

**1996-97 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS**

Please check review type below:

LEA Self-Review CDE Validation Review Other _____

County/ District Code:	4 3 6 9 3 9 3	County: Santa Clara
LEA Name: Campbell Union Elementary	Cooperative:	
SELPA: III	Migrant Region:	
CCR Coordinator: Shirley Olson	Phone: (408) 341-7000	Review Date: 2/4, 5/97

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

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 district LEA representative, and one to each applicable regional LEA administrator (i.e., cooperative, migrant region, SELPA, county).

For LEA self-reviews: These forms are to be completed and submitted at least 30 days prior to the CDE validation review. Mail the original and one copy to:

California Department of Education
CCR Teams Management
ATTN: CCR Processing
P.O. Box 944272
Sacramento, CA 94244-2720

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 IV 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:
March 22, 1997

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.

Signature of LEA CCR Coordinator:
Shirley A. Olson
Signature
Shirley Olson
Typed Name
2-5-97
Date

Signature of CDE CCR team leader:
Rosie Thomas
Signature
Rosie Thomas
Typed Name
2-5-97
Date

For CDE use only

Log: _____

CTS: _____

Route: _____

1996-97 COORDINATED COMPLIANCE REVIEW
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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 program phone #s	Name of reviewer(s)	Signature of reviewer(s)
Integrated programs arms (916) 657-2754	Rosie Thomas	<i>Rosie Thomas</i>
Uniform complaint procedures (916) 657-4674	Rosie Thomas	<i>Rosie Thomas</i>
Adult education (916) 322-5013		
CalServe (916) 657-5442		
Child development (916) 322-6233		
Consolidated programs (916) 657-2973	Sarah Taylor	<i>Sarah Taylor</i>
Safe and Drug-Free Schools and Communities Program/Tobacco Use Prevention Education Program (916) 657-2810	Vivian Linfor	<i>Vivian Linfor</i>
Eisenhower program (916) 657-4865		
Gender equity (916) 657-2813		
Migrant education (916) 657-3512		
Special education (916) 445-4741	Rosie Thomas	<i>Rosie Thomas</i>
Vocational education (916) 657-2532		
Vocational education civil rights (916) 657-2532		
Other reviewer(s)		

Assurance for LEAs that receive a Document Review (for self-review only): I have participated in the self-review for this district. All compliance items and tests have been applied.

Consolidated Programs Cooperative Director or designee (if applicable)		
Migrant Region Director (if applicable)		
SELPA Director (if applicable)		
Other(s)		

1986-87 COORDINATED COMPLIANCE REVIEW
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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, 1g, 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 Rem	(4)	<u>0</u>	<u>Child Development (C)</u>			
UCP	Uniform complaint procedures	(1)	<u>1</u>	APP	Alternative payment	(18)	—
A	Adult education	(33)	—	ARP	At-Risk program	(35)	—
CPS	Comp. ed. preschool	(23)	—	FBO	Federal block grant	(37)	—
CS	CalServe	(12)	—	FCC	Family child care	(22)	—
CON	Consolidated programs	(48)	<u>12</u>	GEN	General child development	(23)	—
G	Gender equity	(24)	—	MFB	Migrant federal based	(26)	—
IKIE	Eisenhower	(7)	—	MSS	Migrant state based	(26)	—
M	Migrant education	(24)	—	R&R	Resource & referral	(14)	—
S	Special education	(77)	<u>0</u>	SAC	School-age community	(25)	—
SEED	Special ed. early start	(23)	—	SH	Severely handicapped	(20)	—
S&DFBC	Safe & drug-free schools and communities	(18)	<u>0</u>	SPO	School-age parenting	(26)	—
TUPE	Tobacco-use prevention	(12)	<u>0</u>	SPS	State preschool	(23)	—
V	Vocational education	(30)	—				
VCR	Voc. ed. civil rights	(36)	—				

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See back of form for instructions.

Noncompliance Finding*						
(Col 1) Numeral 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
						CONSOLIDATED PROGRAMS
						<p>Commendations</p> <p>The administration, staff, and students at Rosemary School are commended for their enthusiastic commitment to literacy and their implementation of appropriate services to assure success in literacy for all students, including multifunded students.</p> <p>The administration, staff, and students at Rosemary School are commended for creating and maintaining a positive school climate in which members of the school community strive to meet the needs of all students, including multifunded students.</p> <p>Non compliance</p>
CON	1			District Rosemary	CR	Although there are criteria established by the governing Board to determine the effectiveness of the consolidated programs, there is no annual evaluation of the district and site's consolidated programs based on these criteria.
CON	12			Rosemary	CR	Not all LEP students receive a program in English language development.

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See back of form for instructions.

Noncompliance Finding*						
(Col 1)	(Col 2)	(Col 3)	(Col 4)	(Col 5)	(Col 6)	(Col 7)
Numeral & Program	Item	Test Letter	Subprg	Site name	CR or CA	Description of noncompliance
CON	13			Rosemary	CR	Not all LEP students whose diagnosis makes academic instruction through the primary language necessary receives such instruction.
CON	14			Rosemary	CR	Not all students whose diagnosis makes specially designed academic instruction in English necessary receives such instruction.
CON	20	c		Rosemary	CR	Not all LEP students have been assessed for primary-language proficiency. (Note: The primary language assessment waiver application has been submitted to CDE.)
CON	22			Rosemary	CR	There is not an adequate number of qualified teachers assigned to implement the required English-language development instruction for each LEP student.
CON	23	a		Rosemary	CR	There is not an adequate number of qualified teachers assigned to implement academic instruction through the primary language for each LEP student needing such instruction.
CON	23	b		Rosemary	CR	There is not an adequate number of qualified teachers assigned to implement specially designed academic instruction in English for each LEP student needing such instruction.
CON	25			Rosemary	CR	The school plans do not include an annual update of the school's EIA-LEP allocation; the school-level bilingual advisory committee was not consulted in the school site council's development of the school plan.

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

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Noncompliance Finding*						
(Col 1)	(Col 2)	(Col 3)	(Col 4)	(Col 5)	(Col 6)	(Col 7)
Numeral & Program	Item	Test Letter	Subprg	Site name	CR or CA	Description of noncompliance
CON	26			Rosemary	CR	There is no school level Title I parent involvement policy developed with and distributed to parents of Title I students. There is no evidence of an annual meeting to inform parents of the Title I program and its requirements.
CON	32	a		Rosemary	CR	There is no evidence of a functional bilingual advisory committee (BAC) that has met all of its requirements.
CON	40	k		Rosemary	CR	The school plan does not include a description of supplemental instructional and auxiliary services to meet the needs of the LEP students.

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See back of form for instructions

Noncompliance Finding*						
(Col 1)	(Col 2)	(Col 3)	(Col 4)	(Col 5)	(Col 6)	(Col 7)
Numerical & Program	Item	Test Letter	Subprg	Site name	CR or CA	Description of noncompliance
						<p align="center">SAFE AND DRUG FREE SCHOOLS</p> <p>Commendations</p> <p>1) The Campbell Union School District Board, with support from district personnel, is commended for the adoption of its policies and implementation procedures for zero tolerance, drugs, alcohol and tobacco prevention</p> <p>2) The district and its schools are commended for seeking out and utilizing community resources such as the City of San Jose's Project Crackdown, DARE, and GEAR Programs to enhance school environment and reduce crime in its schools and neighborhoods</p> <p>3) The district is commended for providing training and practice of conflict resolution strategies and for providing after school and noontime intramural programs that provide age appropriate health and violence prevention education and positive alternatives for all students</p> <p>Non Compliance</p> <p>All areas reviewed were compliant</p>

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

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See back of form for instructions

Noncompliance Finding*						
(Col 1)	(Col 2)	(Col 3)	(Col 4)	(Col 5)	(Col 6)	(Col 7)
Numeral & Program	Item	Test Letter	Subprog	Site name	CR or CA	Description of noncompliance
						<p align="center"><u>SPECIAL EDUCATION</u></p> <p>Commendations</p> <p>The district and Rosemary Elementary is commended for their commitment to ensuring that students with disabilities receive services in least restrictive environments. It was evident through classroom observation at Rosemary and review of required documentation that students enrolled in the Special Education Program have access to the instructional delivery program as do students in regular education. Instructional staff, Resource Specialists, Speech/Language, Hearing Specialists and Psychologist at Rosemary seem to have established collaborative partnerships that enhance on-going communication and coordination of regular and special education services.</p> <p>Non compliance</p> <p>All areas reviewed were compliant</p>

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

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See back of form for instructions

Noncompliance Finding*						
(Col 1)	(Col 2)	(Col 3)	(Col 4)	(Col 5)	(Col 6)	(Col 7)
Numeral & Program	Item	Test Letter	Subprg	Site name	CR or CA	Description of noncompliance
VI	I	UCP		Campbell Union School District	CR	<p>UNIFORM COMPLAINT PROCEDURES</p> <p>Non Compliance</p> <p>Documentation was not available to reflect that an annual written notification of local complaint procedures is disseminated to students, employees, parents or guardians, district/school advisory committees and interested parties</p>

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

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

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

Compliant

Noncompliant

Observations:

The Campbell Elementary Union School District has in place a process for development and delivery of the core curriculum which is based on the state framework adoption cycle. The core curriculum for each subject area is developed by a committee in which are staff serving multifunded students; parents and members of the community are represented in this process. The district provides an ongoing, varied, and high quality staff development program through which all staff, including staff serving multifunded students, enhance their skills in delivering the core curriculum to all students, including multifunded students.

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

Compliant

Noncompliant

Observations:

The district's multifunded students receive the appropriate supplemental program services for which they are eligible and services support their learning of the district's core curriculum. Funds are applied in the proper sequence so that one funding source is not paying for that which another supplemental funding service should be paying.

Students' learning of the core curriculum is supported through expenditures for personnel, materials, equipment, evaluation, planning, staff development, and parent and community involvement.

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

3. IPI.3 Multifunded students receive a coherent and coordinated program which enables them to learn the district's core curriculum.

X Compliant Noncompliant

Observations:

The Campbell Union School District ensures that multifunded students receive a coherent and coordinated program that enables them to learn the district's core curriculum. Through documentation, classroom visits, staff and parent interviews, it is evident that coordination efforts occur through student study teams for review and recommendation processes, formal and informal planning activities, staff development opportunities that include comprehensive health and violence prevention training, articulation among campus supervisors and schoolyard monitors, and through partnership with the City of San Jose's Project Crackdown activities. Regular classroom teachers retain responsibility for special education students who receive services and support from a resource specialist, speech and language specialist, and school psychologist, and LEP students who receive support from bilingual teachers, ESL volunteers and an instructional aide. District expectations are clearly articulated and applied to all students, staff, parents and community partners.

4. IPI.4 Data indicate that specialty-funded students are learning the district's core curriculum.

Learning Assessment:

The district administers standardized assessment with the use of the CAT/5 survey test for students in grades 2-5. An assessment program has also been implemented for students in grades K-5 in reading, writing and mathematics. Performance assessment tasks are teacher developed and administered at least twice during the school year, and scored locally using rubrics. Disaggregated data for the LEP program indicate that LEP/NEP students are 17 NCE points below the district average for all students in grades 2-4. The District Performance Based Assessment for 1995-96 has not been disaggregated. For Compensatory Education Services, Title I is targeted at the K-2 grade levels in the areas of literacy/reading. The data indicates that Title I students are performing below the eligibility criterion level with a mean NCE of 22 in reading. For grades K and 1 assessments in Reading show that Title I students were making progress. The district needs to, in the future, complete a further analysis of all assessment data when available. Special Education students participate in the District Assessment Program for K-5 students in the areas of reading, writing, and math. Assessments are norm referenced tests (CAT/5), district curriculum based assessments and measured criteria for IEP goal achievement. Assessment data for students with disabilities is not disaggregated and further analysis is necessary to determine how students are progressing.

1986-87 COORDINATED COMPLIANCE REVIEW
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SUMMARY STATEMENTS

County/District code	4	3	6	9	3	9	3	LEA Name	Campbell Union School District
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Use the space below to write summary statements for the identified topics. Instructions for completing this form are on the reverse.

1. Compliance trends. Summarize compliance trends, reflecting general patterns of success or problems

The Campbell Union School District encourages site based strategic planning for all schools. Categorically funded program activities and budgets where required, should be reflected in site based strategic plans.

2. General commendations (for CDE validation reviews only). List general or cross-program commendations related to the coordinated compliance review process. (Commendations related to specific programs should be identified on Form CTS-1e.)

The Campbell Union School District is commended for the focus on student needs and the dedication to identification and development of services, instructional, recreational and personal to meet the needs of the diverse student population. The district is commended for fostering safe and healthy schools through its support of school site partnerships with community service providers and for encouraging parent and family contributions as being integral to student services.