping in late and Playstation in favor of early morning classes and linear equations. As a result, they found themselves better prepared for high school and further down the road toward a college education.

The students can thank their own dedication, as well as the joint efforts of OUSD and the Office of the President at UC Berkeley. In 2007, Cal and OUSD joined forces to launch two, five-week Summer Algebra academies aimed at boosting mathematical competency among underachieving student populations. The program replicated a model that was introduced with great success in several, rural California school districts, but OUSD is the first urban district to adopt this approach.

The Summer Algebra Academies are designed to:

- Increase 9th Grade academic performance in Algebra and other high school courses
- Foster college-going culture by ensuring that parents and students understand A-G requirements and the importance of 9th grade academic performance
- Increase the number of students eligible for UC and CSU schools

To achieve these goals, students participated in an intensive, five-week session at Oakland High and Oakland Tech. Any student assigned to either of these two sites was entitled to apply, but the focus was on bringing struggling math students up to speed. Students attended Algebra classes four hours a day, four days a week in environments with 16:1 student-teacher ratios. Not exactly a day at the mall, but the results were well worth it.

The MDTP Algebra Readiness Test (ART) was administered to students at the beginning and end of the Academy. More than 74 percent of students showed gains indicating solid improvement in their Algebra skills. In the two areas targeted for emphasis, Operations and Word Problems and Expressions and Equations, the groups saw solid increases of 20 percentage points and 14 percentage points, respectively, on their pre- and post-assessments.

The initial performance was extremely promising. UCOP officials will track the development of students by collecting and analyzing data for the duration of their high school career, as well as by monitoring college entry rates. This aligns with the purpose of the curriculum: providing students with a better sense of the requirements associated with college, as well as the skills needed to meet those demands. In that

regard, it was a rousing success. As one teacher noted in the program assessment, “Having students begin to think about college early and become familiar with a high school campus was the greatest asset of the program – as important as reviewing mathematics content to support their success in Algebra next year.”

Each Wednesday, students met with directors, outreach coordinators and counselors and participated in seminars covering such subjects as “College, Making it Happen;” “Time Management;” “Dream a Little Dream;” “Debunking Myths of Financial Aid,” and “Note Taking.” The sessions helped define the college experience and increase its reality for the students and their families. In the words of one site director, “There was a real sense of community among parents and their children around becoming college bound.”

All the attention had its desired effect. Despite the lure of inviting summer weather and friends with idle time, the average daily attendance at Oakland Tech was 91 percent, while Oakland High checked in with an 84 percent attendance rate. And the message got across. As one student observed, “It made me realize there is no fooling around, so I need to focus more on work.”

Early Childhood Learning — The First Step on the Educational Journey

An ancient proverb holds that a long journey begins with the first step. Nowhere is this saying more apt than in education, where the task of preparing children for success in college and career begins when they are not long out of the crib.

At Oakland Unified the road to college begins with the Office of Complementary Learning’s Early Childhood Education (ECE). ECE is committed to ensuring that all children are kindergarten-ready and primed for a seamless transition from preschool to elementary school.

ECE stimulates the minds of young children with a surprisingly rigorous routine. The fledgling students participate in a variety of individual and group activities designed to develop language and reading readiness skills, to enhance physical, social, emotional and intellectual growth and to develop skills and attitudes that will increase their ability to succeed in school.

“Preschool is a child’s first opportunity to experience the educational system and if it is our goal to prepare all children for an opportunity to partake in higher education, then it must be our goal to nurture a love of learning within each child and give parents the tools necessary to advocate for and support their children throughout their educational experience,” explained Lynne Rodezno, Director for Early Childhood Education.

The ECE benefited from an Early Reading First grant that supported implementation of the preschool Open Court reading program. Open Court helps children build the

College-Going Culture Includes Workplace Experience

This summer, 230 high school students participated in an internship program sponsored by Oakland Adult and Career Education in collaboration with the City of Oakland. Students received a combination of general work readiness training and on-the-job internships with employers throughout the city. For some students, these summer internships are life changing opportunities to make a real-life connection between the concept of “college readiness” and the employment prospects a college education puts within their reach.

strong pre-literacy skills required to meet future grade level standards. Similarly, the Raising a Reader program provides children the opportunity to bring home a backpack on a weekly basis filled with multilingual books — the first small steps on the lifelong journey of education. Throughout the year, teachers assess children’s developmental progress on the Desired Results Developmental Profile and share this information with parents during formal conferences.

Lifelong Learning

Everyone has a mental picture of what a “student” should be. For many, there is the familiar image of the bright-eyed youngster setting off for school, backpack in tow. But not every student fits neatly into a Normal Rockwell painting. A great number of students, in fact, don’t conform to that perception.

Students can also be the parent who never finished high school, returning to the classroom to inspire his children and achieve his degree. Or the immigrant mother with modest English skills taking English as a Second Language (ESL) courses so she can better help her daughter with her homework. Or the senior citizens making friends, staying active and acquiring new skills at one of the classes offered through Oakland Unified’s Older Adult 50+ program. These, and others, are all faces of OUSD, and for those students who have not taken the conventional path, Oakland Adult and Career Education (OACE) offers a way to complete a high school degree or branch out into new territory.

In Oakland, adult education is part of the school district, enabling OUSD to engage entire families in the learning process. The idea is that education should be both inclusive and easily accessible for all students, not just the traditional ones. An educated person never stops learning, which is why Oakland Unified supports a comprehensive system of adult education that allows older students to develop their skills and capacities while meeting their professional, familial and civic responsibilities.

Oakland Adult and Career Education offers high quality programming to adults and high school youth in three arenas: Workforce Development, Community Development and Support Services to pre-K-12 schools. Many District parents seek out OACE ESL and Career Technical Education instructional programs as part of their quest for personal and professional advancement.

In 2006-07, the District strengthened and expanded partnerships with community-based agencies that provide parents access to targeted language and literacy skills and a rich array of support services, such as job training and job placement opportunities. It’s not only the parents who benefit from these programs, but the younger students as well.

OACE provides adults with critical support in the important task of parenting a student – its workshop series is designed to provide parents with practical skills and tools that help young people navigate today’s life challenges. Whether it’s “Homework without Hassles” or “Supporting your Child in the Open Court Reading Program,” OACE Parenting Education classes are designed to help parents support

the academic success of their school age children. The philosopher Plato noted wisely that “Education is the best provision for old age.” But it’s clear that young and old alike profit from a continual thirst for knowledge.

Scoring a Golden Goal

People who have achieved great success in differing fields don’t always see eye-to-eye. Yet, one thing giants in every profession can agree on is the importance of setting concrete goals and executing a plan to achieve them. They would also be united in their admiration for the 11th Grade U.S. History students at the East Oakland School of the Arts (EOSA).

Led by intrepid teacher Aryn Bowman, the students agreed on an ambitious goal – outperforming the state average on the US History portion of the CST (California Standards Test). In hard numbers this meant that 64 percent of the junior class would have to qualify as Basic, Proficient or Advanced on a test that separates students’ skills into five categories: Far Below Basic, Below Basic, Basic, Proficient and Advanced.

On the surface that may not seem like such a tall order. That’s before you take into account the 2006 CST, where only 38 percent of students rated as Basic or above and just 2 percent were judged to be Proficient or Advanced. Meeting the goal would require boosting scores by 59 percent in a single school year.

Undaunted, Bowman presented the challenge to her students and, just as importantly, made them believe they had a stake in the results. Bowman explained the CST’s relation to the students’ prospects, her professional reputation, the state of the school and the welfare of the community. Once it became clear the students had a vested interest in performing well on the CST, they set to making the goal a reality.

The 2007 scores showed the investment paid off handsomely. Not only did the EOSA students outperform the state average – they shattered it. A full 83 percent of the students scored at Basic or above - more than twice the previous year’s total and



nearly a third more than the statewide average of 63 percent.

Equally impressive is the fact that 47 percent of the students graded at Proficient or Advanced — 12 percentage points more than the state average — and up from only 2 percent at Proficient or Advanced in 2006. In total, the number of students scoring at the level of Proficient and Advanced was the same as at Berkeley High. Berkeley, however, couldn't keep pace in all areas as just 68 percent of its juniors graded at Basic or above, compared to a robust 83 percent for the East Oakland School of the Arts.

The question of whether Ms. Bowman and her students could meet their audacious goal has been answered with a resounding yes.

Increasing Rigor at EXCEL

To visit EXCEL High School is to step into the eye of a tornado. Upon walking through its doors you enter into a controlled whirlwind of educational activity, a place where enthusiasm and commitment are forces of nature.

Touring classrooms during one period, a visitor might see small teams of students dissecting pigs in biology class, a teacher demonstrating how to simplify an algebraic expression in a classroom where posters on the walls list every student by name and their proficiency level on each algebra standard, and a chemistry class where students are reviewing impacts of toxins released by a neighborhood factory and developing an environmental justice action plan.

You don't have to be an educator to know one thing is clear: EXCEL High School is charting a powerful course of rigorous teaching and learning for all students. This isn't an accident, but the result of a concerted effort to institute a new and more effective system of teaching and learning. Several key strategies distinguish the EXCEL approach:

"Every instructional decision I make is informed by my knowledge of mathematics. I have needed to keep learning and keep my content fresh by seeking out new experiences to learn mathematics... I live for animated student discussions about a mathematical topic or the brilliant question a student may ask."

—Juliana Jones, 7th and 8th Grade NBCT Math Teacher, Montera Middle School; 2007 Alameda County Teacher of the Year

At EXCEL, all teachers grade for mastery and present lesson objectives in a student-friendly manner. Lesson objectives are based on content standards and are written as "I can" statements to emphasize that these goals are readily achievable with focus and hard work.

To reinforce this sense of possibility, every EXCEL teacher communicates a belief in the ability of every student and works to create transparency with regard to each student's level of achievement. For example, California Standards Test data now appears on EXCEL student transcripts and teachers review data at each department and staff meeting with an

emphasis on intervention and home school communication.

Equally important is the decision of Principal Yetunde Reeves and her School Site Council to invest in small class sizes, keeping 9th grade at a 1:20 teacher to student ratio, and maintaining the ratio at 1:25 for grades 10 to 12.

Teachers at EXCEL promote college-going culture with discussion of A-G requirements, SAT testing and the college application process, as well as visits to local colleges and universities. In addition, Principal Reeves leads an annual tour of historically black colleges during spring break.

Finally, EXCEL has adopted a whole-school focus on literacy. Every teacher in every subject, in every classroom, promotes vocabulary development, reading comprehension, and written communication skills.

At EXCEL, students learn not only about academics, but also that they are powerful agents of change in our community. In April, they marched to city hall and demanded an audience with Mayor Dellums to discuss his response to the violence in the neighborhood that surrounds their school on West Oakland's McClymond's Educational Complex.

The children are used to overcoming obstacles, and they must continue to do so if they are to fulfill their academic potential. In 2007, 39 percent of EXCEL 10th graders, and 89 percent of EXCEL 12th graders passed the CAHSEE exam. EXCEL's school wide score on the Academic Performance Index rose from 568 to 574 during 2006-07, a notable improvement, but not nearly what the school is ultimately capable of in terms of academic performance.

The changes at EXCEL are still new and will take time to make their effects fully known, but the promise is evident. The culture has changed dramatically and, like a gathering storm, is ready to sweep away the remnants of yesteryear and usher in a new era of success.

Charting its Own Course

Oakland Unified is a large and wonderfully diverse school district with a wide array of academic initiatives, but one overarching goal: ensuring that all Oakland Public School students graduate prepared for success in college and career.

In order to achieve this objective, OUSD has identified a number of steps that will change the educational landscape and allow academic proficiency to blossom in formerly fallow ground. Foremost among these measures is the commitment to ensuring that every family has access to at least two quality school options in its neighborhood and the ability to select from a broad range of educational options throughout Oakland.

While OUSD's traditional public schools cover the spectrum of urban public education, the District's 32 charter schools serve to supplement its already rich offerings.

Nowhere is this more evident, than at Oakland Charter Academy.

In 2006-07, Oakland Charter Academy (OCA) recorded a remarkable 40 point jump in its API score, which now rates a tidy 896 in a metric where 800 is considered superior. OCA now ranks second in API among all middle schools, a fact noted by the California Business School Excellence Roundtable, which named Oakland Charter an Honor Roll for demonstrating consistent growth on state exams for the past two years. Prestigious universities have also taken note. This year, Johns Hopkins University selected several Oakland Charter Academy students for its Talented Youth Scholar program.

Yet, OCA not only charts its own course in the classrooms but on the playing fields – and waters – as well. The school boasts a rugby and crew team, proving that brains and brawns need not be strangers after all.



National Board Certified Teachers

Teaching is the foundation of all we do and OUSD is committed to building a superior school system with powerful instructors as the cornerstone. Providing and supporting high quality teachers in every classroom is not only our highest human resource priority, but also a fundamental objective for the entire organization.

Since 2003, we have tripled the number of National Board Certified teachers serving Oakland students. And since 2001, more than 50 OUSD teachers have earned the prestigious National Board Certification. A vast majority of the more than 150 reports and papers on National Board Certification have found that NBCT certified teachers make a measurable and significant impact on teacher performance as well as student learning, engagement, and achievement.

“As an urban school teacher, the (NBCT) process gave me an opportunity to reflect on best practices, establish authentic learning goals for my students, as well as celebrate the academic achievements that were made in my class,” said Yetunde Reeves, Principal of EXCEL at McClymonds, former Social Science Teacher, 11th grade.



Technically, the Bulldogs are State Champs

Oakland Tech lived up to its name with a powerhouse performance at this year's California State Fair. Competing against schools from all across the state - private, parochial and public, rural, urban and suburban - the school's Engineering Academy brought home more hardware than any other program at the Industrial and Technology Education Competition.

Under the direction of Parker Merrill, Oakland Tech students earned top overall status and captured a slew of individual prizes in a remarkable haul that saw 25 Bulldogs win, place or show. One student took Best in Show and three received Outstanding Project honors while Mr. Merrill himself won the Instructor Sweepstakes, a prize given to the teacher whose students accumulated the most points based on the number and rank of prizes.

Tech students took first place in the Architecture, Three-Dimensional Computer Aided Design (3-D CAD), Descriptive Geometry (Hand Drawn), Engineering Principles (Hand Drawn), Mechanical Drafting and Multipart Assembly categories. Tech also qualified for the medal stand in Computer Aided Design (CAD) and Green Architecture.

Parker Merrill started the program twenty years ago and has since built a dynasty. Technically and literally speaking, his students are the Best in Show.

Sailing the High Seas of Charter Education

Charting a course through the choppy waters of urban education can be difficult at times. Fortunately, OUSD's Office of Charter Schools (OCS) is a lighthouse showing the way to shore. This summer, the new and improved OCS debuted with the goal of strengthening and expanding the level of support and oversight offered to the District's semi-autonomous schools.

Experience has shown that a quality charter school is more likely to exist and succeed when it is backed by a quality authorizer. The work of authorizing – creating new schools, allowing them to innovate, and holding them accountable – is not only smart school improvement work, it's essential to protecting the public interest and supporting student success.

The reorganized Office of Charter Schools is committed to ensuring that its work represents core values of Quality, Transparency, Accountability and Service. Adherence to these values will help propel OCS toward its goals of:

- Strengthening OUSD's authorizing standards for charter schools
- Increasing the community's confidence in OUSD's capacity to effectively monitor and oversee charter schools
- Impacting schools by protecting choice and autonomy while demanding accountability
- Serving as a crucial resource in the effort to boost student achievement

OUSD recognizes that charter schools often relish, but occasionally struggle with the challenges of relative independence, and knows they can all benefit from additional resources. The new Office of Charter Schools provides this guidance with services such as its lending library, a website stocked with information designed specifically for charter schools and counseling on critical issues such as compliance, assessing student learning, attendance and fiscal management. The revamped Office of Charter Schools can't guarantee smooth sailing, but it can play a captain's role in helping Oakland's charter schools navigate toward their academic and social goals for students.

Operations Support Coach, AMANDA VON MOOS

At OUSD, Operations Support Coaches do more than offer mere support – often they make things possible. Ask Angela Haick, Principal at Piedmont Avenue. Ms. Haick was preparing her fifth grade class for a trip to a science camp located in the South Bay. She knew that Stanford University was on the way to the destination and knew what an inspiring experience it would be for her students to glimpse the fabled campus up close. She also knew that she didn't have nearly enough time to organize the side trip while running her school and supporting her teachers.

Time is precious and when Ms. Haick informed Ops Support Coach Amanda von Moos of her dilemma, Amanda wasted none of it. She started researching tour possibilities, only to hit a dead end upon discovering that campus tours were completely booked for that week. Not to be deterred, Amanda found two volunteers willing to serve as tour guides. Oh, and she also coordinated the visit and arranged for a meeting location, tour route and bus parking.

In addition to touring the campus and having lunch, the students attended a special lecture with a guest speaker who engaged them in class discussion, providing an unforgettable experience for the 5th grade students. The tour was videotaped by the science camp sponsor, who now plans to include the campus tour for all future science camp trips. Principal Haick added that the visit would not have happened without Amanda's "awesome implementation" – to say nothing of her remarkable initiative.

OUSD's Operations Support Coaches served 66 K-12 schools during the 2006-07 school year. "Ops Support", as they're often called, help principals be instructional leaders by assisting them in (1) navigating district resources and processes; (2) creating efficient operational systems; and (3) increasing principal and staff capacity. Operations Support Coaches also provide direct support, as needed, and take on special projects that principals want to pursue, but lack the time to implement.



School Secretary, **ROBIN SASADA,** Kaiser Elementary

Robin Sasada has served Oakland students and families as the Administrative Assistant at Kaiser Elementary since 1997. During those ten years, she has developed a reputation for strong organizational skills, wise counsel, and stellar customer service that ensures Kaiser's students and families get what they need. Robin is part secretary, part mother and part investigative reporter. She doesn't just answer parents'

questions, she goes deeper to understand the outcome parents desire and gives them the context and extra support they need to obtain the necessary education and health services.

Kaiser Principal Mel Stenger claims that Robin's listening skills go beyond simply hearing to truly perceiving what children need, sort of a secretarial ESP. "She knows what I'm thinking before I tell her," Stenger explained. "I couldn't do my job without her." He recalls the time, OK, the numerous times, when a child appeared in office with a minor injury. Robin instantly gathered that the child was upset, took the time to calm the student, and sped her back to her class for more instruction.

This year, Robin achieved a special milestone of her own. Her first son Jake, a 2007 graduate of Skyline High School, departed for Hawaii this fall where he is enrolled in his first year of college. Jake leads a pack of boys with OUSD ties - Robin has three other sons enrolled in Oakland public schools. Robin has given freely of herself for the betterment of other children and this summer she took some time to attend to her own. Even then, she kept her other family firmly in mind.

Robin came back to Kaiser early this August to prepare the school for teachers and students. That allowed her to take time off prior to the first day off class and help Jake move in to his college dorm room. Chances are she knew exactly what he needed.

Robin was recognized for School Site Service Excellence at the 2007 Expect Success Awards.

School Security Officer, **TERRI MCINTOSH,** Santa Fe Elementary

Terri McIntosh didn't plan on going into teaching. When the 2006-07 school year began at Fred T. Korematsu Discovery Academy, her official job description was "School Security Officer." A few weeks later, her unofficial position was "tutor."

In the fall, Terri took it upon herself to tutor students in reading for 15 minutes each day. One child expressed a special desire for instruction because he couldn't read or write and was embarrassed around peers. Terri took the student under her wing and gave him an opportunity to learn in an informal environment, taking time during her morning break to tutor him. He now is reading with confidence among his peers!

Oakland's School Security Officers help ensure that every student has a positive, safe environment for learning. They work with teachers and other school staff to ensure that our campuses are secure and that students are in classrooms when they're supposed to be. This year, Terri McIntosh is serving students at Santa Fe Elementary.



Peralta Rising

The morning of March 27th should have marked the dawn of yet another bright, spring day for the students, parents and teachers of Peralta Elementary. Instead, it brought darkness and despair as family and staff stared at the blackened entryway and burned-out remains of their once-proud school.

Peralta had fallen prey to the malicious whims of an arsonist intent on destroying this idyllic school, affectionately known as a “flatland gem.” He may have succeeded in torching the building, but the spirit of the Peralta community burned brighter than ever in the face of tragedy.

After using the morning to absorb the shock, Peralta’s parents and staff took the only option available to them – they got to work. By the afternoon, committees were formed, to-do lists were devised and a movement was born. The goal: to restore Peralta to its former glory.

There was little glory, however, in the work required to make the dream a reality. Unless you find glamour in salvaging furniture, moving supplies and transporting the urban jungle that was Peralta’s garden to a new location. Through blood, sweat and tears, the Peralta community transformed the vacant Carter Middle School campus into a charming, if makeshift home. Still, it wasn’t Peralta. It wasn’t even close and the school’s community wasn’t willing to settle for anything less.

“There was no time for mourning,” recalled Peralta parent Christopher Waters. “We rallied. We worked. We organized. Children broke open their piggy banks and turned their contents over without hesitation. Kid hugs and kisses held our spirits together like little bandages of love.”

Parents and staff were determined to have the refurbished campus ready for the start of the 2006-07 school year. Some people scoffed at the notion. Others laughed. More generous souls cited the red tape and slow approval time for school construction projects and expressed polite skepticism.

Peralta’s supporters turned a deaf ear to the critics and their shoulder to the wheel. They worked closely with Tim White, OUSD’s Assistant Superintendent for Facility and Planning Management, on the \$2.2 million renovation project.

They contacted other District administrators, local politicians, state officials, corporate donors and American Indian Tribes for help. Yes, Indian Tribes – the Lytton Band of Pomo Indians chipped in with a \$100,000 donation. Home Depot, Safeway, the Oakland A’s, Jennifer Bury and SEIU Local 1021 also gave generously of both time and money.



“While most of my interactions with people at school made me who I am today, there is one person who changed my outlook on life and that was my teacher, Darrick Smith. Darrick taught me so many things that I cannot even begin to explain how valuable he is in my life. He showed me that getting the highest grades in class did not mean that I was better than the person who did not, he helped me to develop my integrity, as well as my character. Darrick’s teaching in class helped me choose to follow my passion in college. I would not be the person that I am today without his influence.” —Ivie Arasomwan, Oakland Tech 2007 Graduate, Loyola Marymount University Freshman

Achieving Service Excellence Training

For an organization to experience true success, excellence must be the standard at every level of operations. That's why, in order to achieve our goal of preparing every student for success in college and career, every OUSD employee commits to providing excellent customer service.

In 2006, we launched Achieving Service Excellence – a training program to teach skills and practices that allow individual OUSD employees to intentionally and consistently provide outstanding customer service to our students, parents, community, co-workers and partnering vendors.

To date, over 750 of the Service Organization and school site clerical employees have completed the 16-hour program – including every human resource and payroll team member, all instructional and technology services staff, and many nutrition staff, clerical staff, and school security officers.

Each Service Area that completed the training saw improvements in their customer service scores on the **USE YOUR VOICE** survey for 2006-07.

And they were all present on the first day of school for a ceremony commemorating Peralta's rebirth. The only laughter then was the joyous sounds of children and adults reveling in a dream realized and a job well done.

"There were many long days of work, and many long nights spent planning and organizing instead of sleeping," Waters said. "We engaged the community and we made something tremendous rise from the ashes."

In 2006-07, Peralta Elementary's API increased 8 points to 805 - crossing the 800 point threshold established by the State of California for high quality schools.

A Facelift for OUSD

Marilyn Monroe once remarked that "I'd like to grow old without facelifts." While that may be a reasonable aspiration for someone contemplating the approach of middle age, it's impossible for a school district committed to providing safe, clean and healthy conditions for its students and employees.

That's why OUSD committed \$56,782,687 to a massive makeover of District facilities in 2007. No class or category of building went untouched in the effort to restore, renovate, beautify and enhance Oakland schools.

High profile jobs such as restoring Peralta Elementary after severe fire damage grabbed the headlines, but other, equally important, if less glamorous, projects were completed in the past year. Landscape and irrigation work was performed, buildings were painted, retaining walls shored up, fire and security alarms replaced, sidewalks and parking lots repaved, gymnasiums repaired, restrooms restored, new roofs, portables and renovations completed, floors, lighting and ventilation systems installed, and entire campuses modernized.

These changes, while both structural and aesthetic in nature, were not made for reasons of mere vanity. The guiding purpose was the creation of more comfortable, welcoming environments that inspire children to achieve academic goals that prepare them for success in college and career.

"This year the district had another in a series of active years creating new small school settings and responding to the need to create learning environments conducive to the delivery of the district's accelerated academic program," explained Timothy White, Assistant Superintendent, Division of Facility Planning and Management. "The next three years also are going to be very exciting years with up to \$250 million in improvements planned."

White noted that in addition to the ongoing renovation of the District's schools, in the future, more emphasis will be placed on modernizing the various clinics and child development centers that nurture and facilitate the learning process.

To view the facilities master plan, log on to www.ousd.k12.ca.us. Click on **Services & Departments**, click on **Facilities**, and then **OUSD Facilities Master Plan**.



2007 grads

“At Oakland Tech, I was constantly encouraged to pursue higher education.”

—JESSICA JONES

Oakland Tech Graduate, Tuskegee University Freshman



CHYNA JULES
Mandela High School
California State University, Fresno

Chyna Jules is a 2007 graduate of Mandela High School. She just started her freshman year at CSU, Fresno and credits her many OUSD principals, teachers, counselors and staff who helped her throughout her educational career with helping her fulfill her dream of going to college.

Chyna decided to attend CSU Fresno because of its proximity to family, and because she has family members who currently attend the University. She is excited about the many educational opportunities she can explore at CSU Fresno, but has opted to declare Psychology as her major because she has a keen interest in understanding “the inner workings of people.” She also finds the signing and deaf culture quite interesting and may pursue a Deaf Studies major. For now, she is excited about her first year at Fresno and the opportunities she will be exposed to at a 4-year college.



ROGER MOY
Mandela High School
UC Davis Freshman

Roger Moy grew up in a college-bound household. A 2007 graduate of Mandela High School, he was encouraged by his parents from a young age to continue his education. Roger’s parents enrolled him in a program at the end of his 6th grade year called Pre-Collegiate Academy. This program, run by the East Bay Consortium, matched college students with elementary and middle-school students. Roger said “ the [mentorship] I received through the program is what made me want to go to college, to be like them.”

While Roger entered UC Davis as an undeclared-Physical Science major, he wants to remain open-minded about other opportunities he will be exposed to while at Davis. After all, one of the reasons he chose Davis is because there “are a lot of resources on the UC Davis campus [one] can take advantage of.” Roger also has an older brother and several friends who go to UC Davis and helped solidify his decision to attend.

“The CCIC staff helped me see that I am UC material.”

—MARINA MEZA
Life Academy Graduate, UC Berkeley Freshman



EVAN MORIER
Skyline High School
Seattle University Freshman

Evan Morier graduated in June from Skyline High School. He chose to attend Seattle University because he felt he could receive a complete education there that would help him decide what he wants to do in life. His major in undeclared, but he is leaning towards Political Science or International Studies.

Evan credits his counselors Raheem Mohammed and Jan Munn for help and guidance in preparing for college. Ms. Munn helped with the application process and wrote a great letter of recommendation. AP Government teacher James Richter was also an influence in Evan’s interest in Political Science. “He was one of the best teachers I had throughout my 14 years in OUSD,” wrote Evan. Additionally, Evan says that being in AP and honors classes throughout high school exposed him to many college-bound students who influenced him to do well.



1. California Department of Education. 2007. Data Quest website. <http://data1.cde.ca.gov/dataquest>. Sacramento, CA. Ethnic and racial categories may be different than represented in other sources. Some figures have been consolidated.

2. California Department of Education. 2007. Data Quest website. <http://data1.cde.ca.gov/dataquest>. Sacramento, CA. Economically disadvantaged students are counted using the number of students receiving free- and/or reduced-price lunches. Compensatory education includes those students receiving federal and state assistance.

3. California Department of Education. 2007. Data Quest website. <http://data1.cde.ca.gov/dataquest>. Sacramento, CA. Job classifications of office/clerical, paraprofessional, and other classified are considered classified staff. The remaining job classifications: teachers, pupil services, and administrators are certificated staff.

4. Academic Performance Index (API) reports. California Department of Education. <http://www.cde.ca.gov/ta/ac/ap/apireports.asp>. Column labeled "Base API from Previous Year" refers to year prior than labeled in column. For example, the Base API labeled in 2002-03 is 568. This score was from the 2001-02 school year. The column labeled "Growth API from Previous Year" refers to present year in column. For example, the Growth was 28 points in the 2002-03 school year. The API growth target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model. Direct-funded charter schools are not included in the LEA Report.

5. Academic Performance Index (API) reports. California Department of Education. 2002-2007 API Growth Report - District API. <http://www.cde.ca.gov/ta/ac/ap/apireports.asp>. Growth is defined as the difference between the previous year's Base API and the current year's Growth API. The API growth target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model. Direct-funded charter schools are not included in the LEA Report.

6. California Standardized Testing and Reporting (STAR) Research Files 2003-2007. California Department of Education. <http://star.cde.ca.gov/star2006/viewreport.asp?rf=True&ps=True>. Proficiency rate is defined as those students achieving proficient or advanced scores on the CST ELA test and CST Algebra I test. Additional detail about the calculation of test scores and proficiency rates can be found at: <http://star.cde.ca.gov/star2006/>.

7. Department of Finance. 2007. Oakland Unified School District. Source of revenue represent 2006-07 Unaudited Actuals. The Revenue Limit is comprised of pass-through property taxes that are distributed by the California Department of Education each year. Total revenue includes all funds for the school district both restricted and unrestricted dollars. Compensatory education are programs that are targeted at students with special needs strictly identified by the federal government.

Appendix B. 2006-07 Revenues & Expenditures by Fund

In the 2006-07 school year, OUSD allocated revenue to a variety of funds that are used for different purposes throughout the school year. Below is a detailed account of how those funds were allocated and expended during the year.

CATEGORY	GENERAL FUND	ADULT SCHOOL	CHILD DEVELOPMENT	FOOD SERVICES	SPECIAL RESERVE	FACILITY BOND	DEFERRED MAINTENANCE
BEGINNING FUND BALANCE	\$27,690,875	\$5,665,707	\$874,453	\$647,672	\$64,590	\$78,623,653	\$5,352,979
REVENUE							
REVENUE LIMIT	\$222,081,546	\$12,497,049	\$0	\$0	\$0	\$0	\$0
FEDERAL REVENUE	\$55,031,665	\$1,411,520	\$9,027,679	\$12,384,444	\$0	\$0	\$0
OTHER STATE REVENUE	\$121,731,033	\$329,241	\$12,257,902	\$1,089,938	\$0	\$0	\$1,955,665
OTHER LOCAL REVENUE	\$41,515,272	\$418,434	\$738,254	\$1,130,978	\$434,279	\$5,035,078	\$192,305
TOTAL REVENUE	\$440,359,516	\$14,656,244	\$22,023,835	\$14,605,360	\$434,279	\$5,035,078	\$2,147,970
EXPENDITURES							
CERTIFICATED SALARIES	\$164,546,462	\$7,393,603	\$7,969,471	\$0	\$0	\$0	\$0
CLASSIFIED SALARIES	\$56,407,441	\$1,634,040	\$4,946,437	\$4,328,492	\$0	\$1,016,419	\$0
EMPLOYEE BENEFITS	\$76,107,094	\$2,568,605	\$5,522,389	\$1,887,135	\$0	\$389,314	\$0
BOOKS & SUPPLIES	\$29,583,941	\$1,547,331	\$272,165	\$7,009,503	\$0	\$30,464	\$0
OPERATING SERVICES	\$76,032,058	\$716,412	\$590,326	\$356,707	\$0	\$6,285,620	\$3,346,387
CAPITAL OUTLAY	\$2,427,876	\$126,573	\$39,379	\$0	\$0	\$33,923,965	\$62,823
OUTGO, SUPPORT, SOURCES, USES	\$19,681,358	\$314,990	\$1,570,204	\$529,140	(\$30,721,913)	(\$131,248,591)	(\$2,060,011)
TOTAL EXPENDITURES, SOURCES & USES	\$424,786,230	\$14,301,554	\$20,910,371	\$14,110,977	(\$30,721,913)	(\$89,602,809)	\$1,349,199
NET INCREASE (DECREASE) FUND BALANCE	\$15,573,286	\$354,690	\$1,113,464	\$494,383	\$31,156,192	\$94,637,887	\$798,771
ENDING FUND BALANCE	\$43,264,161	\$6,020,397	\$1,987,917	\$1,142,055	\$31,220,782	\$173,261,540	\$6,151,750

Appendix B. 2006-07 Revenues & Expenditures by Fund (cont'd.)

2006-07 UNAUDITED ACTUALS	CAPITAL FACILITIES	BUILDING LEASE / PURCHASE	STATE FACILITIES	CAPITAL OUTLAY PROJECTS	BOND INTEREST & REDEMPTION	TAX OVERRIDE (53)	SELF-INSURANCE
BEGINNING FUND BALANCE	\$8,459,370	\$3,947,673	\$7,714,581	\$114,446	\$27,581,258	\$35,265	\$4,812,351
REVENUES							
REVENUE LIMIT	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FEDERAL REVENUE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER STATE REVENUE	\$0	\$0	\$323,458	\$0	\$318,182	\$398	\$0
OTHER LOCAL REVENUE	\$5,476,432	\$177,311	\$1,130,265	\$17,906	\$14,553,287	\$29,908	\$17,641,347
TOTAL REVENUE	\$5,476,432	\$177,311	\$1,453,723	\$17,906	\$14,871,469	\$30,306	\$17,641,347
EXPENDITURES							
CERTIFICATED SALARIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED SALARIES	\$0	\$0	\$0	\$0	\$0	\$0	\$251,838
EMPLOYEE BENEFITS	\$0	\$0	\$0	\$0	\$0	\$0	\$99,020
BOOKS & SUPPLIES	\$160,549	\$0	\$0	\$0	\$0	\$0	\$206
OPERATING COSTS	\$70,090	\$0	\$323,458	\$0	\$0	\$0	\$14,693,320
CAPITAL OUTLAY	\$880,457	\$0	\$0	\$0	\$0	\$0	\$0
OUTGO, SUPPORT, SOURCES, USES	\$5,293,716	\$0	\$0	\$0	\$26,567,377	\$36,796	\$0
TOTAL EXPENDITURES, SOURCES & USES	\$6,404,812	\$0	\$323,458	\$0	\$26,567,377	\$36,796	\$15,044,384
NET INCREASE (DECREASE) FUND BALANCE	(\$928,380)	\$177,311	\$1,130,265	\$17,906	(\$11,695,908)	(\$6,490)	\$2,596,963
ENDING FUND BALANCE	\$7,530,990	\$4,124,984	\$8,844,846	\$132,352	\$15,885,350	\$28,775	\$7,409,314



OAKLAND UNIFIED
SCHOOL DISTRICT

expect **Success**

every student, every classroom, every day

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