



**Oakland Adult and Career Education
Administrative Offices**
McClymonds Educational Complex
2607 Myrtle Street
Oakland, CA 94607
(510) 879-3036



MEMO

To: Vincent Matthews, State Administrator
OUSD Board of Education

From: Roberta Mayor, Ed.D., Interim Superintendent
Brad Stam, Chief Academic Officer
Brigitte Marshall, Director, Oakland Adult and Career Education

Meeting Date: April 22, 2009

Subject: Recommendation from Director of Oakland Adult and Career Education on programming and budget strategies to address changes in CA Adult Education funding caused by passage of State budget.

Action Requested: Approve allocation of the full, 09-10 adult education award to OACE in support of ongoing adult education programs that yield prioritized, high stakes, high impact, high leverage outcomes for students and that directly support the goals and strategies of OUSD.

Background: The passage of the February 20th 2009 Budget Act resulted in the transfer of restricted adult education funds to the District's general fund. As a result of the Budget Act, adult education programs are no longer independent, semi-autonomous programs supported by funds which are restricted to use in adult education and the District is therefore not required to fund adult education programming at a specific level. Effective immediately and for the next four years, the District may determine its educational priorities and choose to expend adult education funds for any educational purpose and without regard to the goals and strategies of the adult education program. The Budget Act imposed a 15.4% cut to the adult education 08-09 allocation, resulting in a reduction in current year funds of approximately \$2,244,620 and an additional reduction of 4.5% to the 09-10 allocation.

Fiscal Impact: Projected cut to Adult Education funds of approximately \$2.3 million for 08-09 and estimated total cut to ongoing funding of \$2.7 million.

Attachments: Powerpoint and handouts for presentation to Board.

**Resolution of the State Administrator
of the Oakland Unified School District
Resolution No. 0809-0161**

**Approval of Budget Priorities for the Adult Education Program and Allocation of
Funds to Support Prioritized Adult Education Programming**

WHEREAS, the passage of the February 20th 2009 Budget Act (“Budget Act”) resulted in the transfer of restricted adult education funds to the District’s general fund;

WHEREAS, as a result of the Budget Act, adult education programs are no longer independent, semi-autonomous programs supported by funds which are restricted to use in adult education and the District is therefore not required to fund adult education programming at a specific level;

WHEREAS, as a result of the Budget Act, effective immediately and for the next four years, the District may determine its educational priorities and choose to expend adult education funds for any educational purpose and without regard to the goals and strategies of the adult education program;

WHEREAS, the Budget Act imposed a 15.4% cut to the adult education 08-09 allocation, resulting in a reduction in current year funds of approximately \$2,244,620 and an additional reduction of 4.5% to the 09-10 allocation;

WHEREAS, the Oakland Adult and Career Education (“OACE”) program has undertaken an extensive strategic planning process over an 18 month period in 2008 and 2009, which included an in-depth community needs analysis and extensive engagement with community members, teachers, OACE staff, community partners and students;

WHEREAS, as a result of the strategic planning process, it is apparent that OACE programs should emphasize and invest in literacy and employment skills training, and develop an integrated program structure and transition programs for adult students to access further education and training;

WHEREAS, initial analysis of K-12 student test score data indicates stronger performance on standardized assessments of children whose parents have participated in OACE Community Based English Tutoring Programs as compared to children whose parents have not participated in such programs and therefore the State Administrator believes that investment in such programs is an effective strategy to support the academic success of the District’s children; and

WHEREAS, on Wednesday, April 22nd. 2009, OACE presented a methodology for resource allocation and prioritization setting forth overarching principles for expenditures in the OACE programs which focus resources on programs that directly complement the goals and strategies of the District’s K-12 program;

**Resolution of the State Administrator
of the Oakland Unified School District
Resolution No. 0809-0161**

**Approval of Budget Priorities for the Adult Education Program and Allocation of
Funds to Support Prioritized Adult Education Programming**

Page 2

NOW, THEREFORE, BE IT RESOLVED, the State Administrator of the Oakland Unified School District approves the allocation of the full 2009-10 adult education award (which award has yet to be determined by the State of California) to OACE;

BE IT FURTHER RESOLVED, that the allocation shall be used in accordance with the resource allocation methodology developed by OACE which seeks to prioritize the preservation and development of adult education programming that directly results in increasing students' employability, their access to ongoing education, the attainment of citizenship, the acquisition of parenting and self determination skills, and measurable improvements in quality of life.

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the State Administrator of the Oakland Unified School District held April 22, 2009.

Vincent Matthews.
State Administrator
Oakland Unified School District

Attest:

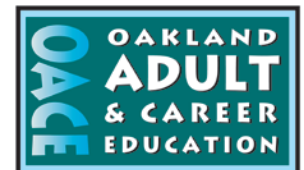
Edgar Rakestraw, Jr.
Secretary, State Administrator and
Board of Education

Oakland Adult and Career Education

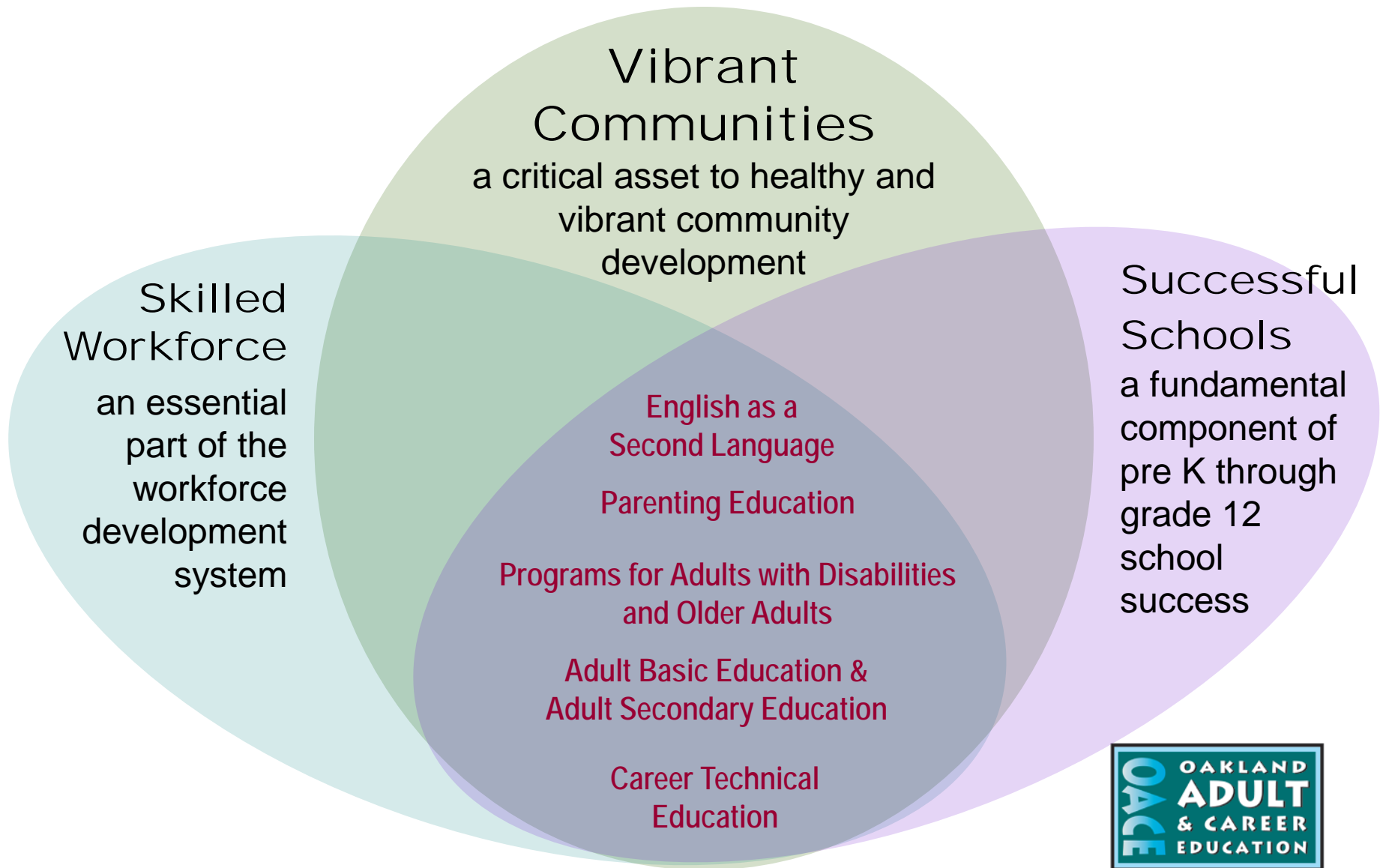
New Funding Realities Created by February 2009 Budget Legislation

09-10 *Opportunities to refocus OACE and
strengthen support for OUSD Goals and
Strategies*

Brigitte Marshall, Director, Oakland Adult and Career Education

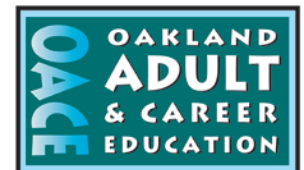


OACE Programs Support 3 Goals



Issues Summary

- Significant reduction in adult education funding and allocation of funds at district discretion.
- Request for approval of full 09-10 allocation to OACE to support adult education programming prioritized to support attainment of high impact, education and training outcomes for students:
 - Priority 1 - Students achieve educational outcomes that have immediate, high stakes, high leverage impact on employability, and/or access to ongoing education.
 - Priority 2 - Students achieve educational outcomes with high leverage impact on their ability to successfully engage as parents, citizens and workers.
 - Priority 3 - Students achieve outcomes that have positive impact on overall quality of life.

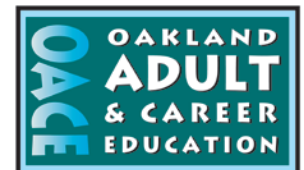


An Unprecedented New Funding Context

5-year Impact of Feb 09 Budget:

Funding Calculations and Categorical Protections Removed

- **7/1/08 – 6/30/13:**
- Resource 6390 funds are no longer a restricted resource limited to adult education programming and will not be determined annually by earned ADA (Average Daily Attendance)
- Starting with 08-09, Districts will be awarded a lump sum each year, using 07-08 funding as a base.
- Districts may elect to spend or “flex” any portion of the funds for “any educational purpose”
- Retroactive, 08-09 mid-year cuts of 15.38% (approx. \$2.2 million)
- Additional 4.46% cut to 09-10 allocation – (approx. \$2.7 million less in 09-10 than the initial projected 08-09 Resource 6390 OACE operating budget)
- “Flat” funding projected for 10-11, 11-12 and 12-13.
- Subject to a district’s decision to continue committing funds to support adult education programming, that programming will necessarily be significantly reduced

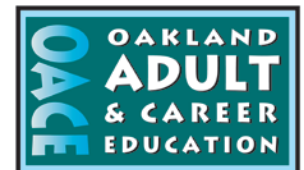


New Resource Allocation Paradigm

Flexibility = Opportunity

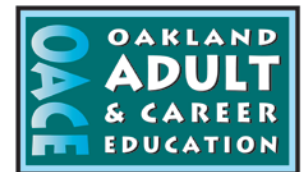
4 year suspension of ADA-driven funding creates **opportunity** to invest resources with new goals in mind:

- Refocus adult education to better support OUSD goals and strategies
- Determine the actual cost of providing measurable outcomes such as High School Diplomas, GEDs, and CTE certificates, ESL level completion
- Strategic reconfiguration of OACE Program Portfolio to better respond to high stakes community needs as identified in extensive strategic planning process
- Integration of services for Older Adults and Adults with Disabilities into four high stakes, high leverage, high impact instructional program areas:
 - **ESL and Citizenship**
 - **Adult Basic/Adult Secondary Education**
 - **Career Technical Education**
 - **Parenting Education**



Overarching Principles for Proposed Adult Education Resource Allocation Priorities 09-10 and Beyond

- A continued investment in targeted adult education programming represents a complement to the goals and strategies of OUSD
- We should seek to preserve as much high quality, high impact adult education programming as possible in 09-10 and going forward
- We need to increase investment in classes that produce high impact educational outcomes for students as prioritized by the following program guidelines



Resource Allocation Prioritization Methodology

Priority 1

Students achieve educational outcomes that have:

- **immediate,**
- **high stakes,**
- **high leverage**

impact on employability, and/or access to ongoing education.

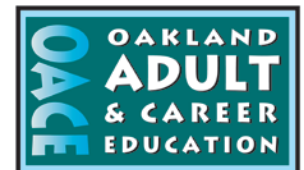
Classes generate additional revenue for OACE

- Federal/state grant funding
- Local grant funding
- Foundation support

Examples of educational outcomes:

- GED
- HSD
- Employment training completion
- Career Technical Education Certification

Strong direct support of OUSD K-12 goals and strategies.



Resource Allocation Prioritization Methodology

Priority 2

Students achieve educational outcomes with high leverage impact on their ability to successfully engage as

- parents,
- citizens and
- workers.

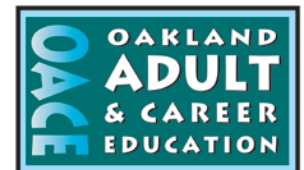
Classes generate additional revenue for OACE

- Federal/state grant funding
- Local grant funding
- Foundation support

Examples :

- Improved proficiency in written and spoken English
- Attainment of citizenship
- Practice of behaviors demonstrated to positively impact academic success of children
- Demonstrated acquisition of skills that result in increased self determination and independence

Strong direct or indirect support of OUSD K-12 goals and strategies.



Resource Allocation Prioritization Methodology

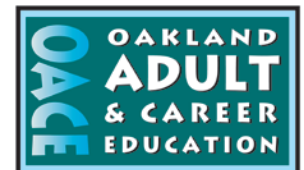
Priority 3

Students achieve outcomes that have positive impact on overall quality of life.

Examples of outcomes:

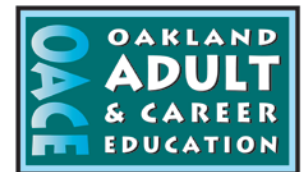
- Reduced isolation and increased social engagement
- Maintenance of cognitive skills
- Maintenance of independent living skills
- Maintenance of health and wellness

Indirect support of OUSD K-12 goals and objectives as “social benefit”



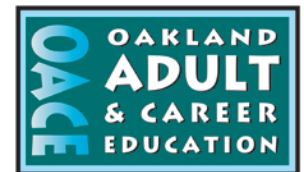
09-10 and 10-11 OACE Infrastructure Commitments/Adjustments

- Reduce administrative support costs
- Consolidate instructional program administration
- Co-locate Pleasant Valley Adult School Administrative offices at McClymonds OACE Administrative offices (consolidate staffing functions)
- Adopt 10-month schedule at Neighborhood Centers and Edward Shands Adult Schools:
 - Limited summer programming offered at/administered from McClymonds
 - Core staffing reduced from 11/12- to 10-month positions (14 TSAs and 6 school-based clerical staff)
- Eliminate approximately 6 classified staff positions

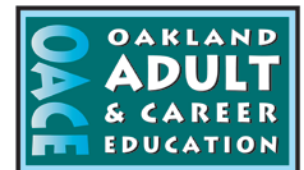
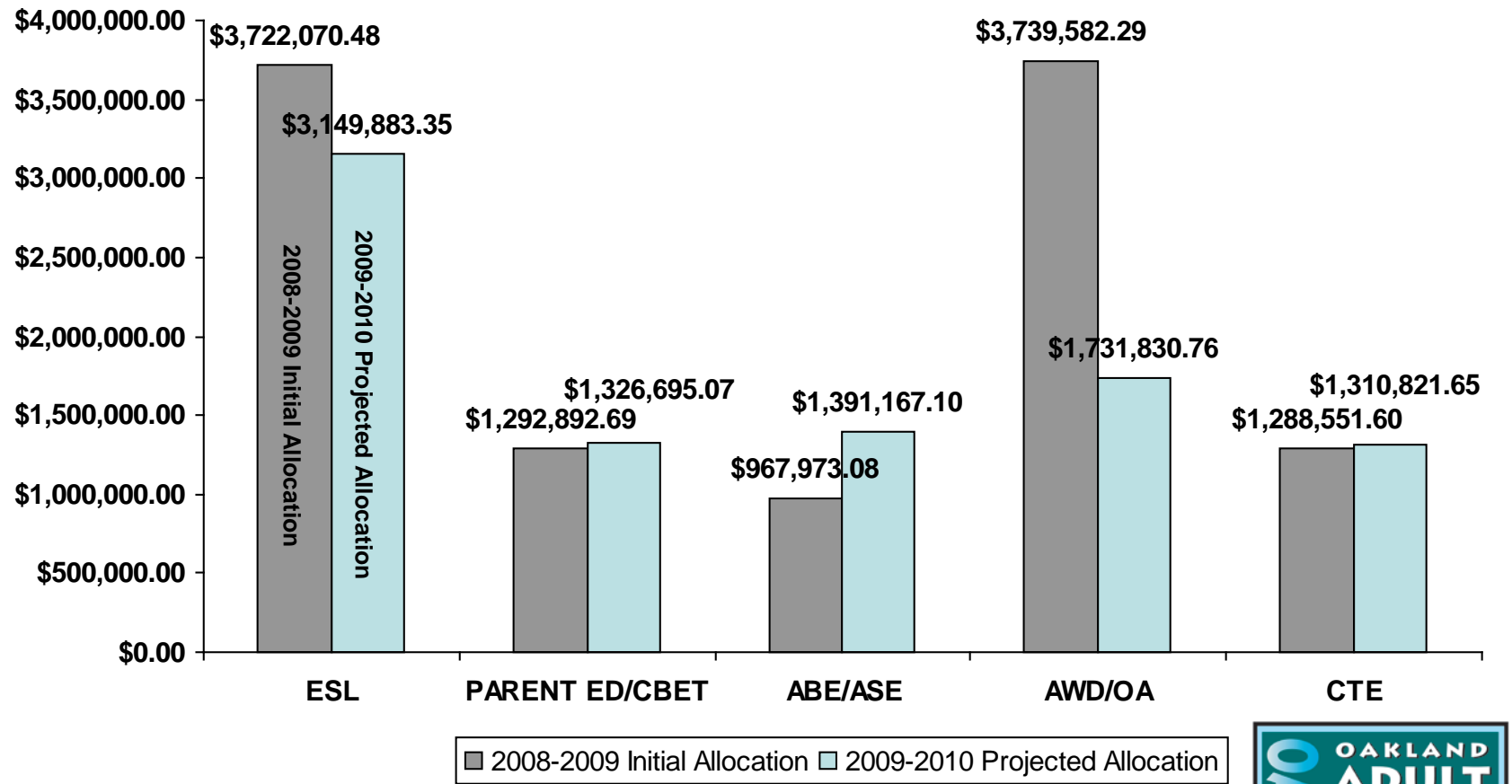


09-10 and 10-11 OACE Infrastructure Priorities

- Commit \$2.9m over three years to address critical facility issues at Edward Shands Adult School
- Adjust investment in OACE instructional programs to support accelerated growth of CTE and ABE/ASE Programs
- Develop a portfolio of programs that is more responsive to community needs as indicated by the strategic planning process
- Maintain a fund balance of approximately 5% against the possibility of additional budget cuts and other economic uncertainties

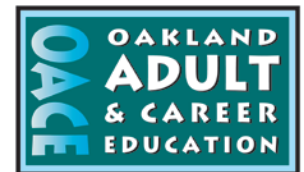


08-09 – 09-10 Instructional Program Investment Comparison



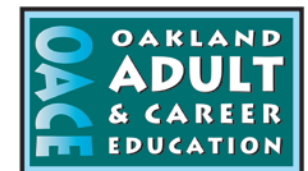
Specific OACE Instructional Program Investment Opportunity Examples

- Parenting Education programs for Custodial Grandparents
- Post Secondary and employment-focused transition programs for 18-22 year old special education students
- Intensified support for Valenzuela students – non-CAHSEE passers for 2 years
- Once a district student, always a district student
- Adult Education programming offered at neighborhood schools and Parent Resource Centers (with babysitting provided)
 - GED in Spanish
 - Computer/technology skills
 - ESL
 - Parenting Education
- Skills training for OUSD employees

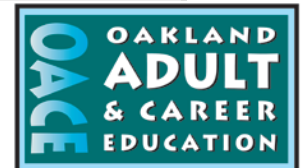


3 Year Summary Revenue and Expenditure Projections

Resource 6390	08-09 Prior to February 20th	08-09 Revised	% change Prior v. revised	09-10	% change	10-11	% change
Beginning Fund Balance	\$5,776,400	\$5,776,400	0%	\$3,356,487	-42%	\$2,154,584	-36%
Allocation	\$13,914,278	\$11,669,658	-16%	\$11,259,000	-3.5%	\$11,259,000	0%
Total Revenue	\$19,690,678	\$17,446,058	-11%	\$13,413,584	-16%	\$13,413,584	-8%
Total Projected Expenditures	\$14,841,278	\$14,089,571	-5%	\$12,460,902	-12%	\$12,972,563	4%
Projected Ending Fund Balance	\$4,849,400	\$3,356,487	-31%	\$2,154,584	-36%	\$441,022	-80%

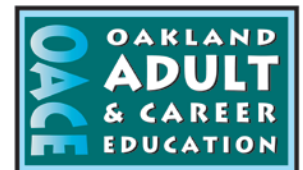


Expenditure Categories	08-09 Estimated Actuals	09-10 Proposed Budget	% Change 08-09 to 09-10	10-11 Proposed Budget	%Change 09-10 to 10-11
Certificated Salaries	\$6,950,335	\$5,943,909	-14.48%	\$5,786,336	-2.65%
Certificated Benefits	\$1,955,313	\$1,675,666	-14.44%	\$1,562,311	-3.56%
Classified Salaries	\$1,941,870	\$1,900,066	-2.15%	\$1,927,289	1.43%
Classified Benefits	\$636,232	\$665,501	4.6%	\$675,163	1.45%
Supplies/Leases/Equipment/Travel	\$985,790	\$493,698	-50%	\$500,500	1.38%
Consultants	\$534,892	\$0	-100%	\$0	0%
Capital Outlay	\$27,000	\$1,000,000	3,603%	\$1,915,000	91.5%
Relocation Costs	\$0	\$200,000		\$0	0%
Contingent Liabilities	\$400,000	\$0	-100%	\$0	0%
Indirect	\$658,140	\$582,063	11.85%	\$605,963	0.13%
Total	\$14,089,571	\$12,460,902	-10.73%	\$12,972,563	3.93%



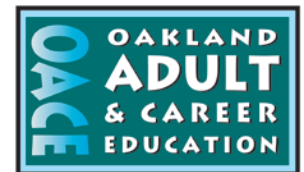
Recommendations

- Approve allocation of the full, 09-10 adult education award to OACE in support of ongoing adult education programming that directly supports the goals and strategies of OUSD.
- Approve the 09-10 adult education funds allocation strategy that seeks to preserve and develop prioritized adult education programming that yields high stakes, high impact, high leverage outcomes for students.



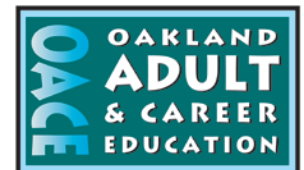
Addendum

- Additional Information
 - Critical Facility Issues
 - Immediate 08-09 Impact on OACE of February 09 Budget Agreement
 - Demographic Profiles of Oakland by Zone
 - Oakland Adult and Career Education ABE/ASE Program Information 2005 – 2008
 - How California's Dropout Crisis Affects Communities Economic Losses for the City of Oakland
 - Impact of OACE Parenting Education Program on academic performance of district students



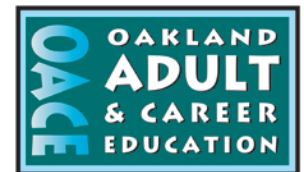
Critical Facility Issues

- \$2.9m to address critical safety and liability concerns at Edward Shands Adult School to provide:
 - ADA compliant upgrades:
 - Ramps
 - Elevator
 - Restroom upgrades
 - Replacement and upgrades of electrical service, fire alarm and intrusion systems
 - Drinking fountains and door hardware replacement
 - Abatement of hazardous materials as required
- Additional funds needed to:
 - Repair or replace heating system
 - Paint
 - General repairs
 - Roof repairs or replacement as necessary
 - Landscaping
 - Building improvements



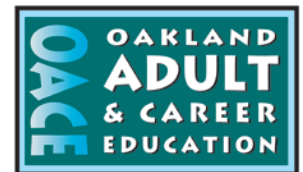
Immediate 08-09 Impact

- Initial 08-09 OACE projected budget - **\$13.9m**
- After “mid-year” cuts announced in late February 09 – OACE 08-09 allocation reduced to **\$11.66m**
- ADA suspended for 08-09 – from a fiscal perspective, programming offered after February 09 results in cumulative deficit spending and significant reductions in the adult education reserve fund
- Sufficient funds needed to address significant compliance facility issues at Edward Shands Adult Schools – failure to do so puts the district’s ability to continue offering programs at this facility at risk
- Sufficient reserve funds must be preserved against the possibility that additional budget cuts may be imposed in 09-10 and/or other unforeseen eventualities



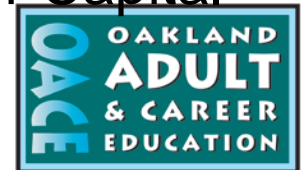
Immediate 08-09 Impact

- 08-09 budget cuts compelled a “crisis management” approach to current year fiscal considerations to protect the long-term viability of adult education programming in Oakland.
- Immediate cost-cutting strategies included elimination of non-essential expenditures, hiring freeze, suspension of non grant-funded travel and conference participation and class closures.
- Similar kinds of considerations that informed the development of the recommended prioritized approach to 09-10 programming guided the 08-09 class closure decisions.



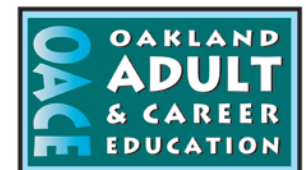
Immediate 08-09 Impact

- Savings achieved through cost cutting strategies – approximately \$450,00
(Elimination of non-essential expenditures, elimination of travel and conference participation from Resource 6390, and hiring freeze)
- Savings from class closures – approximately \$300,000
- Total 08-09 cost savings – approximately \$751,000
- Total expenditures in excess of revised allocation – approximately \$2,420,000
- The 08/09 Prior Expense projection included the assumption that we would expend the full allocation of \$13,914,278 on general operating costs and, in addition, expend from the fund balance approximately \$500,000 for one time projects, \$400,000 for Contingent Liabilities, and \$27,000 for Capital Outlay totaling approximately \$927,000



Impact on 08-09 OACE Programming

Instructional Program Area	# of sections being closed	# of sections ongoing through 08-09
CTE	0	36
ESL	3	67
ESL Citizenship	2	14
CBET	1	35
Parenting Ed	0	15
ABE	0	4
High School Diploma	0	14
GED	1	15
Older Adults	206	36
Adults with Disabilities	41	103

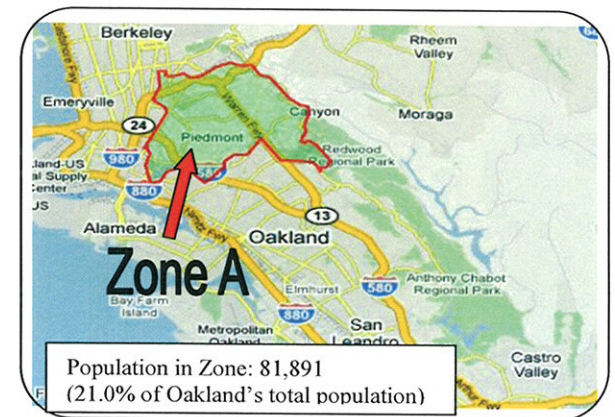
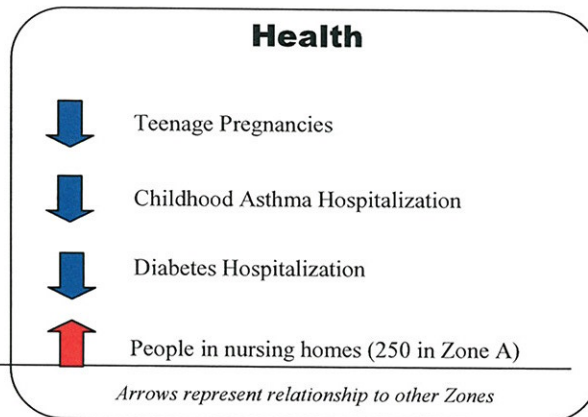
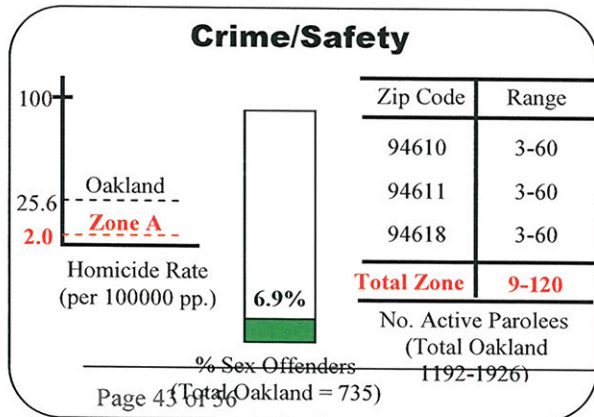
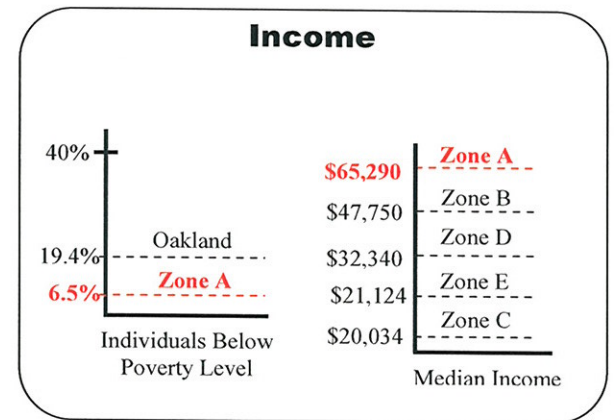
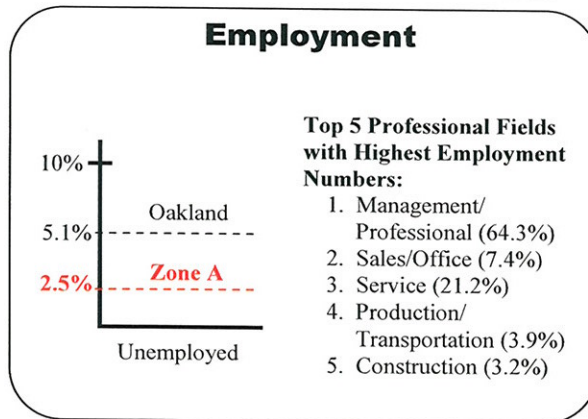
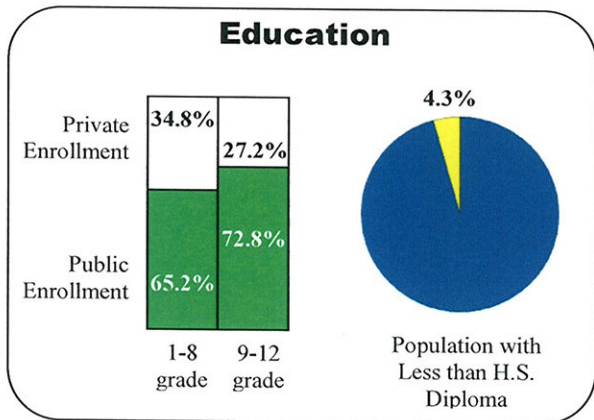
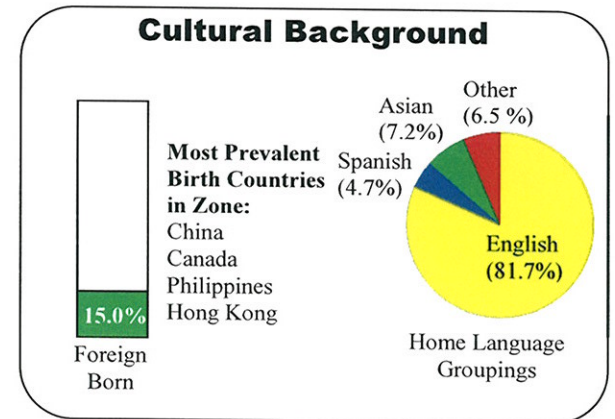
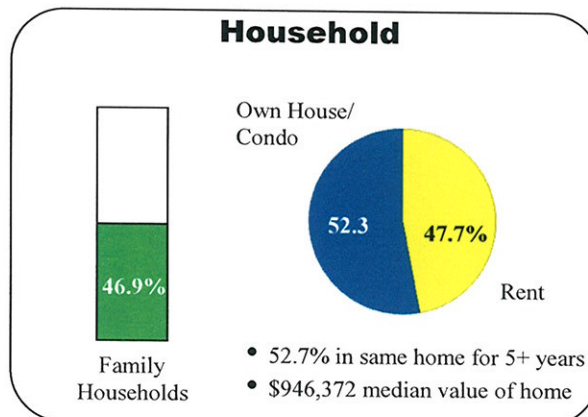
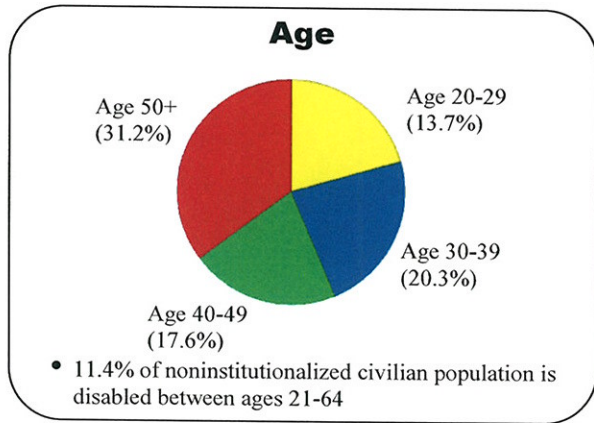


Impact on 08-09 Adults with Disabilities Programming

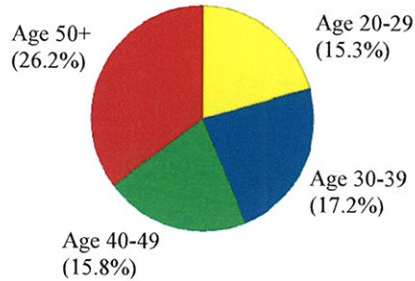
Instructional Program Area	# of sections being closed	# of sections ongoing through 08-09
Life Skills & Functional Academics	21	34
Independent Living Skills	20	0
Food Production and Packaging	0	5
Office Occupations	0	1
Workplace Skills and Functional Academics	0	63

Impact on 08-09 Older Adult Programming

Instructional Program Area	# of sections being closed	# of sections ongoing through 08-09
Communications	40	0
Community	11	4
Health and Fitness	55	12
Arts	92	1
Technology	2	8
World	6	9

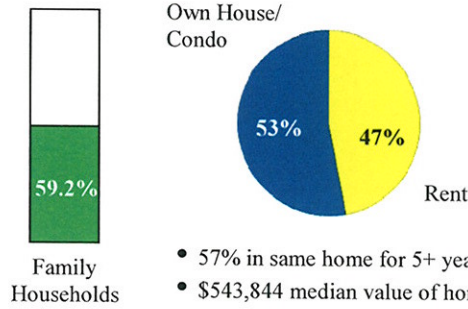


Age

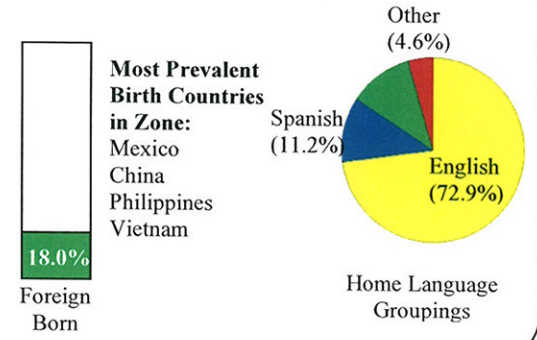


• 21.8% of noninstitutionalized civilian population is disabled between ages 21-64

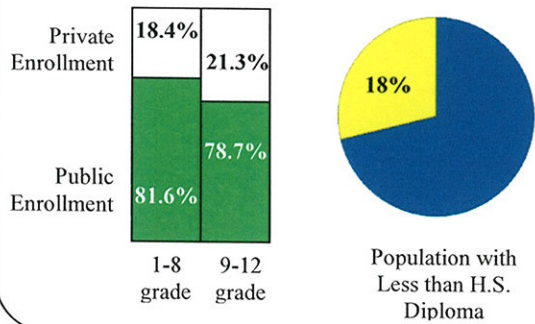
Household



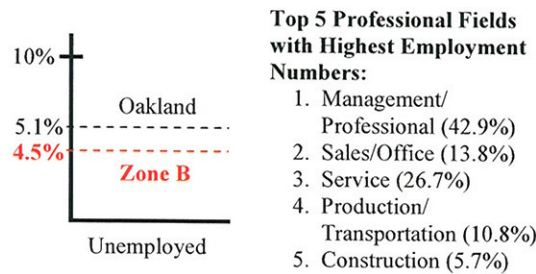
Cultural Background



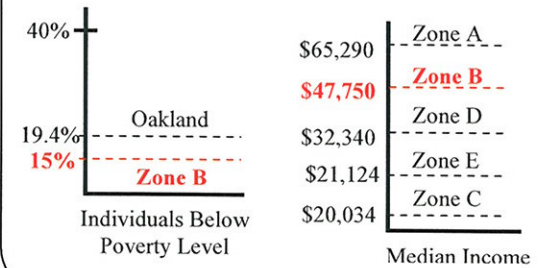
Education



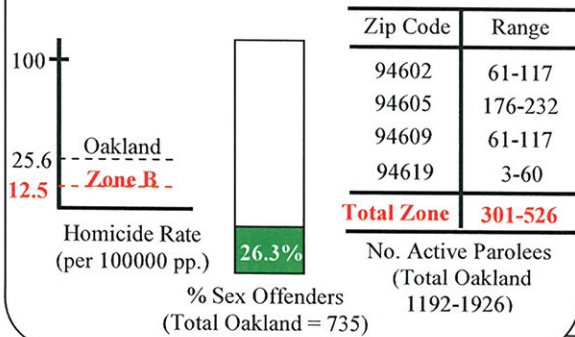
Employment



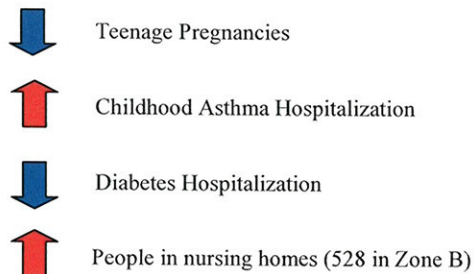
Income



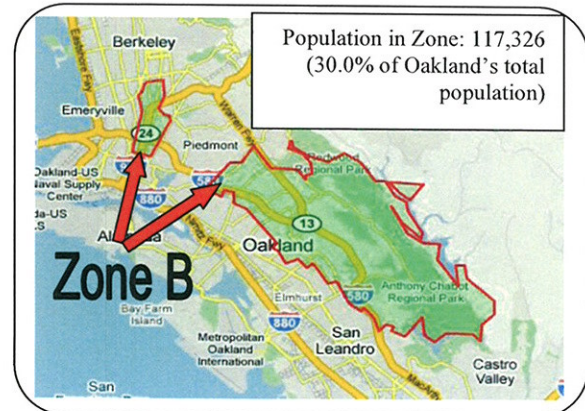
Crime/Safety

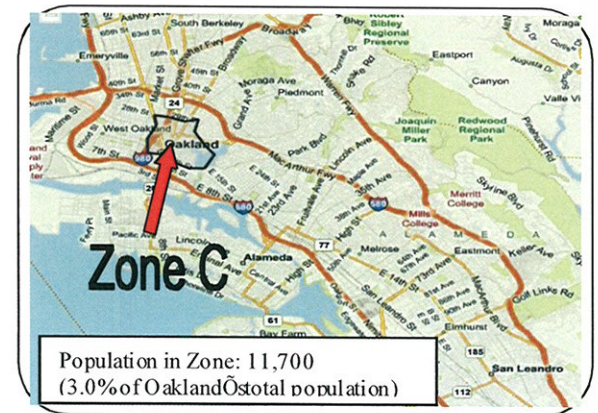
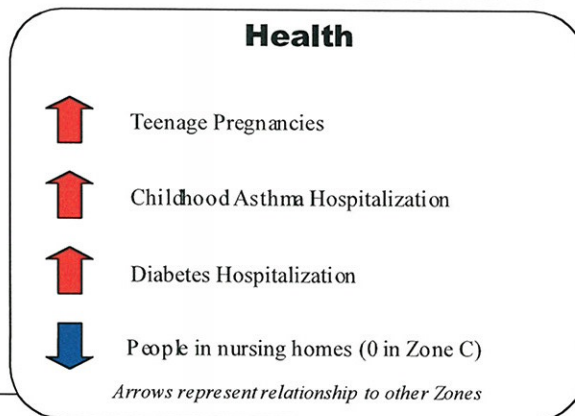
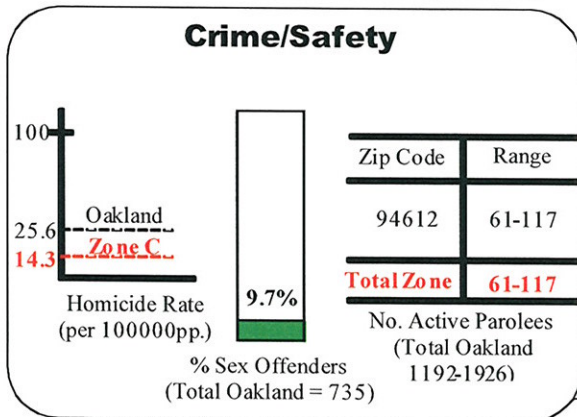
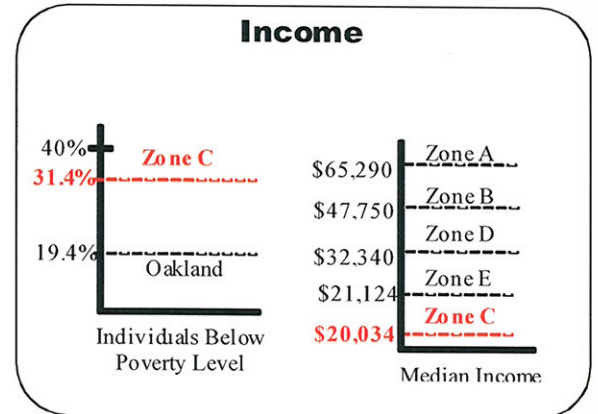
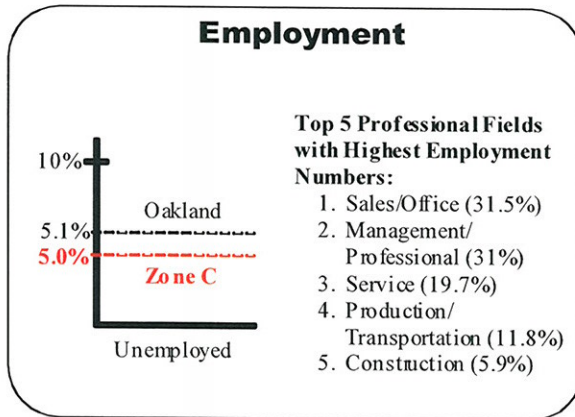
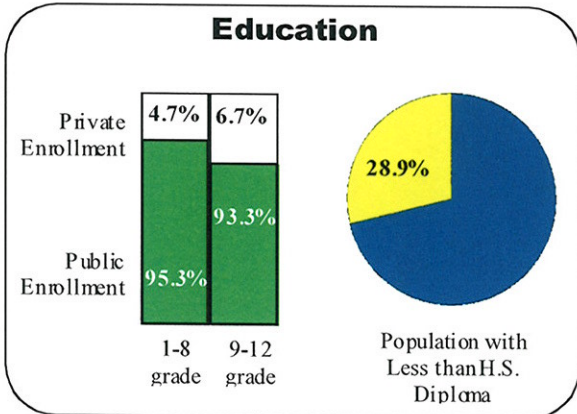
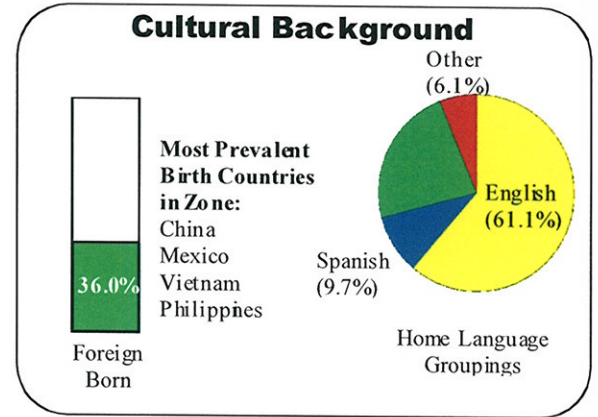
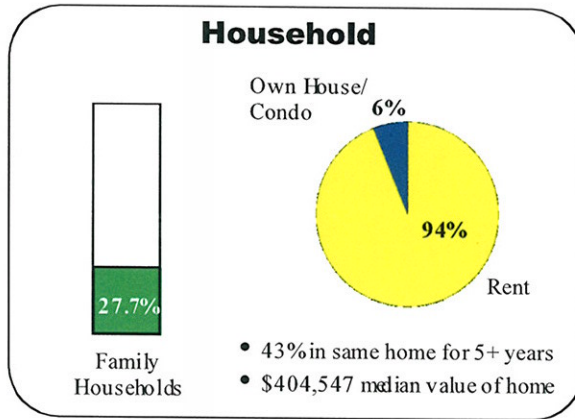
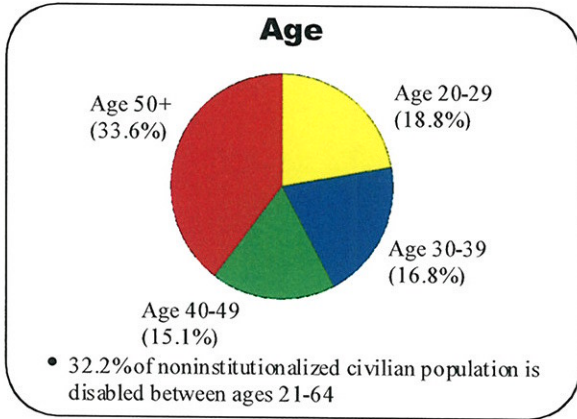


Health

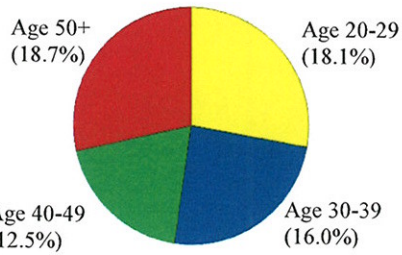


Arrows represent relationship to other Zones



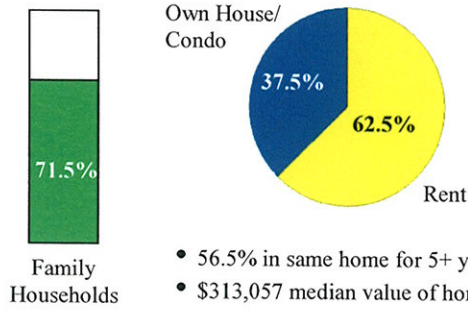


Age



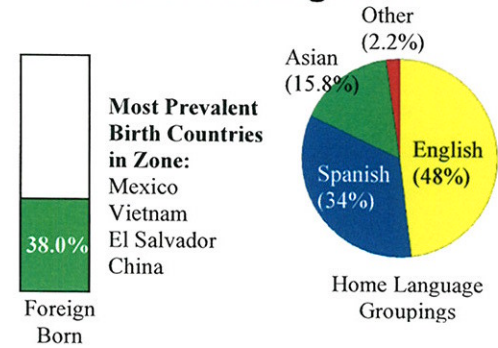
• 30.2% of noninstitutionalized civilian population is disabled between ages 21-64

Household



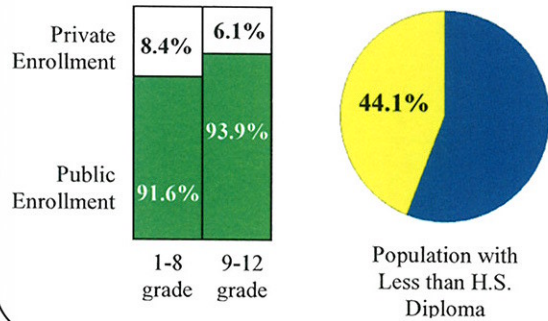
• 56.5% in same home for 5+ years
• \$313,057 median value of home

Cultural Background

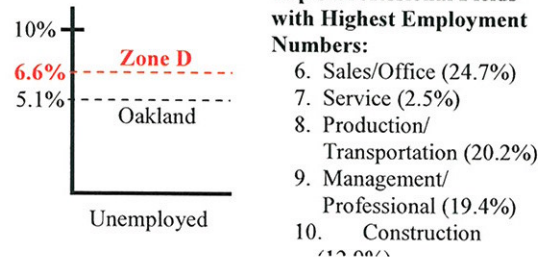


Most Prevalent Birth Countries in Zone:
Mexico
Vietnam
El Salvador
China

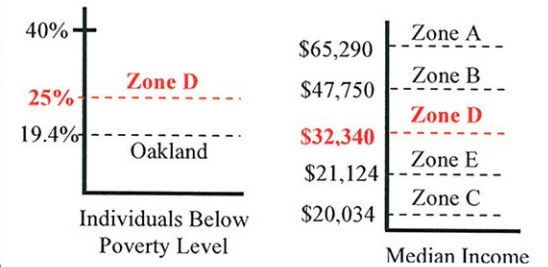
Education



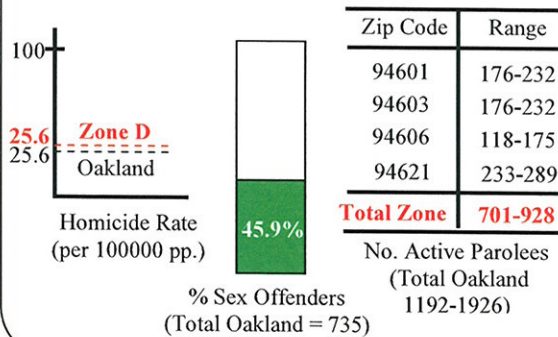
Employment



Income

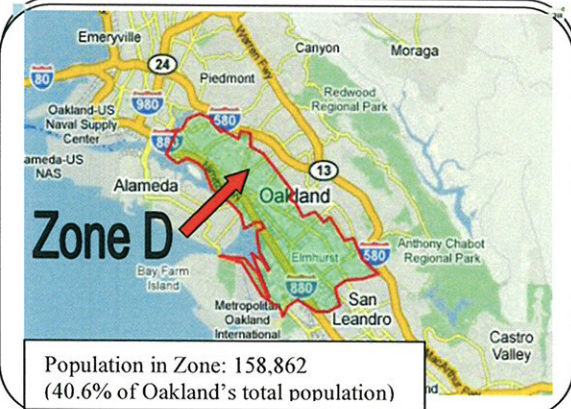


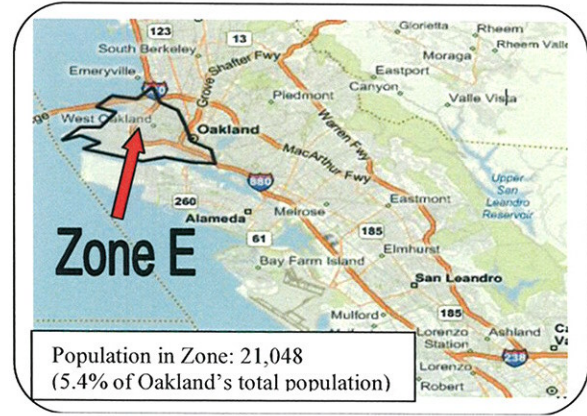
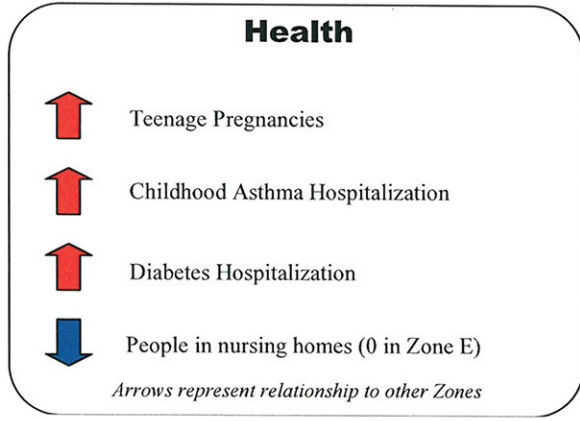
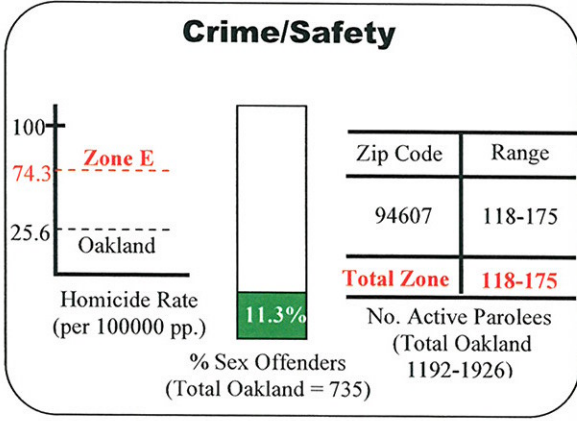
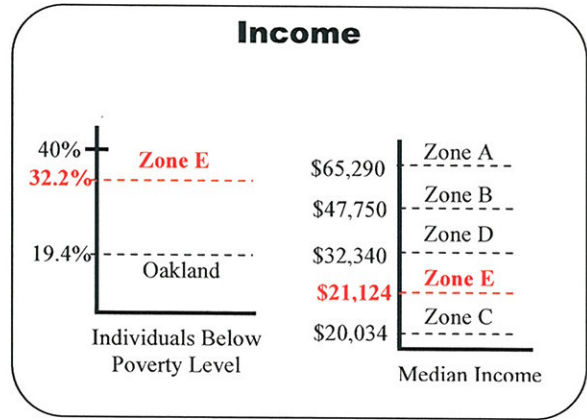
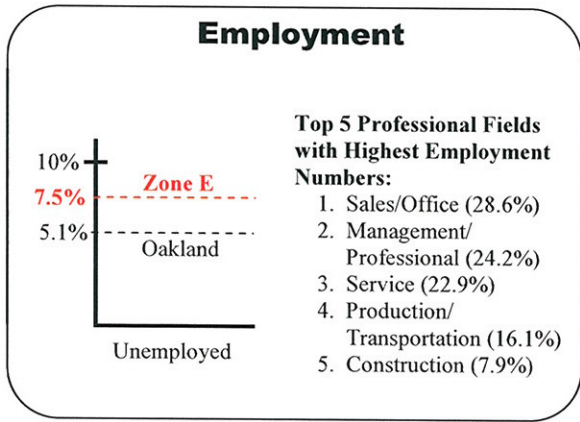
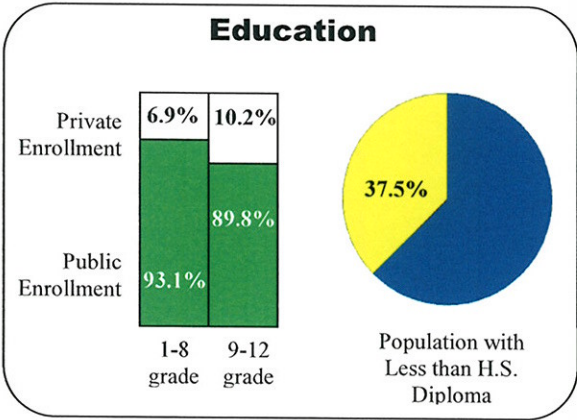
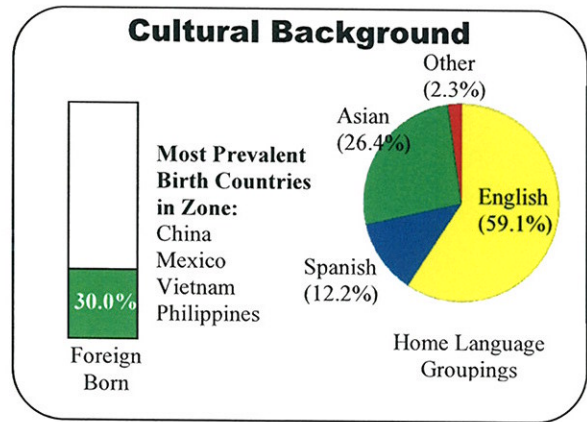
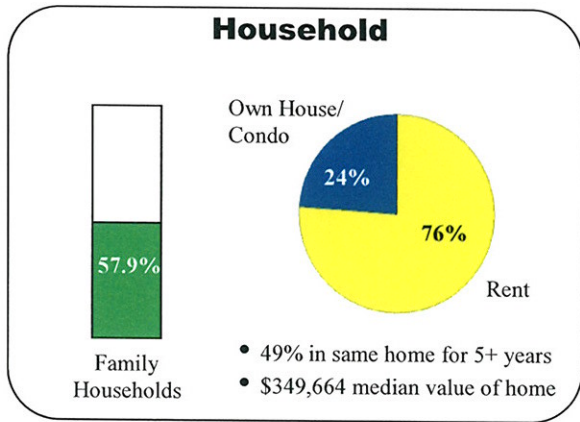
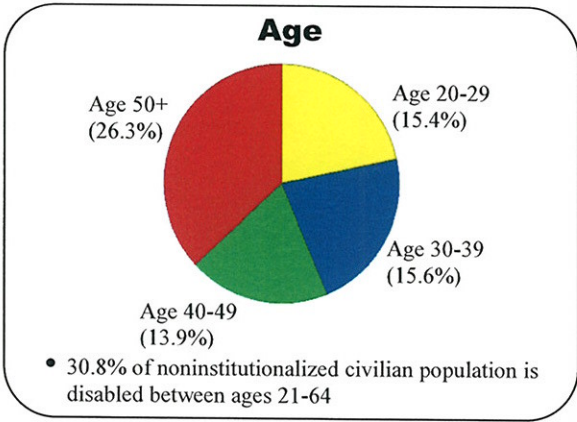
Crime/Safety



Health

- ↑ Teenage Pregnancies
 - ↑ Childhood Asthma Hospitalization
 - ↑ Diabetes Hospitalization
 - ↑ People in nursing homes (697 in Zone D)
- Arrows represent relationship to other Zones





**ABE / ASE PROGRAM
UNDUPLICATED STUDENT COUNT, BY ACADEMIC YEAR**

2005-06, 2006-07, 2007-08

11/17/2008

	2005-06	2006-07	2007-08
Total unduplicated students	2479	2738	2877
New Students	1843	1900	2063
Returning from previous yr	636	838	814
Total students*	3065	3163	3484
GED	955	838	1089
HSD	1304	1574	1721
ABE (inc. Pre GED)	465	406	438
Concurrent	341	345	236
Total students	3065	3163	3484
New Students			
GED	647	514	765
HSD	990	1082	1211
ABE (inc. Pre GED)	353	306	346
Concurrent	310	309	203
Returning from previous yr			
GED	308	324	324
HSD	314	492	510
ABE (inc. Pre GED)	112	100	92
Concurrent	31	36	33
TotalGED students***	959	842	1096
completions	20 (25)**	51 (58)**	54 (64)**
drop outs	672	512	745
continuations	262	272	287
TotalHSD students	1304	1574	1721
completions	37	70	88
drop outs	831	997	1237
continuations	436	507	396
TotalABE (inc. Pre GED) students	465	406	438
completions			
drop outs	268	318	279
continuations	197	88	159

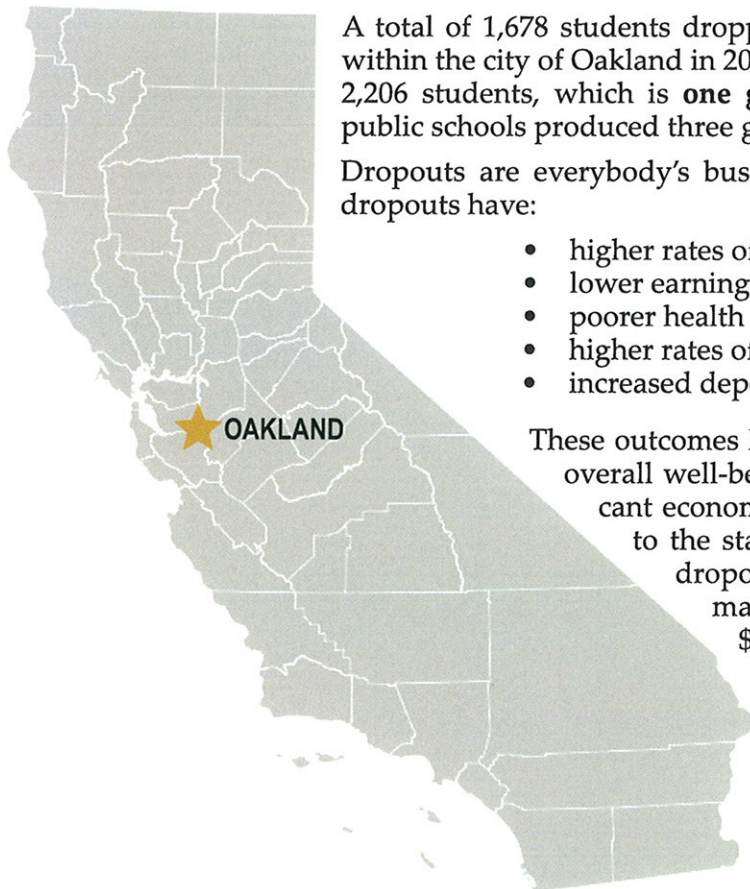
* Students who attended more than one program are counted in each program they attended.

** Numbers in parentheses include students who passed the GED test but were not qualified for payment point because they had less than 12 hours.

*** Includes students from other program who passed the GED test but not enrolled in GED program.

HOW CALIFORNIA'S DROPOUT CRISIS AFFECTS COMMUNITIES

ECONOMIC LOSSES FOR THE CITY OF OAKLAND



A total of 1,678 students dropped out of middle and high schools located within the city of Oakland in 2006-07¹. The city's high schools also graduated 2,206 students, which is **one graduate for every dropout**. Statewide, the public schools produced three graduates for every dropout.

Dropouts are everybody's business. Compared to high school graduates, dropouts have:

- higher rates of unemployment
- lower earnings
- poorer health and higher rates of mortality
- higher rates of criminal behavior and incarceration
- increased dependence on public assistance

These outcomes have a detrimental impact on the safety and overall well-being of our cities. They also generate significant economic losses to the local community, as well as to the state and the nation. Even if half of the city's dropouts eventually complete high school, the remaining half will cost the Oakland community \$288 million over their lifetimes².

Reducing the number of dropouts by half would generate \$144 million in economic benefits to the community. It would also result in 805 fewer murders and aggravated assaults each year.

	City of Oakland	California
Number of:		
Graduates, 2006-07	2,206	356,641
Dropouts, grades 7-12, 2006-07	1,678	123,651
Violent crimes (homicides and aggravated assaults), 2006	3,727	113,954
Lifetime economic losses from one year's dropouts³		
State and local government	<i>data not available</i>	\$3,310,199,190
Health care costs	\$3,809,060	\$1,823,142,555
Earnings (<i>net of all taxes</i>)	\$158,268,960	\$11,654,273,520
Crime (<i>victim costs</i>)	\$67,027,710	\$4,935,644,145
Other losses ⁴	\$58,562,200	\$4,312,278,900
Benefits of reducing dropouts by half:		
Lifetime economic benefits	\$143,833,965	\$12,106,197,878
Annual reductions in homicides and aggravated assaults ⁵	805	14,661

¹ Schools within each city were identified based on addresses from the California Basic Educational Data System (CBEDS) list of California Schools and Districts, retrieved March 2, 2009, from: <http://www.cde.ca.gov/ds/si/ds/pubschls.asp>. After examination of maps from city websites, schools that had city addresses, but were outside the city boundaries, were removed. Dropouts and graduates from county-run schools were apportioned to the city based on its relative share of grade 7-12 county enrollment. Figures include students from the primary city school district enrolled in private schools as reported in the CBEDS.

² This is based on the assumption that the differences in earnings and crime between dropouts and high school graduates are the same in the community as they are statewide, which may not be the case.

³ Lifetime economic losses are projected over the course of the working lifetime from age 20-65, based on half of all dropouts, assuming the other half will eventually graduate. More than 50 percent of dropouts from the class of 2004 had completed or were in the process of completing high school two years later (see: Rumberger, R. & Rotermund, S. [2008]. *What Happened to Dropouts From the High School Class of 2004?* Santa Barbara: California Dropout Research Project. Retrieved December 8, 2008, from <http://lmri.ucsb.edu/dropouts/pubs.htm>).

⁴ Other losses consist of "externalities," which measure the added economic impact that results from workers with more education making their co-workers more productive (see Belfield and Levin).

⁵ Reductions in homicides and aggravated assaults based on the assumption that if the number of dropouts were reduced by 50 percent, half of those (25 percent) would graduate anyway, and the other half (25 percent) would increase the graduation rate (based on the formula: $\text{graduation rate} = \text{graduates} / [\text{graduates} + \text{dropouts}]$) and reduce the number of homicides and aggravated assaults by 20 percent for each 10-percentage-point increase in the graduation rate (see: Lochner, L. & Moretti, E. [2004]. The effect of education on crime: Evidence from prison, arrests, and self-reports. *American Economic Review*, 94, 155-189).

Sources:

Figures on graduates and dropouts are from the California Department of Education, Dataquest. Retrieved December 7, 2008, from: <http://data1.cde.ca.gov/dataquest/>

Economic losses are based on figures from the report: Belfield, C. R. & Levin, H. M. (2007). The economic losses from high school dropouts in California. Santa Barbara: California Dropout Research Project. Retrieved December 8, 2008, from <http://lmri.ucsb.edu/dropouts/pubs.htm>

Figures on crime are from the California Department of Justice, Criminal Justice Profiles - Statewide, Counties & Cities, 2006. Retrieved March 6, 2009, from: http://stats.doj.ca.gov/cjsc_stats/prof06/index.htm

About California City Profiles:

The California City Profiles are produced by the **California Dropout Research Project** to support the work of the **California Mayors' Education Roundtable** (<http://www.camayors.org/>), a group of mayors from major cities throughout California who have elected to work on the issue of high school dropouts. The Profiles provide data on the scope of the dropout problem, and related problems at the community level, the economic losses to the community from students who drop out of school each year, and the economic savings and reductions in violent crimes that would be realized if the dropout rate were reduced by half. Dropout data are for school districts located within their respective cities, although the boundaries may not exactly coincide.

City Profiles in this series include: Berkeley, Chula Vista, Fresno, Long Beach, Los Angeles, Modesto, Oakland, Pasadena, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, Santa Ana, Santa Barbara, and Stockton.

About the California Dropout Research Project:

The **California Dropout Research Project** was established in December 2006 to synthesize existing research and undertake new research to inform policymakers and the larger public about the nature of—and effective solutions to—the dropout problem in California. To date the project has produced 42 research reports, policy briefs, statistical briefs, and a policy report (available from the CDRP website: <http://www.lmri.ucsb.edu/dropouts/pubs.htm>). The current work of the project is being supported by the **William and Flora Hewlett Foundation**, the **James Irvine Foundation** and the **Walter S. Johnson Foundation**.

California Dropout Project City Profiles Authors:

Russell W. Rumberger, Director, California Dropout Research Project and Professor of Education at the University of California at Santa Barbara

Susan Rotermund, Graduate Student Researcher, University of California at Santa Barbara

Excerpt from OACE Integrated Programs WASC Accreditation Progress Report – March 2009

Impact of OACE Parenting Education and Community Based English Tutoring Programs on academic performance of district students:

For **Parenting Education/CBET**, the district's Research & Assessment department is still analyzing its December 2008 data, but general preliminary findings indicate that children of CBET parents made greater gains in the California State Test (CST) in both English Language Arts and Math than other Oakland Unified School District children. Also between 2006–07 and 2007–08, there was an increase in the number of Oakland CBET children moving from Basic or Below, to Proficient/Advanced in the English Language Arts and Math sections of the CST.

Since 73% of CBET children are English Learners (EL), we compared their California English Language Development Test performance (N=194) to other EL students in the District (N=7,591). The data included only students with two years of CELDT data from 2006–07 and 2007–08 (i.e. cohort matched data). The results in the table on the next page show CELDT scale score gains by children of CBET parents and the District's, which excludes CBET students. The results show that between 2006-07 and 2007-08, CBET students made greater gains than their counterparts in all grade levels, except for 4th–6th. The results are mixed in some of the grade levels and warrant more investigation.

The next step in this project is to increase the parent and student sample size and control for academic and parental conditions to better understand factors that attribute to the differences in CELDT scale score gains between children of CBET parents and other EL students in the district.

Table: CELDT performance change across two years between CBET students and other EL students.

Student 0708 Grade	N	Student CELDT Mean Scale Score 0607	Student CELDT Mean Scale Score 0708	CBET Student CELDT Gain	DISTRICT CELDT CHANGE (excludes CBET students)	District N (excludes CBET students)	Difference between CBET and Non-CBET CELDT scores
0 (K)	4	253.00	395.50	142.50	93.17	29	49.33
1	34	285.85	420.29	134.44	111.58	1178	22.86
2	39	384.44	439.26	54.82	52.03	1290	2.79
3	30	408.13	457.83	49.70	38.85	1095	10.85
4	32	446.97	485.88	38.91	53.13	817	-14.22
5	21	467.71	512.76	45.05	50.10	707	-5.05
6	7	493.57	526.71	33.14	35.75	511	-2.61
7	11	496.00	537.36	41.36	38.89	400	2.47
8	5	451.20	521.40	70.20	36.16	424	34.04
9	6	506.83	536.17	29.33	13.61	324	15.72
10	2	408.00	441.50	33.50	29.25	350	4.25
11	1	513.00	558.00	45.00	31.38	267	13.62
12	2	543.00	572.50	29.50	18.13	199	11.37
Total	194					7591	