

1999-2000 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS

Please check review type below:

District-Level Self Review CDE Validation Other _____

CDS Code	0	1	6	1	2	5	9	County:	ALAMEDA
LEA Name	OAKLAND UNIFIED							Cooperative:	
SELPA	OAKLAND UNIFIED							Migrant Region	1
CCR Coordinator	Yolanda Peeks							Phone:	(510)879-8253
								Review dates:	02/28-03/03/2000

Forms CTS-1a through CTS-1h represent the official report of findings of the District's self-review or the California Department of Education's (CDE) validation review regarding the compliance status of the district or agency.

For district self-reviews: These forms are to be completed and submitted by July 1, 1999. Mail the original and one copy to:

California Department of Education
CCR Management Unit
ATTN: Eleanor Clark-Thomas, Manager
P.O. Box 944272
Sacramento, CA 94244-2720

Signatures and Distribution. Forms CTS-1a through CTS-1h must be completed by the LEA CCR Coordinator or the CDE team leader. Copies will be distributed as follows: original and one copy to CDE, one copy to the LEA representative, and one to each applicable regional LEA administrator (i.e., cooperative, migrant education region, SELPA, county office of education).

Required Response. For noncompliance findings identified by the CDE validation review team, the LEA is required to resolve each finding within 45 calendar days of the exit date of the review. In those cases when certain issues cannot be resolved within the required 45-calendar-day period, the LEA must submit a proposed compliance agreement. In either case the LEA must respond by completing and submitting a "Proposed Resolution of Noncompliance Findings," Form CTS-4 or CTS-4m in Section VII of the Coordinated Compliance Review Training Guide.

For noncompliant validation review results only: The date by which your agency must submit its "Proposed Resolution of Noncompliance Findings" is: 04/17/2000

Assurance. I certify that a complete Coordinated Compliance Review has been conducted. Each applicable program compliance instrument has been applied. The findings in this report are complete and accurate and identify all items found to be noncompliant.

Signatures:

LEA CCR Coordinator:

Yolanda Peeks
Signature
Yolanda Peeks

Typed name

3-3-00

Date

CDE CCR Team Leader:

Eleanor Clark-Thomas
Signature
E. Thomas

Typed name

3-3-00

Date

For CDE use only:

Log: 3/14/2000 *[initials]*

CTS: 3/14/2000

Route: (7)

IPI.C	WCP.C
AFC	CS.C
CON.NC	IKE.C
SDE.NC	VE.NC
CD.NC	

1999-2000 Coordinated Compliance Review Notification of Findings

County/District Code:	0	1	6	1	2	5	9	LEA Name: OAKLAND UNIFIED
-----------------------	---	---	---	---	---	---	---	---------------------------

Assurance (for self-review only): I have completed a review of the program(s) listed below using the appropriate coordinated compliance review instrument(s). I applied all compliance items and tests, and the findings in this report are complete and accurate and identify all items found to be noncompliant

Programs Reviewed and CDE Telephone Numbers	Name of Reviewer(s)	Signature of Reviewer(s)
Integrated Programs Items (916) 657-2754	E. Thomas	<i>Eleanor Thomas</i>
Uniform Complaint Procedures (916) 657-4674	E. Thomas	<i>Eleanor Thomas</i>
Adult Education (916) 322-2176	J. Crutchfield	<i>Julie E. Crutchfield</i>
CalServe (916) 654-3741	M. Brugh	<i>M. Brugh</i>
Child Development (916) 322-6233	M. Fitch, Dan Cross, Marie Murata	<i>M. Fitch, Dan Cross, Marie Murata</i>
Consolidated Programs (916) 657-2973	R. Thomas	<i>Roni Thomas</i>
English Learner (916) 653-4129		
Safe Schools and Drug, Alcohol, and Tobacco Education (S&DATE) (916) 657-2810	R. Kine	<i>Rae T. Kine</i>
Dwight D. Eisenhower Professional Development Program (916) 657-6259	R. Lee	<i>Rae T. Lee</i>
Gifted and Talented Education (GATE) (916) 657-6267	L. Hein	
Gender Equity (916) 657-3005		
Migrant Education (916) 657-2551		
Special Education (916) 445-4741		
Special Education - Early Start (916) 445-4741		
Career/Vocational Education and Civil Rights (916) 657-2821	D. Mahr	<i>D. Mahr</i>
LEA Coordinator or Consolidated Programs Cooperative Director or Designee (if applicable)		
Migrant Education Regional Director (if applicable)		
SELPA Director (if applicable)		
Other Reviewer(s)		

1999-2000 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CTS Code	0	1	6	1	2	5	9	LEA Name	OAKLAND UNIFIED
----------	---	---	---	---	---	---	---	----------	-----------------

This form is a summary. Complete only one for each district. For a cooperative complete a separate form for each member district.

Column 1--Items: The number of items/tests in each program's compliance instrument is displayed
Column 2--Noncompliant: If a program has any noncompliance findings, enter the number below and describe the specific findings on form CTS-1e (forms CTS-1f and 1h for IPI). If a program is totally compliant, enter a "0".

Code	Program	(Col. 1) Total Items	(Col. 2) # Non- compliant	Code	Program	(Col. 1) Total Items	(Col. 2) # Non- compliant
IPI	Integrated Programs	(4)	<u>0</u>	C	Child Development	(15)	
UCP	Uniform Complaint procedures	(1)	<u>0</u>	FAP	Fed. Alt. Payment		
A	Adult education	(12)	<u>0</u>	FCB	Fed. Center Based		<u>4</u>
CS	CalServe	(13)	<u>0</u>	FCC	Family child care		
CON	Consolidated programs	(45)	<u>1</u>	GAP	General Alt. Payment		
EL	English Learners	(22)		GCB	General Center Based		<u>4</u>
GE	Gender Equity	(24)		LLK	Literacy-Based Sch. Age		
GATE	Gifted & Talented	(6)		MPB	Migrant Federal Based		
IKE	Dwight D. Eisenhower Professional level.	(6)	<u>0</u>	MSB	Migrant State Based		
M	Migrant education	(11)		R&R	Resource and Referral		
SE	Special education			SAC	School-age Community		
SEES	Special education-ES			SPD	State presch. Full-Day		
S&DATE	Safe Schools and Drug Alcohol & Tobacco Ed.	(14)	<u>4</u>	SH	Severely Handicapped		
VE/CR	Career Voc/Civil Rts	(26)	<u>2</u>	SPD	School-Age Parenting		
				SPS	State Preschool		<u>4</u>
				ST2	CalWorks CC Stage 2		
				ST3	CalWorks CC Stage 3		

1999 - 2000 Coordinated Compliance Review
Notification of Findings

County/District Code: 0161259 LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprog.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
						<p>Adult Education</p> <p>There were no areas of noncompliance observed.</p> <p>COMMENDATIONS:</p> <p>The Oakland Unified School District Adult Education program is to be commended for the following:</p> <ul style="list-style-type: none"> • The implementation of California Department of Education <i>English as a Second Language Model Standards for Adult Education</i>. Program objectives indicate also the implementation of SCANS competencies. • The substantially handicapped program for its individualized sheltered workshop curriculum and its classroom setting that uses state of the art technology to assist students in reaching full potential. • The decentralized delivery system of educational services that welcomes all segments of the Oakland adult community to participate in the program. • The formalized collaborative agreements with over 130 diverse citywide community agencies that strengthen an already strong Adult Education Program. These collaborative agreements are with such agencies as the Employment Development Department, the Oakland Private Industry

* Put an asterisk next to any finding that was also noncompliant during the previous CCR.

1999 - 2000 Coordinated Compliance Review
 Notification of Findings

County/District Code: 0161259 LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprog.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding ^a
	1					<p>Adult Education Continued</p> <p><u>COMMENDATION CONTINUED:</u></p> <p>Council, the Peralta Community College District and various faith communities, hospitals, retirement homes, and convalescent hospitals. [These are complemented by inter-district collaborative efforts with other OUSD departments, e.g. Early Childhood Education for the Child Development Center, State and Federal Programs for the Oakland Parent University, and the Community Based English Tutoring (CBET) program.]</p> <ul style="list-style-type: none"> • The vision and foresight in the planning and implementing of a fifth adult school, the Adult Education and Technology Center. This site is specifically designed for adult students and provides state of the art resources. The site increases opportunities for adult students to attain the vocational and technological skills that will enable them to participate fully in the 21st century.

^a Put an asterisk next to any finding that was also noncompliant during the previous CCR.

**1999-2000 Coordinated Compliance Review
Notification of Findings**

County/District Code: <p align="center">0161259</p>	LEA Name: <p align="center">Oakland Unified School District</p>
---	---

See back of form for instructions.

(Col. 1) <i>Numeral and Program</i>	(Col. 2) <i>Item</i>	(Col. 3) <i>Test Letter</i>	(Col. 4) <i>Subprg.</i>	(Col. 5) <i>Site Name</i>	(Col. 6) <i>Cr or CA</i>	(Col. 7) <i>Description of Noncompliance Finding*</i>
						<p>CalServe:</p> <p>Commendation:</p> <p>The Oakland Unified School District is commended for their effort to provide opportunities for students to achieved the content standards through high quality teaching and learning methods such as service-learning. The district is further commended for their efforts to implement the Service-Learning High School graduation requirement. The East Bay Conservation Corps. Project YES is commended for their leadership and support as they work collaboratively with the districts Curriculum and Instruction Division to provide service-learning opportunities such that all elementary and middle school students will engage in at least one service-learning activity in each of these grade spans.</p> <p>King Estate Middle school parents, teachers and administration are commended for their work to deliver the content standards in Language Arts and World Language (spanish) through service-learning as students engage in the cross-age transitions activity for 5th graders moving to the middle school. It is a model for the district.</p> <p>No items of noncompliance were found</p>

*Put an asterisk next to any finding that was also noncompliant during the previous CCR.

1999 - 2000 Coordinated Compliance Review
Notification of Findings

County/District Code: 0161259 LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprg.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
						<p><u>Eisenhower Commendations</u></p> <p>Oakland Unified is commended for its Access Mathematics Program which promotes effective curriculum and instructional practices to strengthen the preparation of historically underrepresented students for college.</p> <p>Oakland Unified is commended for its grade 6 science cases seminar which uses cases to stimulate reflection and inquiry which explores the ways in which children think and sometimes misunderstand fundamental science ideas and activities.</p> <p>Oakland Unified is commended for its Skill program which provides high level multifaceted, well designed support to make use of inquiry in the science curriculum.</p> <p><u>Non Compliance</u></p> <p>No items in noncompliance.</p>

* Put an asterisk next to any finding that was also noncompliant during the previous CCR.

1999 - 2000 Coordinated Compliance Review
Notification of Findings

County/District Code: 0161259 LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprg	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
						<p><u>Child Development:</u></p> <p><u>Commendations:</u></p> <p>Emphasis on language and literacy to provide a learning continuum from the early childhood education programs to K-12 to adult programs—An example of this is the "Countdown to School" brochure, a collaborative effort with Head Start. This brochure is distributed to all families prior to their 4-year olds entry into kindergarten to link families with preschool-age children to the Oakland USD K-12 system.</p> <p>Collaboration with the Dept. of Research and Evaluation in development and implementation of the Preschool Success Survey—By analyzing the data, the program is able to better align its General Preschool Program with success indicators for school/life success.</p> <p>Other collaborations include:</p> <p>The establishment of the new Child Development Laboratory at the Adult Educational and Technical Center</p> <p>Awardees with BANANAS, Inc, the local Resource and Referral Agency and Oakland Public Library of a 21st Century Oakland 2000 grant for Training of parents and Early Childhood Education staff.</p> <p>15 sites were awarded Proposition 10 grants for materials used for "Spruce Up Your Kid's Day," a workday for parents and staff to clean-up, paint, and plant at the centers</p> <p><u>Noncompliant Items:</u></p> <p>Eligibility is not always established through the use of completed applications and documentation.</p> <p>Need is not always established adequately.</p>
III-C		3	FCB GCB SPS	District	CR	
III-C		4	FCB	District	CR	

District-Level Notification of Findings

1999 - 2000 Coordinated Compliance Review
Notification of Findings

III-C	5	GCB FCB GCB	District	CR	All applicants for services are not enrolled in order of priority from the waiting list.
IV-C	6	FCB GCB SPS	District	CR	All sites do not have a qualified site supervisor.
V-C	8	SPS	District	CR	All Notices of Action are not completed nor issued as required.

• Put an asterisk next to any finding that was also noncompliant during the previous CCR.

**1999-2000 Coordinated Compliance Review
Notification of Findings**

County/District Code: 0161259				LEA Name: Oakland Unified School District		
(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprog.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
CON	1	*			CA	<p>CONSOLIDATED PROGRAMS</p> <p>Commendation: The Oakland Unified School District is commended for developing and implementing programs that should ensure access to core instruction for multifunded students.</p> <p>Noncompliance: The results of Oakland Unified School District's Annual Evaluation of Consolidated Programs do not demonstrate that the district is implementing programs that are effective.</p>

* Put an asterisk next to any finding that was also noncompliant during the previous CCR.

1999-2000 Coordinated Compliance Review
Notification of Findings

County/District Code: 0161259 LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Text Letter	(Col. 4) Subprog.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
I.SDATE	3			District	CR	<p>Tobacco Use Prevention Education Program and Safe and Drug Free Schools and Communities Program</p> <p>COMMENDATION: The district administrative staff is commended for its collaboration with a wide variety of community agencies on behalf of the health and welfare of students.</p> <p>Fremont High School administration is commended for providing the facility for the school-based health clinic.</p> <p>Foster Elementary administration and staff are commended for providing a secure, clean, nurturing environment for students.</p> <p>Foster Elementary administration is commended for supporting the Prevention and Life Skills Program that provides a full-time psychologist to help students with their emotional problems and provide health education for students.</p> <p>NONCOMPLIANCE Evidence was not found that the district has established goals and measurable objectives for preventing and reducing violence and the use of drugs, alcohol and tobacco and publicly reports progress toward attaining those goals. The district is required to implement the California Healthy Kids Survey. Setting goals and measurable objectives is predicated upon the implementation of this survey.</p>

1999-2000 Coordinated Compliance Review
Notification of Findings

County/District Code: 0161259

LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprg.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
II.SDATE	4			District	CR	Tobacco Use Prevention Education Program and Safe and Drug Free Schools and Communities Program (continued) Evidence was not found that the district has a defined plan to reach all students in grades K-12 with drug, alcohol and violence prevention education, as evidenced by interviews with staff at the district central office and the two schools visited, Foster Elementary and Fremont High School.
				Fremont High School	CR	The TUPE high school grant at Fremont High School is not being fully implemented. There is no readiness for cessation and cessation program for current tobacco users and no referral system. The plan for providing classroom instruction for the general student population is not being implemented.
V.SDATE	8			District	CR	Evidence was not found that the district has established a local advisory council to assist in the development of the plan for the drug, alcohol, tobacco and violence prevention and intervention program. In addition, the council is to assist in the development of an application, disseminate information and review program evaluations.
VI.SDATE	11			District	CR	Tobacco Free School District signs have not been installed at the entrances to Fremont High School.

District-Level Notification of Findings

**1999 - 2000 Coordinated Compliance Review
Notification of Findings**

County/District Code: 0161259 LEA Name: Oakland Unified School District

(Col. 1) Numeral and Program	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprg.	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance Finding*
						Uniform Complaint Procedures (UCP) No evidence of noncompliance (See Summary of Findings)

* Put an asterisk next to any finding that was also noncompliant during the previous CCR.

**1999 - 2000 Coordinated Compliance Review
Notification of Findings**

County District Code: 0161259

District: Oakland Unified School District

Indicate the findings for the integrated programs items. Use additional pages as necessary.

1. **IPI. 1** Multifunded students receive the school district's core curriculum through the district-supported instructional delivery system

Compliant Noncompliant

Observations: The District has developed district-wide content and performance standards in all core subject areas--K-12. Professional development opportunities are offered to teachers and paraprofessionals to ensure the effective implementation of the core curriculum. The Curriculum Embedded Assessment is an essential element of the focus on literacy and facilitates collegial dialogue between cluster leaders and teachers to provide direction for instruction and ensure access to the curriculum.

Based on the schools visited and the programs reviewed, the team determined that the district is compliant with IPI.1.

2. **IPI. 2** Multifunded students receive the appropriate supplemental program services for which they are eligible. These services support or extend their learning of the school district's core or enriched curriculum.

Compliant Noncompliant

Observations: The team examined the instructional program and determined that multifunded students receive appropriate program services for which they are entitled. Cluster leaders, site coaches and teachers work collaboratively to support and plan students access to the curriculum while providing individual modifications to ensure success.

The district is compliant with IPI.2.

**1999 - 2000 Coordinated Compliance Review
Notification of Findings**

County/District Code: 0161259

District: Oakland Unified School District

Indicate the findings for the integrated programs items. Use additional pages as necessary.

3. **IPI. 3** Multifunded students receive a coherent and coordinated program that enables them to learn the school district's core curriculum or extend their learning beyond the core curriculum.

Compliant Noncompliant

Observations: The team determined that improved communication exists and is promoted through grade level meetings, student success team meetings, CEA collegial discussions, involving Leadership Academy, Program Directors, Cluster Leaders and site coaches.

These vehicles of communication are designed to coordinate staff efforts to help under-achieving students. The district is compliant with IPI.3.

4. **IPI. 4** Data indicate that multifunded students are meeting the school district's academic standards.

Observations:

SEE ATTACHED.

Oakland USD IPI.4

The passage of the Public Schools Accountability Act of 1999 (PSAA) changed the context for school accountability in California. Currently, the CDE is in the process of aligning state and federal requirements (PSAA and ESEA, Title I) into a single state accountability system. While we are in this transition period, it is important to remember that both Title I and PSAA have requirements related to the ongoing monitoring of student performance, the disaggregation of data, and the reporting of results.

As defined by PSAA, data from STAR assessments (i.e., Stanford-9) and, in future years, from additional indicators in the Academic Performance Index (API), will play the primary role in state-level accountability decisions. Schools received their first API report in January 2000. The API rankings for seventy-nine Oakland schools ranged from decile one to decile ten. Over half of Oakland USD's schools (46) were ranked into the lowest two deciles, five schools ranked the highest decile, and the remainder of the schools were distributed across the scale.

API growth will be reported in the fall of 2000. Until API growth data are available, CDE is relying on each district's analysis of student performance on multiple measures for the Integrated Programs Item (IPI) #4 during Coordinated Compliance Reviews (CCR). For details, please see the IPI.4 from the district's 1999 CCR self-review for information about the district's local standards-based accountability system.

The district is continuing to develop its local standards-based accountability system. Information from various assessments, including district and classroom measures, will be essential for monitoring growth and making instructional improvements. The district currently uses the Stanford-9, SABE-2, curriculum embedded assessments, and course grades to monitor student achievement. The English language development of English Learners is monitored with a district-designed assessment. The district is currently exploring methods for combining the results from the multiple measures to determine whether or not students meet grade-level standards. We recommend that this discussion be extended to also include the Special Education students who do not participate in the district's regular assessment program.

We encourage the district to continue its efforts to develop and implement a data-driven system. The Department of Research and Evaluation has provided customized reports, professional development, and support to principals so that they can use data to make instructional decisions. Student achievement information will be readily accessible as the district continues to develop and implement a technology-based data infrastructure. Actions based upon the analysis of results from ongoing assessments should help schools to meet API growth targets.

Oakland USD IPI.4

The passage of the Public Schools Accountability Act of 1999 (PSAA) changed the context for school accountability in California. Currently, the CDE is in the process of aligning state and federal requirements (PSAA and ESEA, Title I) into a single state accountability system. While we are in this transition period, it is important to remember that both Title I and PSAA have requirements related to the ongoing monitoring of student performance, the disaggregation of data, and the reporting of results.

As defined by PSAA, data from STAR assessments (i.e., Stanford-9) and, in future years, from additional indicators in the Academic Performance Index (API), will play the primary role in state-level accountability decisions. Schools received their first API report in January 2000. The API rankings for seventy-nine Oakland schools ranged from decile one to decile ten. Over half of Oakland USD's schools (46) were ranked into the lowest two deciles, five schools ranked the highest decile, and the remainder of the schools were distributed across the scale.

API growth will be reported in the fall of 2000. Until API growth data are available, CDE is relying on each district's analysis of student performance on multiple measures for the Integrated Programs Item (IPI) #4 during Coordinated Compliance Reviews (CCR). For details, please see the IPI.4 from the district's 1999 CCR self-review for information about the district's local standards-based accountability system.

The district is continuing to develop its local standards-based accountability system. Information from various assessments, including district and classroom measures, will be essential for monitoring growth and making instructional improvements. The district currently uses the Stanford-9, SABE-2, curriculum embedded assessments, and course grades to monitor student achievement. The English language development of English Learners is monitored with a district-designed assessment. The district is currently exploring methods for combining the results from the multiple measures to determine whether or not students meet grade-level standards. We recommend that this discussion be extended to also include the Special Education students who do not participate in the district's regular assessment program.

We encourage the district to continue its efforts to develop and implement a data-driven system. The Department of Research and Evaluation has provided customized reports, professional development, and support to principals so that they can use data to make instructional decisions. Student achievement information will be readily accessible as the district continues to develop and implement a technology-based data infrastructure. Actions based upon the analysis of results from ongoing assessments should help schools to meet API growth targets

1999-2000 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

Page 3 6 10 5 9 LEA Name OAKLAND UNIFIED

Use the space below to write summary statements for the identified topics

Summary of findings Summarize compliance findings, reflecting prior compliance history and patterns of general success or problems. CDE will provide statements across key dimensions (e.g. standards, assessments, and accountability) and suggest how the LEA might achieve compliance.

Past compliance history indicates that the District was non-compliant on 61 items for a total of 11 programs reviewed during the 1996 review. The CDE 2000 validation review has identified 10 items of non-compliance of 104 items reviewed for 8 programs. It should be noted that 5 of the 8 programs are compliant (Cal Serve, Eisenhower, Adult Education, UCP and IPI).

The following are suggestions to consider in further improving services to students:

Uniform Complaint Procedures

Although the district has developed Uniform Complaint Procedures, site staff and parents are not fully aware of the contents. These procedures must be disseminated annually and training to ensure understanding of its contents needs to occur.

CalServe

It is recommended that the district continue to support the work of the district's Service-Learning Task Force. It is further recommended that this Task Force focus its effort on clarifying the expectations for the high school graduation requirement and to specifically address what accountability indicators will be used to measure individual student achievement of the content standards addressed in the service-learning activity and what students should know and be able to do as a result of their service that they provide.

Consolidated Programs

The Oakland Unified School District's governing board has developed criteria for determining program effectiveness, and annual evaluations of consolidated programs have been conducted; however, the results of the annual evaluations do not demonstrate that the district is implementing consolidated programs that are effective. It is recommended that the district monitor and where required, modify the following:

- On-going evaluation of the instructional program
- Teaching strategies for improving the achievement of children
- Curricula materials including appropriate books.
- Appropriately credentialed/certified teachers
- Excessive use of substitutes

1999-2000 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code	0	1	6	1	2	5	9	LEA Name: OAKLAND UNIFIED
----------	---	---	---	---	---	---	---	---------------------------

Use the space below to write summary statements for the identified topics.

- Summary of findings** Summarize compliance findings, reflecting prior compliance history and patterns of general success or problems. CDE will provide statements across key dimensions (e.g. standards, assessments, and accountability) and suggest how the LEA might achieve compliance.

Safe and Drug, Alcohol, Tobacco Education (S & Date)

Setting goals and measurable objectives is predicated on a needs assessment. The California Healthy Kids Survey (CHKS) is the instrument for getting needs assessment data, and is a requirement for OUSD. Although many schools have administered the survey, some schools have not. The district Central Office needs more cooperation from school site administrators to administer the CHKS.

It is recommended that the assessment (CHKS) be handled by the OUSD Research and Evaluation Office. (S & D 3)

The district Central Office staff needs to develop a sequential, well-articulated plan for implementing the drug, alcohol, violence prevention education program for all students in grades K-12. The California Healthy Kids Resource Center at the Alameda County Office of Education is an excellent resource for reviewing available instructional materials in drug, alcohol, and violence prevention.

The district needs to provide greater oversight, monitoring, and technical assistance at high school sites implementing a Tobacco Use Prevention Education Grant.

There is too little time allocated to district-level staff to provide adequate leadership, coordination, facilitation, and oversight for programs at the school sites.

Funds received by the district should be spent on effective program implementation. Currently, the district is carrying over large amounts of unobligated funds. (S & D 4)

According to staff at Fremont High School, the tobacco free school district signage has never been installed at the entrances to school property. The signs have been purchased and a work order has been submitted. Signage has been a requirement for OUSD since 1996. (S & D 11)

1999-2000 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

CDS Code	0	1	6	1	2	5	9	LEA Name	OAKLAND UNIFIED
----------	---	---	---	---	---	---	---	----------	-----------------

Use the space below to write summary statements for the identified topics.

1. **Summary of findings** Summarize compliance findings, reflecting prior compliance history and patterns of general success or problems. CDE will provide statements across key dimensions (e.g. standards, assessments, and accountability) and suggest how the LEA might achieve compliance.

Child Development

The district's eligibility processing is not adequate to ensure that all families are eligible for service and that they are paying appropriate fees. The district needs to document gross monthly income calculations. A quality control process should be implemented.

Services in the Child Development Centers can only be provided during the hours that there is clear, documented needs for each parent. The district must document the days and hours when services are needed on the application for services and attach supporting documentation.

The district is unable to demonstrate that program priorities are followed. Waiting list files need to be reorganized. Specific notations must be made on waiting list forms indicating how required priorities have been followed.

The district does not employ a fully qualified site supervisor at every child development site. The lead teachers must apply for and receive the Child Development Site Supervisory Permit or an individual who possesses that permit must be hired.

Notices of Action must be provided to all State Preschool families within 30 days of the parents applying for services.

1999-2000 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

CTS Code	0	1	6	1	2	5	9	LEA Name	OAKLAND UNIFIED
----------	---	---	---	---	---	---	---	----------	-----------------

Use the space below to write summary statements for the identified topics.

2. **General commendations.** Record general or cross-program commendations related to the coordinated compliance review process (commendations of specific programs should be identified on Form CTS-1e).

The State and Federal Office and staff are commended for the planning, training and organization of the self review; and preparation for the validation review. The entrance meeting, presentations and daily schedules provided were appreciated and greatly aided the state reviewers in their collaboration to carry out a comprehensive and thorough review.

Teachers interviewed are commended for their dedication and commitment in providing challenging programs and engaging students in a variety of learning experiences.

Parent Community Input Meeting 2/28/00

The following comments were made by parent participants regarding the Oakland Unified School District's programs.

What's working well in the district?

Comments

- Neighborhood crime prevention/violence
- The Parent Institute for Quality Education
- Music in the Schools
- Parent Resource Center
- Self-Estee Activities
- Diversity Poster Contest
- Good parent meetings
- State and Federal Department gives mutual respect to parents

What needs improvement?

Comments

- Better school facilities, no yards for students to play, age-appropriate play ground equipment
- Campus patrols tested for drugs and monitored with respect to how the campus patrols treat students
- Schools run on a deficit model
- Need more parent involvement
- The district has failed African American students
- A curriculum that focus on teaching kids vs. preparing them for the Test
- Students are not challenged
- Some schools are operating with substitutes
- 8th graders do not have history books
- Teachers are not prepared
- Need new teacher training
- Rejection of parents
- In some instance, the Instructional Assistants seem more intelligent than teachers
- Part-time nurses, their job duties and responsibilities need to be defined
- Unsafe water fountains, pipes need to be capped for water, this has caused health issues for students, i.e. asthma, rashes
- Some schools have operated for 3-5 years without books
- Play grounds are unsafe