

**1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS**

Please check review type below:

LEA Self-Review CDE Validation Other _____

CDE Code:	1	9	6	4	6	3	4	County	LOS ANGELES
LEA Name:	INGLEWOOD UNIFIED							Cooperative:	
SELPA:	SOUTHWEST SELPA							Migrant Region:	
CCR Coordinator:							Phone:		Review dates: 03/09-03/13/98

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 the 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 Unit
P.O. Box 944272
Sacramento, CA 94244-2720

Required Response. For noncompliance findings identified by the CDR 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 submitting a completed "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: **05/04/98**

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:


Signature

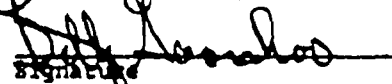
Willa D. Snorton

Typed name

3/13/98

Date

CDE CCR Team Leader:


Signature

B. Goorahoo

Typed name

3/13/98

Date

For CDE use only:

Log: _____

CTS: _____

Route: _____

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED
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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 numbers	Names of reviewer(s)	Signature of reviewer(s)
Integrated programs items (916) 657-2754	B. Gooahoo	<i>Samuel Beckman</i>
Uniform complaint procedures (916) 657-4674	B. Gooahoo	<i>B. Gooahoo</i>
Adult education (916) 322-5013	R. Calvo	<i>Robert C. Calvo</i>
CalServe (916) 657-5442		
Child development (916) 322-6233	P. Salas	<i>Patricia Salas</i>
Consolidated programs (916) 657-2973	P. Dibble	<i>Patricia Dibble</i>
Safe and Drug-Free Schools and Communities/Tobacco Use Prevention Education (916) 657-2810	K. Lowrey	<i>Karen Lowrey</i>
Eisenhower program (916) 657-4865	E. Rodevich	<i>E. Rodevich</i>
Gender equity (916) 657-2813		
Program for LEP Students	Suanna Gilman-Ponce	<i>Suanna Gilman-Ponce</i>
Special education (916) 445-4741	B. Gooahoo	<i>B. Gooahoo</i>
Vocational education (916) 657-2532	L. Murdock	<i>L. Murdock</i>
Vocational education civil rights (916) 657-2532	L. Murdock	<i>L. Murdock</i>
Other reviewer(s)	H. Rico	<i>Hector Rico</i>

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)		

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CTS Code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED
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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 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	(4)	<u>3</u>		Child Development		
UCP	Uniform Complaint procedures	(1)	<u>0</u>	APP	Alternative payment	(19)	
A	Adult education	(35)	<u>0</u>	FBO	Federal block grant	(37)	
CPS	Comp. ed. preschool	(23)	<u>-</u>	FCC	Family child care	(22)	
CS	CalServe	(12)	<u>-</u>	GEN	General child development	(25)	<u>0</u>
CON	Consolidated programs/ LEP	(48)	<u>8</u> <u>11</u>	MFB	Migrant federal based	(26)	
G	Gender equity	(24)	<u>-</u>	MSB	Migrant state based	(25)	
IKE	Eisenhower	(7)	<u>3</u>	R&R	Resource & referral	(14)	
M	Migrant education	(24)	<u>-</u>	SAC	School-age community	(25)	<u>0</u>
S	Special education	(77)	<u>21</u>	SH	Severely handicapped	(20)	
SEEI	Special ed. early start	(23)	<u>-</u>	SPD	School-age parenting	(26)	
S&DFSC	Safe & drug-free schools & communities	(16)	<u>8</u>	SPS	State preschool	(23)	
TUPE	Tobacco-use prevention	(12)	<u>5</u>				
V	Vocational education	(30)	<u>1</u>				
VCR	Voc. ed. civil rights	(36)	<u>1</u>				

1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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	Subpg	Site Name	CR or CA	Description of noncompliance
						COMMENDATIONS
						<p>THE ADULT SCHOOL STAFF:</p> <p>For the establishment, development and enrichment of an advisory staff for the Adult School.</p> <p>For the operation of a comprehensive program for senior citizens at the First United Methodist Church that utilizes Adult Education and also coordinates services from nursing and other supportive and allied programs.</p> <p>For the operation of a job training program that utilizes both State and Federal Funding to provide a superb employment preparation program.</p> <p>For establishing and maintaining classes in 28 locations to serve Adults in the Inglewood Unified School District.</p> <p>For instituting, maintaining, and developing a systematic program of in-service/staff development for the Adult Education Staff.</p> <p style="text-align: center;"><u>THERE ARE NO NON-COMPLIANCE ISSUES.</u></p>

*Put an asterisk next to any finding that was also noncompliant during the last CCR.
 California Department of Education
 Form CTS-1c

1997/98 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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See back of form for instructions.

Noncompliance Finding *						(Col. 7) Description of noncompliance
(Col. 1) Numerical ▲ Program	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprg.	(Col. 5) Site Name	(Col. 6) CR or CA	
						<p align="center"><u>CONSOLIDATED PROGRAMS</u></p> <p align="center"><u>COMMENDATIONS</u></p> <ol style="list-style-type: none"> 1. Inglewood Unified School District is commended for increasing parent involvement especially in parent education, parent training in reference to especially designed parenting classes. 2. Establishing a comprehensive visible and usable Uniform Complaint Procedure.

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1997/98 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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
I CON	1			District	CR	CONSOLIDATED PROGRAMS NON-COMPLIANCE There is not an annual evaluation process that demonstrates that the district and each participating school are implementing consolidated programs that are effective under criteria established by the local governing board.
II CON	7			Crestier	CR	Not Each TAS coordinates resources and conducts timely ongoing reviews of student progress to revise the program and provide additional assistance as needed.
II CON	11			Crestier	CA	Not each school participating in programs funded through the consolidated application provides multi cultural education.
III CON	17			District	CR	Eligible children are not identified by the school on the basis of multiple, educationally related, objective criteria. (Title I students)
IV CON	21			District	CA	There was not evidence that there are professional development activities designed by school personnel that include strategies for identifying and eliminating gender and racial bias.
V CON	25			Crestier	CR	School plans are not developed and updated annually with the review advice and certification of school site council.
VI CON	34			Crestier	CR	There is not a school site council.
VII CON	40			District	CR	School plans need to have a complete description of services provided to GATE, Special Education, EDY and LEP students.

1997/98 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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 A	Program Item	Test letter	Subprg	Site Name	CR or CA	Description of noncompliance
						LEP
						COMMENDATIONS
						<ol style="list-style-type: none"> 1. Kelso and Payne are commended for building strong staff cohesiveness which creates the potential for an articulated program. 2. Worthington, Highland and Kelso are commended for strong parental support. 3. Worthington is commended for its recent development of a consistent ELD program which includes team-teaching to provide differentiated instruction according to diagnosed proficiency levels. This school is also commended for strong administration and responsiveness to teachers.
						NON-COMPLIANCE
CON 3				CROZIER	CR	The District's Master Plan sets criteria for the redesignation of LEP students to fluent English proficient (FEP) status. This redesignation procedure has not been implemented at Crozier this year and there has not been any follow-up for students redesignated previously.
CON 12				DISTRICT PAYNE KELSO CROZIER MORNING-SIDE HIGHLAND	CA	There is a lack of a clear articulated District curriculum, standards of achievement, or consistent, regular oral and literacy assessment tied to the curriculum. This results in a significant number of LEP students not receiving instruction to develop English - as - second - language as effectively and quickly as possible.

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code.	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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)	(Col. 8)
Number & Program	Item	Test letter	Subgr	Site Name	CR or CA	Description of noncompliance	
CON 13				DISTRICT PAYNE CROZIER	CR	The District Master Plan describes a program of primary language instruction to ensure equal access to the core curriculum for LEP students. However, the Plan does not specify criteria that will be applied to determine which LEP students should receive this instruction. (Criteria are described in the Operations Manual, but these criteria require clarification.) The Plan does set out criteria that must be met in order for students to transition from primary language instruction to English reading.	
				PAYNE	CA	Payne is not following the District's Master Plan with respect to primary language instruction. Students who are still at the early levels of English acquisition have been placed in English reading before meeting the District's transition criteria.	
				CROZIER	CA	Crozier has not completed sufficient analysis of its students' English proficiency levels to determine which students require primary language instruction. This results in a significant number of students not receiving access to the core curriculum through the primary language, per the criteria in the Plan. At Crozier there is lack of materials in all curricular areas available for LEP students.	
CON 14				DISTRICT CROZIER	CR	The District Master Plan describes a program of Specially Designed Academic Instruction in English (SDAIE) to ensure equal access to the core curriculum for LEP students. However, the Plan does not specify criteria that will be applied to determine which LEP students should receive this instruction. Crozier has not completed sufficient analysis of the English proficiency levels to determine which students require SDAIE instruction. This results in a significant number of students not receiving access to the core curriculum through SDAIE as described in the Master Plan.	

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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 20b,c				CROZIER	CR	While Crozier has dedicated time and limited resources to ensure that all LEP students have current identification assessments, not all testing has been completed in a timely way. Evidence at Crozier indicates that the lack of articulation results in there not being current assessment data for Crozier. This results in a large number of LEP students not being able to be placed in an appropriate program.
CON 22				KELSO CROZIER WORTH- INGTON HIGHLAND	CR	The District Master Plan requires teachers who provide English Language Development to hold appropriate state certifications or be in training to receive them. Not all teachers assigned to provide ELD are appropriately credentialed, or in training for the required credential.
CON 23a				CROZIER WORTH- INGTON MORNING- SIDE HIGHLAND	CR	The District Master Plan requires teachers who provide instruction in the primary language to hold appropriate state certifications or be in training to receive them. There are not sufficient BCLAD teachers in training assigned to provide instruction through the primary language.
CON 23b				WORTH- INGTON	CR	The District Master Plan requires teachers who provide instruction through SDAIE to hold appropriate state certifications or be in training to receive them. Not all teachers who are assigned to provide SDAIE are qualified or in training.

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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	Text letter	Subprog	Site Name	CR or CA	Description of noncompliance
CON 24				DISTRICT	CA	In view of the large number of inexperienced emergency teachers, there is a need to provide ongoing training on SDAIE strategies and mentoring to ensure implementation of these strategies. There is a need to provide ongoing training for instructional aides assigned to provide support through the primary language or SDAIE to ensure the use of appropriate strategies.
CON 31				DISTRICT	CR	The District-developed letter to inform parents of the voluntary participation in the services for LEP students is not correctly completed at sites resulting in parents not receiving written notification of the recommended program per the Bilingual Master Plan for their children. In a significant number of cases, these letters have been signed by parents after the students have been placed in an instructional program.
CON 32a				CROZIER	CR	The District's guidelines for establishing a Bilingual Advisory Committee have not been fully implemented nor has the committee met all of the duties and obligations.

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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)
Number & Program	Item	Test letter	Subprg	Site Name	CR or CA	Description of noncompliance
						<u>EISENHOWER</u>
						<u>COMMENDATIONS</u>
						1. The District is commended for their efforts to bring about systemic change in mathematics through long term commitments and partnerships with agencies and businesses in their community including TRW, California State University at Dominguez Hills (CAPP Training) and the Math Renaissance program.
						2. The District is further commended for their well developed plan of activities and inservices that have been coordinated with both reform and state documents.
						<u>NON-COMPLIANCE</u>
III-IKE	1			District	CR	There is no evidence that private non-profit schools have been offered the opportunity to participate.
IV-IKE	3			District	CR	There is no evidence that private school officials have been contacted and consulted about the needs of their students and teachers.
VII-IKE	7			District	CR	There are no expenditures for educational services and other benefits provided for eligible private school staff.

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED
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See back of form for instructions.

Noncompliance Finding						(Col. 7) Description of Noncompliance
(Col. 1) Numeral & Program	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprg	(Col. 5) Site Name	(Col. 6) CR or CA	
						<p>Safe & Drug Free Schools & Communities</p> <p style="text-align: center;"><u>Commendations</u></p> <ul style="list-style-type: none"> • Kelso School is commended for having Mr. Baker, an off-duty policeman, who for 12 years has assisted with campus supervision, provides parent education, conducts family visits, and guides students. • Crozier School is commended for establishing Saturday School to address the needs of truant students. • Morningside School is commended for its on-going partnerships with the Centinela Valley Juvenile Diversion Program and Peace Colors to provide Conflict Resolution training and parent education. <p style="text-align: center;"><u>Non-Compliance</u></p> <ul style="list-style-type: none"> • There is no evidence that the district has conducted an objective analysis of the current use of alcohol, tobacco and other drugs, as well as of the prevalence of violence, safety, and discipline problems. • There is no evidence that the district has established goals and measurable objectives for drug, alcohol and violence prevention and publicly reports progress on attaining these goals. • Although each of the three schools visited by the team is providing some prevention instruction, there is no evidence that the district has used the Title IV funds it received to conduct a comprehensive drug/alcohol/violence program designed for all students.
SDFSC	1			District	CR	
SDFSC	2			District	CR	
SDFSC	4			District	CA	

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code: 1 9 6 4 6 2 4 LEA Name: INGLEWOOD UNIFIED

See back of form for instructions.

Noncompliance Finding				(Col 5) Site Name	(Col 6) CR or CA	(Col 7) Description of Noncompliance
(Col 1) Numerat & Program	(Col 2) Item	(Col 3) Test letter	(Col 4) Subgrp			
SDFSC	5			District	CR	<p>Safe & Drug Free School & Communities contin...</p> <ul style="list-style-type: none"> • There is no evidence that the district contacted private non-profit school officials within its boundaries to offer equitable services in 1996-97. • There is no evidence that the district has offered staff development opportunities to individuals who implement the SDFSC Act. • There is no evidence that the district has developed its SDFSC program in consultation with a local advisory council. • There is no evidence that the district has a comprehensive drug/alcohol and violence prevention plan that is consistent with the district's approved Local Improvement Plan. • There is no evidence that the district distributes funding consistent with an approved budget.
SDFSC	6			District	CA	
SDFSC	7			District	CA	
SDFSC	11			District	CA	
SDFSC	15			District	CR	

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code	1	9	6	4	6	3	4	LEA Name:	INGLEWOOD UNIFIED
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See back of form for instructions.

Noncompliance Finding *				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numeral & Program	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Suborg			
TUPE				Kelso Crozier Morningside		<p>Tobacco Use Prevention Education (TUPE)</p> <p style="text-align: center;"><u>Commendations</u></p> <ul style="list-style-type: none"> • Kelso, Crozier and Morningside School are commended for displaying anti-smoking information in the classrooms. • Kelso, Crozier and Morningside Schools are commended for recognizing and participating in activities for the Great American Smokeout. <p style="text-align: center;"><u>Non-Compliance</u></p>
TUPE	2			District	CA	<ul style="list-style-type: none"> • There is no evidence that the district has established goals and measurable objectives for tobacco use prevalence education.
TUPE	3			District	CA	<ul style="list-style-type: none"> • There is no evidence that the district has provided integrated, comprehensive tobacco use prevention instruction for all students in grades four through eight that includes a minimum of six or more hours per grade level annually.
TUPE	6			District	CA	<ul style="list-style-type: none"> • There is no evidence that inservice training specific to prevention of tobacco use is offered to school staff.
TUPE	8			District	CA	<ul style="list-style-type: none"> • There is no evidence that the district has submitted required records and data on expenditures, services, staff development, parent education, etc. to the California Department of Education.
TUPE	9			District	CA	<ul style="list-style-type: none"> • There is no evidence that the district has implemented a TUPE program consistent with that described in its Local Improvement Plan, application, and approved budget.

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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See back of form for instructions

Noncompliance Finding *				(Col. 5)	(Col. 6)	(Col. 7)
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)	(Col. 7)
Numeral & Program	Item	Test letter	Subprg	Sch Name	CR or CA	Description of noncompliance
CAREER/VOCATIONAL EDUCATION AND CIVIL RIGHTS						
<u>COMMENDATIONS</u>						
<ul style="list-style-type: none"> The Morningside High School Career/Vocational Education teachers are commended for their efforts to ensure that their courses are accessible to and effectively serve students with special needs. The District is commended for its resolve of the myriad of Civil Rights non-compliance items identified in the 1993-94 CCR and for the exceptional documentation file developed for this on-site review. 						
<u>NON-COMPLIANCE</u>						
II Voc	3			Morningside High School	CA	<ul style="list-style-type: none"> Vocational Education programs supported with Perkins Act funds are not organized into coherent sequences of courses designed to prepare students for employment in occupations requiring less than a baccalaureate degree.
VI VCR	30			District	CA	<ul style="list-style-type: none"> The District's announcement of non-discrimination does not include the required information about the Title IX and Section 504 Coordinator(s).

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

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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	Subpgs	Site Name	CR or CA	Description of noncompliance
				District		<p>SPECIAL EDUCATION COMMENDATION</p> <p>The Special Education Coordinator has provided many opportunities for professional development workshops conference, hands-on-training through the team effort of the program specialist and the SELPA.</p> <p>Special Education instructional staff DIS staff and instruction support staff were observed using strategies that truly involved students in learning. Students were provided with opportunities to apply their learning and they showed much enthusiasm. Staff is commended.</p> <p>The District's designated instructional staff are commended for their commitment to the students, the program and the Inglewood Unified School District during this period of restricted physical, material and personnel resources.</p>
				Kelso		
				District		<p>NON-COMPLIANCE</p> <p>The student study team process is not fully utilized at some school sites reviewed at some school sites reviewed and it is not totally used as a regular education function with regular education staff assuming the leadership role and Special Education staff serving as consultants.</p>
11151				District		
				District		<p>A single IEP developed does not always contain the following required components -</p> <ul style="list-style-type: none"> - a direct relationship between the statement of educational performance and the data obtained from the assessment - Parental consent to all or part of the IEP - Transition services for students aged 16 years or over which include: <ul style="list-style-type: none"> Instruction Community experience
11153				District		

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1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

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See back of form for instructions.

Noncompliance Finding *				(Col. 5)	(Col. 6)	(Col. 7)
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	Site Name	CR or CA	Description of noncompliance
Number & Program	Item	Test letter	Subprg.			
11 S 3				District	CA	<ul style="list-style-type: none"> - Basis for determining when transition services are not needed. - Student participating or consideration when appropriate action taken to obtain agency participation. - A description of the modification needed by student to the integrated in regular programs (ex. adaptation of equipment, use of technology, instructional assistants etc.)
11 S 2				District	CR	A meeting is not always held annually for the purposes of reviewing/ the IEP, present levels of educational performances do not always demonstrate growth over the previous year and effective criteria to measure previous year and effective criteria to measure student outcome is not always used.
11 S 12				District	CA	There is a need for administrators of categorical programs, special education and general education curriculum and instruction to coordinate their efforts at the Central Office level. There is no evidence that special Education staff is consistently involved in curriculum development activities and there is no evidence that Special Education curriculum for the Special Day Class has been developed and aligned with the District's care.
111 S 14				District	CR	Referral procedures are not always coordinated with other school-site programs, bilingual, Title I etc.
111 S 16				District	CR	Notice of assessment is not always provided to a parent in a reasonable time before assessment and the assessment plan does not always contain the results of previous administered language proficiency assessment.
111 S 17				District	CR	There is a need to provide additional Psychologist to insure the development of assessment plans within the 15 day timeline.

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

1997/98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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See back of form for instructions.

Noncompliance Finding *				(Col. 5)	(Col. 6)	(Col. 7)
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	Site Name	CR or CA	Description of noncompliance
Numeral A Program	Item	Test letter	Subprog			
11 S 4				District	CR	When appropriate the IEP does not always contain the following items: Linguistically appropriate goals and objectives - A behavioral intervention Plan - English Language and primary language development services that are provided when appropriate by the LEP program. - Differential proficiency standards for graduation.
11 S 5				District	CA	In some IEPs reviewed goals and objectives did not always show a direct relationship between the present levels of performance and the specific educational service and instruction provided based on the individual identified need of the student.
11 S 6				District	CR	Some regular education teachers interviewed were not knowledgeable about the contents of mainstreamed students IEP. General Education teacher need to participate in the IEP meetings.
11 SR				District	CR	General education programs (including a variety of general education progress such as, art, music, industrial arts, consumer and homemaking education and vocational education are not always available.

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

1997/98 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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	Subpg.	Site Name	CR or CA	Description of noncompliance
						<u>SPECIAL EDUCATION NON COMPLIANCE</u>
III S19					CR	Vision and hearing screenings are completed for students being assessed but not consistently prior to the student study team meeting and the IEP meeting as evidenced by records received.
*III S28					CR	Records received show inconsistency in reassessment of students every year. There is a need to provide additional psychological staff
*III S38					CR	The IEP does not consistently document the reason for placement of students in schools other than their home school.

1997/98 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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 W CA	Description of noncompliance
						<u>SPECIAL EDUCATION NON COMPLIANCE</u>
*IV S45					CR	There is a need to provide appropriate ongoing inservice training opportunities based upon a needs assessment for special education staff, regular education staff, support services personnel, parents, volunteers and administrators at the Selpa, District and site levels
*IV S46					CR	There was no documented evidence that staff development activities are coordinated at the district and the school levels (e.g. IASA Title I, Bilingual
*IV S47					CR	Core materials (text books are not always available for use by the special day class students. The use of a variety materials and strategies that reflect the students unique learning style was not observed in classroom visited.
*IV S52					CR	IEP's are not consistently developed with 50 days of parent consent to assessment as evidenced by records and interviews

*Put an asterisk next to any finding that was also noncompliant during the last CCR.
 California Department of Education
 Form CTS-1c

1997/98 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

County District code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED SCHOOL DISTRICT
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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
II 58				District	CR	<u>SPECIAL EDUCATION NON COMPLIANCE</u> Too many special education students due to limited option on some year round tracks , lack of accommodation for special day class and severely handicapped student, class scheduling, and availability of suitable electives for students with special needs. Service students are not the same services as those provided in the regular bilingual/ELD program.
II 59				District	CA	School site plans do not describe the rationale and the extent of the participation of special education staff. There is also no description of services to both identified and non identified students. There is also no description of strategies (e.g. collaborative, pull out, side by side, in the school site plan.
II 510				District	CA	State guidelines for students with low incidence disabilities were not used in the self review process at sites where students with low incident disabilities attend.

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

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA: Name: INGLEWOOD UNIFIED
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Indicate below the findings for the integrated programs items. Use additional pages as necessary.

INTRODUCTION

The four Integrated Program Items (IPI) are all directly bound to the existence of a district's 'core curriculum'. A core curriculum is defined as a written, board-approved course of study with an articulated scope and sequence that considers the age-grade level of the students and — at a minimum — addresses the district's instructional content areas of Reading, Language Arts, Mathematics, Science and Social Science.

The Consolidated Compliance Review (CCR) validation team acknowledges that, in the 1997-98 school year, the Inglewood Unified School District is in the midst of major change; and that some of this change is curricular. While elements of the core curriculum exists in a variety of forms (e.g., published resource documents and commercially available instructional materials by grade span in specific content areas), there is no evidence of a written board-approved course of study for all students in the district. Consequently, because the IPIs cannot be anchored to the district's core programs, all four of the items are found to be out of compliance at this time.

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

Noncompliant

Observation

The CCR validation team was unable to find evidence of a board approved core curriculum for the Inglewood Unified School District. In the absence of a uniform plan, there can be no assurance that the instructional delivery systems for multifunded students at the school visited are being replicated at similar schools throughout the District.

Concerns

Some Special Education students do not have access to the same text books used by students in the regular school program.

Special Education staff need to be included in the development of Special Education instructional materials used by the District.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA: Name: INGLEWOOD UNIFIED
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Indicate below the findings for the integrated programs items. Use additional pages as necessary.

While it is acknowledged that the district has, in good faith, moved to put a comprehensive multiple assessment system in place, the issues surrounding the lack of a core curriculum remains. Until the core program has been defined and implemented, there will be no way to determine how well, or to what extent, multifunded students in the district are achieving it.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA: Name: INGLEWOOD UNIFIED
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Indicate below the findings for the integrated programs items. Use additional pages as necessary.

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

Noncompliant

Observation

Given that a core curriculum does not exist, the services provided by Title I, Bilingual and Special Education funding lack a definable structure.

Concerns

For Title I and Bilingual Education, it is difficult to determine which students are receiving supplemental services because, in some instances, all children participate in the supplemental programs (e.g., intersession and after school tutoring).

At Morningside High School, no supplemental instructional materials were in evidence for limited Proficient students.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA: Name: INGLEWOOD UNIFIED
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Indicate below the findings for the integrated programs items. Use additional pages as necessary.

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

Noncompliant

Observation

School staff reported that — at times — there is a lack of awareness or confusion about the types and varieties of services for which some students are eligible.

Concerns

Interviews with school staff indicate a need for those serving students in Title I, Bilingual and Special Education programs to share information relative to providing appropriate supplemental services to eligible students in the least restrictive environment.

There is a need for greater articulation of program services for special needs students moving from the elementary to the middle schools, and from the middle to the high schools.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED
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Indicate below the findings for the integrated programs items. Use additional pages as necessary.

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

Observation

For the past four years, the mainstay of the Inglewood Unified School District's assessment program has been the California Achievement Test, Fifth Edition (CAT/5). All students in grade 1 are administered the Complete Battery; students in grades 2-11 received the Survey Version. Only Special Education students identified as 'severely handicapped' and those with sign written waivers are exempted from the annual testing program. All Resource Specialist and Special Day Class students are tested with accommodations as determined by the classroom teachers. The Spanish Assessment of Basic Education, Second Edition (SABE 2) is administered to all limited English proficient (LEP) students whose primary language is Spanish and who are enrolled in Spanish/Reading classes.

To comply with state requirements, in 1996-97, Inglewood expanded its assessment procedures to include the use of multiple measures: (1) a norm-referenced achievement test, (2) end of course grades in Reading/Language Arts and Mathematics, and (3) a third measure to be determined by the school. (Reportedly just one school used only two measures — the norm referenced test and grade scores — for assessing student progress in 1996-97.

All school compiled student assessment information in a matrix provided by the District Office. Scores were combined to single performance levels for each student by assigning equal weights to the measures used. While the material grades 1-5 differed from that in grades 6-11, the district maintained the 50th NCE and a grade of 'C' or better for determining grade level proficiency.

The information compiled for each school was submitted to the District where it was analyzed by school, grade and sub-test. School information was further disaggregated by program funding source (i.e., Title I, Bilingual, Special Education and GATE) for the School Accountability Report as required for Part 2 of the Consolidated Programs Application document.

Concerns

Although the district currently disaggregates student achievement information by program funding source, to meet federal guidelines, Title I stipulates that student data is also to be disaggregated by gender, ethnicity, language proficiency, migrant status, Special Education, and by economic disadvantaged. This Title I information is to be available at the school site and used for purposes of strengthening services to students. All of the information for meeting this federal requirement is currently available in the district however, personnel and financial resources may have to be redirected in order to achieve it.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	9	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED
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Use the space below to write summary statements for the identified topics.

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

I STANDARDS, ASSESSMENT AND ACCOUNTABILITY

There are not results of an annual evaluation that demonstrate that the district and each participating school are implementing consolidated programs that are effective under criteria established by the local governing board. This issue will be resolved upon board established criteria that measures the effectiveness of the following programs: Title I, Title VI, SCE, SIP, LEP and SB 1882.

II. TEACHING AND LEARNING

Item II - CON 7 is cited as non-compliant. Not all Targeted assistance schools coordinate resources and conduct timely ongoing reviews of student progress to revise the program and provide additional assistance as needed. This was cited as non compliant in 1991 and in 1994. This will be resolved when there is in place: (1) a procedure to ensure that all students are assessed regularly; (2) assessment results are available to appropriate staff members (3) actual program revisions are made based on the Title I students' needs.

III. OPPORTUNITY (equal educational access)

III - Con 17 is non-compliant. Eligible children are not identified by the school on the basis of multiple educationally related objective criteria. This will be resolved upon establishing district wide multiple criteria for selecting eligible students.

IV. STAFFING AND PROFESSIONAL GROWTH

IV Con 21 is cited as being non-compliant because there is not evidence that planned professional development activities are implemented that include strategies for identifying and eliminating gender and racial bias.

To resolve this issue there need to be activities designed by school personnel that specifically address these issues.

VI. GOVERNANCE AND ADMINISTRATION

There is not a school site council. This was cited as non-compliant in 1991. This will be resolved when a school site council is established that meets the membership requirements.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code:	1	0	6	4	6	3	4	LEA Name: INGLEWOOD UNIFIED
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Use the space below to write summary statements for the identified topics.

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

In the previous coordinated compliance review of 1994 there were twenty three items of non compliance in Special Education.

There are 21 items of non compliance in this 1998 review.

Many of the present items were identified through the self review process and they were identified through the diligent efforts of Inglewood Unified Special Education staff.

Interview of staff reveal an ongoing desire toward establishing and maintaining compliance.

Many of the items involve meeting strict timelines that are not likely to be met with the limited number of psychologist presently available.

There is also current need to provide appropriate assessment, instructional materials text books, etc., to accommodate the variety of learning styles and needs of individuals with exceptional needs as well as the need for staff to coordinate and collaborate available services and resources.

To provide comprehensive and appropriate services for students with special needs, special education staff should be included in the planning, development and implementation of all district endeavors e.g., curriculum development, standard assessment, staff development, program evaluation etc.

The district should assess the need for additional psychologist, nurses and Special Education teachers as it relates to the necessary services required by students with special needs.

Connectivity and continuity is needed in the delivery of services to students to enhance the educational benefits needs of all students in the Inglewood Unified School District.

Compliance Trends

Career/Vocational Execution and Civil Rights

Two noncompliant items were identified in this year's career/vocational educational Civil Rights Review compared to the nine noncompliant items identified in the 1993-94 review. The first noncompliant item can be resolved by developing coherent sequences for each of the vocational education programs supported with the Perkins funds. The second noncompliant item can be resolved by revising the district's Non-discrimination Announcement to include the name, address and telephone number of the person(s) designated to coordinate Title IX and Section 504 compliance activities and by including the announcement in the annual employee and student/parent handbooks.

1997-98 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDS Code	1	9	6	4	8	3	4	LEA Name	INGLEWOOD UNIFIED
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Use the space below to write summary statements for the identified topics.

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

General Compliance Trends

The Safe and Drug Free Schools and Communities Program (Title IV) had 8 out of 16 items out of compliance and the Tobacco Use Prevention Education Program (TUPE) had 5 out of 11 items out of compliance. The team was unable to determine if Title IV and TUPE programs and services were provided at the district level in 1996-97, due to a significant change in the personnel conducting those programs and a subsequent absence of documentation covering that period of time. District staff are working vigorously to complete the annual reports, provide accurate information to the schools on a number of requirements, address staff development needs, reconcile budgets, etc. However, given the number programs for which the current staff is responsible, and the severe shortage of personnel to assist with these tasks, it will be very difficult to "reinstate preventive programs at the school site" as called for in Section VII of the district's Strategic Plan. If the district allocates sufficient additional personnel time to reactivate programs and complete the requirements referenced in these SDFSC and TUPE items, the team feels that compliance can be achieved.

CON 9 - Redesignation

As Crozier School and the district continue to develop procedures for ensuring that LEP proficiency data are transferred from feeder schools to receiving schools in a timely manner, the school will be able to implement the redesignation criteria established in the Bilingual Education Master Plan. This will result in more eligible students being redesignated from LEP to FEP, and the follow-up of previously redesignated students will be completed on the time lines set by the district.

CON 12 - English Language Development

As the District moves forward to complete the development of ELD curriculum, including standards of achievement, and consistent, regular oral and literacy assessment tied to the curriculum, a significant number of LEP students will receive articulated instruction to develop English - as - second-language in a manner that is more effective. When this curriculum is completed, the District will need to design and implement a training program for teachers and administrators on all aspects.

CON 13 - Access to the Core Curriculum through the Primary Language
District, Payne, Crozier

The District Master Plan describes a program of primary language instruction to ensure equal access to the core curriculum for LEP students. To determine which LEP students should receive this instruction, the Plan will need to specify criteria that will be applied to determine when a student's English language proficiency requires that instruction through the primary language will be provided. While the Plan sets out criteria that must be met in order for students to transition from primary language instruction to English reading, the District will need to augment training to ensure that these criteria are used consistently. This will ensure that students move into English reading in a consistent and systematic way.

The District needs to develop systems to ensure articulation of LEP student proficiency data from the elementary to the middle schools and from these schools to the high schools. These procedures, when fully implemented, will support the efforts of the receiving schools to place LEP students according to the Master Plan provisions. During the current school year, Crozier School needs to complete the analysis of its students' English proficiency levels to determine which students require primary language instruction in order to more accurately provide instruction that will meet the needs of the students.

At Crozier, the school and district need to develop and implement a short-term and long-term plan to ensure that all LEP students have adequate and sufficient learning materials. This will require an assessment of needs and a plan to allocate funds and support from the district.

CON 14 - Access to the Core Curriculum Through Specially Designed Academic

The Master Plan needs to specify criteria that will be applied to determine which LEP students should receive Specially Designed Academic Instruction in English (SDAIE) to ensure equal access to the core curriculum for LEP students. When these criteria are developed, the district will need to train teachers and administrators on the criteria and the appropriate placement of students described in the Master Plan.

Crozier will need to complete the analysis of the English proficiency levels of LEP students to determine which students require SDAIE instruction.

CON 20b.e - Initial Identification

The District and Crozier School need to further develop procedures established in the Master Plan to ensure that all LEP students have current identification assessments articulated between feeder and receiving schools.

CON 22 - Sufficient Qualified Staff to Provide ELD

The District and schools will need to develop procedures to ensure that teachers who are assigned to provide ELD are regularly notified of the need to obtain required certification within an established time line. A process for monitoring completion of training needs to be implemented in order to ensure that teachers fulfill training agreements and apply for certifications.

CON 23a - Sufficient Staff to Provide Instruction through the Primary Language

The District and schools will need to develop procedures to ensure that teachers who are assigned to provide primary language instruction are regularly notified of the need to obtain required certification within an established time line. A process for monitoring completion of training needs to be implemented in order to ensure that teachers fulfill training agreements and apply for certifications.

CON 23b Sufficient Qualified Staff to Provide SDAIE

The District and schools will need to develop procedures to ensure that teachers who are assigned to provide primary language instruction are regularly notified of the need to obtain required certification within an established time line. A process for monitoring completion of training needs to be implemented in order to ensure that teachers fulfill training agreements and apply for certifications.

CON 24 - Sufficient Training for Existing and Future Staff

The District will need to provide ongoing training on SDAIE strategies to teachers to ensure use of the most appropriate techniques to ensure that LEP students receive full understanding of the curriculum. This training needs to be supported through regular mentoring to ensure full and consistent implementation of these strategies.

CON 31 - District

The District will need to review the clarity of the current letter to inform parents of the voluntary participation in the services for LEP students which currently does not clearly indicate the program which is recommended by the schools. The procedures described in the Master Plan will need to be presented through sessions for school staffs on a regular basis to ensure that parents receive written notification of the recommended program for their children in time to make decisions before the students are placed in any described instructional program.

CON 32a - Bilingual Advisory Committee

The District's guidelines for constituting a Bilingual Advisory Committee and ensuring that all elements of training and responsibility have been fully implemented need to be followed at the school site.

2. **General commendations.** 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).
 - 1 The district administration and Kelso, Crozier, and Morningside schools are commended for their efforts to strengthen parent involvement through Spirit Focus Groups, Study Circles, and annual need assessments.
 - 2 The district administration and Kelso, Crozier and Morningside schools are commended for their efforts to make positive change, and educate students in the midst of high teacher turnover, district reorganization and limited personnel resources.
 - 3 The district is commended for expanding early childhood education and implementing Jumpstart, an interactive parent/child program that prepares children for kindergarten.
 - 4 The district is commended for pursuing grants and establishing innovative partnerships with business and colleges and universities (e.g. UCLA, the California Institute of Technology and the Packard Foundation) to support instruction and staff development.
 5. The District is commended for implementing programs such as Assessment, Planning, Programming and Intervention (APPI), Math Engineering, and Science Achievement (MESA), and College Opportunities Program to increase the college going rates of underrepresented students.
 6. Despite limited resources, there has been an effort by the Bilingual Instructional Department to monitor the programs for LEP students. This has resulted in accurate identification of areas in which the Bilingual Education Master Plan has not been fully implemented. These have also been steps taken to respond to these areas by schools with the help of the central office.