

1995-97 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS

Please check review type below:

___ LEA Self-Review CDE Validation Review ___ Other: _____

County/ District Code:	1 9 6 4 2 3 8	County: Los Angeles
LEA Name: Alhambra High School District	Cooperative: N/A	
SELPA: West San Gabriel Valley	Migrant Region: 10	
CCR Coordinator: Dr. Terry J. Larsen	Phone: (818) 308-2251	Review Date: March 17-21, 1997

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:
May 5, 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:
Terry J. Larsen
Signature

Dr. Terry J. Larsen
Typed Name

March 21, 1997
Date

Signature of CDE CCR team leader:
Patricia Brown
Signature

Pat Brown
Typed Name

March 21, 1997
Date

For CDE use only

Log: _____

CTS: 4-2-97

Route:
 CON. NC IPL. NC
 GE. NC WCR. NC
 MIG. C DATE. C
 SEL. NC VCR. C
 CD. C

1996-97 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County/District code:	1	9	6	4	2	3	8	LEA Name: Alhambra High School District
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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 items (916) 657-2754	Pat Brown	<i>Patricia Brown</i>
Uniform complaint procedures (916) 657-4674	Alicia Hetman	<i>Alicia Hetman</i>
Adult education (916) 322-5013	Jay Rollings	<i>J. Rollings</i>
CalServe (916) 657-5442	N/A	
Child development (916) 322-6233	Gaspar Garcia	<i>Gaspar Garcia</i>
Consolidated programs (916) 657-2973	Pat Brown Dave Dolson (916) 657-3938	<i>Patricia Brown</i> <i>Dave Dolson</i>
Safe and Drug-Free Schools and Communities Program/Tobacco Use Prevention Education Program (916) 657-2810	Linda Davis-Aldritt	<i>Linda Davis-Aldritt</i>
Eisenhower program (916) 657-4865	N/A	
Gender equity (916) 657-2813	Alicia Hetman	<i>Alicia Hetman</i>
Migrant education (916) 657-3512	Salvador Arriaga	<i>Salvador Arriaga</i>
Special education (916) 445-4741	Ted Hawthorne	<i>Ted Hawthorne</i>
Vocational education (916) 445-2397	N/A	
Vocational ed. civil rights (916) 445-2397	Cheryl Bockhold	<i>Patricia Brown for Cheryl Bockhold</i>
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)		

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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	(4)	<u>1</u>	<u>Child Development (C)</u>			
UCP	Uniform complaint	(1)	<u>1</u>	APP	Alternative payment	(19)	<u> </u>
A	Adult education	(35)	<u>0</u>	ARP	At-Risk program	(35)	<u> </u>
CPS	Comp. ed. preschool	(23)	<u> </u>	FBG	Federal block grant	(37)	<u> </u>
CS	CalServe	(12)	<u> </u>	FCC	Family child care	(22)	<u> </u>
CON	Consolidated programs	(48)	<u>10</u> <u>9</u>	GEN	General child	(25)	<u> </u>
G	Gender equity	(24)	<u>7</u>	MFB	Migrant federal based	(26)	<u> </u>
IKE	Eisenhower	(7)	<u> </u>	MSB	Migrant state based	(25)	<u> </u>
M	Migrant education	(24)	<u>0</u>	R&R	Resource & referral	(14)	<u> </u>
S	Special education	(77)	<u>4</u>	SAC	School-age	(25)	<u> </u>
SEEI	Special ed. early start	(23)	<u> </u>	SH	Severely handicapped	(20)	<u> </u>
SZDFSC	Safe & drug-free schools	(16)	<u>0</u>	SPD	School-age parenting	(26)	<u>0</u>
TUPE	Tobacco-use prevention	(12)	<u>0</u>	SPS	State preschool	(23)	<u> </u>
V	Vocational education	(30)	<u> </u>				
VCR	Voc. ed. civil rights	(36)	<u>0</u>				

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Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1) Numerical Program	(Col 2) Item	(Col 3) Text letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
VI-UCP				District	CR	<p><u>Uniform Compliant Procedures</u> Noncompliance</p> <p>The districts' annual notification of the Uniform Complaint Procedures to all students, employees, parents and other interested parties does not include all of the required components:</p> <ul style="list-style-type: none"> • Available civil law remedies • Timelines for filing a discrimination complaint • Appeal and review procedures <p>• The identity of the lead person responsible for receiving complaints</p>

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

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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	Text	Subprogram			
						<p>ADULT SCHOOL</p> <p>Commendations:</p> <ol style="list-style-type: none"> 1. The administration, faculty and staff are commended for their dedication, teamwork and skill in providing high quality instruction programs and services that respond to the needs and interest of a diverse community resulting in annual services to 22,000 students. 2. Outcomes produced by the adult school are commendable. For example: <ol style="list-style-type: none"> a. 360 students annually graduate or receive their GED certificate. b. 600 complete their citizenship preparation. c. 4,000 are certified as completing another ESL level. d. 180 receive vocational education certification. e. 150 high school students pursue credit necessary for their graduation. 3. The district is commended for supporting the adult school in its efforts to relocate programs that had been operating in the new San Gabriel District including establishing the Southeast Adult Center, thus enhancing educational opportunities of adults living in the southeast section of the community. <p>The adult school is compliant.</p>

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Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1) Noncompliance Program	(Col 2) Item	(Col 3) Test letter	(Col 4) Subprogram	Site Name	CR or CA	Child Development
CD			SAPID	MOOR FIELD		<p><u>Commendations</u></p> <p>The Alhambra High School District is commended for establishing an outstanding Child Development Program.</p> <p>The Child Development Program staff is commended for seeking and obtaining the support of community volunteers to help finance many aspects of the child development programs.</p> <p>The district is commended for hiring outstanding individuals to direct the child development programs.</p> <p>The child development staff is commended for demonstrating its passion to help children develop cognitive, physical, and socio-emotional skills. This is especially true in the School Age Parenting and Infant Development Programs.</p> <p><u>Non Compliance Issues</u></p> <p>NONE</p>

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Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1) Numerical Program	(Col 2) Item	(Col 3) Text letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
				District		<p><u>Consolidated Programs Commendations</u></p> <p>The Special Projects Department in the district is commended for their excellent coordination and supervision of the consolidated programs in the high school district.</p> <p>The level of support provided by the department through technical assistance and staff development was superior and clearly indicates a future of continuing compliance and increased student performance through the leadership.</p> <p>The development and dissemination of assessment data by the Special Projects Department is also to be commended. There was continuous evidence of excellent direction and staff development observed by the team. The assessment data was utilized and analyzed by the schools. Evidence of excellent strategies implemented in the Title I programs was observed as the result of the data.</p> <p>San Gabriel High is commended for their commitment to parent involvement and parent education as exhibited through their parent workshops provided once every two months and other parent involvement activities</p> <p>San Gabriel High School clearly demonstrates that parents are essential stakeholders in the education of their students.</p>
				San Gabriel High School		

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Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1) Numerical Program	(Col 2) Item	(Col 3) Text Letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
Con 6				San Gabriel High School	CA	<p><u>Consolidated Programs Noncompliance</u></p> <p>Although sections of the Title I program are clearly designed on the concepts of program effectiveness, such as the Writing Centers, other sections, such as the Language Arts and Social Science "C" classes, the Basic and Intermediate Math classes, instructional aides, the technology lab, etc. lack evidence that research or information on program effectiveness was the basis for the design of the entire Title I program for improving achievement of Title I students. In addition, the instructional strategies for the "C" classes, the Basic and Intermediate Math classes and technology lab for improving the achievement of Title I students have not been clearly articulated to determine effectiveness.</p>
Con 37b				San Gabriel High School	CA	<p>Not all multifunded positions, such as the instructional assistants, the attendance clerk, the career technician, counselor, etc., have written evidence that demonstrates that the duties performed and the proportion of time spent for some duties are appropriate to the funding sources used.</p>

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Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1)	(Col 2)	(Col 3)	(Col 4)	Site Name	CR or CA	LEP
Numerical Program	Item	Text Letter	Subprogram			
						<p><u>Commendations</u></p> <p>The school has recently taken significant steps to improve the overall instructional services provided to LEP students.</p> <p>San Gabriel High School has established a tightly and neatly organized program design where based on ELD level, LEP students are systematically enrolled in primary language or SDAIE class sections.</p> <p>San Gabriel High School is providing native speaker, high school level language testing credit and/or courses for Chinese, Spanish and Vietnamese speakers.</p> <p>The District has established a teacher exchange program with the "Secretaria de Educacion" in Spain.</p>

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Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1) Numerical Program	(Col 2) Item	(Col 3) Test Letter	(Col 4) Subprogram	Site Name	CR or CA	LEP
II Con	12			San Gabriel High School		LEP students who have completed district ELD offerings are not receiving required instructional services and have not been redesignated.
II Con	13			San Gabriel High School		A significant number of Spanish-speaking and all other LEP students who are diagnosed to need access to the core curriculum through primary language instruction are not receiving such instruction. Often the instruction is not offered, in other cases lack of materials, staff, or instructional approaches result in situations where the complete core is not covered. Lack of consistent administration and documentation of ELD assessment exacerbates problems with proper placement of students in primary language and SDAIE strands.
II Con	14			San Gabriel High School		Some LEP students who need access to the core curriculum through SDAIE are not receiving such instruction or the SDAIE instruction is not structured to provide full access.
IV Con	23a			San Gabriel High School		There is an inadequate number of qualified bilingual teachers assigned to and actually providing primary language instruction.
IV Con	23b			San Gabriel High School		There is an inadequate number of qualified teachers assigned to and actually providing SDAIE.
V Con	31			San Gabriel High School		An adequate procedure does not exist to properly document parent withdrawals, in whole or in part, from the LEP program services.
VII Con	39a			San Gabriel High School		There are insufficient materials in the primary language to support bilingual and SDAIE course sections.
VII Con	39b			San Gabriel High School		EIA-LEP funds are used to support the salaries of staff (aides, community liaisons, etc.) assigned to provide base and not supplementary services to LEP and FEP students and their families.

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(Col 1) Numerical Program	(Col 2) Item	(Col 3) Text letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
						<p><u>Safe and Drug Free Schools and Communities</u></p> <p>The district is commended for their adoption of a policy requiring the expulsion for a period of at least one year of any student who brings a firearm to school.</p> <p>The district is commended for their adoption of a policy requiring referral to law enforcement of any student who brings a firearm to school.</p> <p>The district and San Gabriel High School are commended for developing and implementing a comprehensive tobacco, alcohol and other drug use prevention education program for all students that includes classroom instruction, peer education, positive after-school activities, counseling, support groups, parent education, and school-law enforcement partnerships.</p> <p>San Gabriel High School is commended for the broad variety of support groups it offers for at-risk youth and for the proactive use of campus supervisors and other violence prevention measures, such as peer counseling and the development of a schoolwide crisis response plan.</p> <p>San Gabriel High School is commended for its excellent documentation of school crime activity.</p> <p>There are no items in noncompliance.</p>

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(Col 1) Numerical Program	(Col 2) Item	(Col 3) Text letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
						<p>Tobacco Use Prevention Education (TUPE)</p> <p>The district and San Gabriel High School are commended for the development of a grades 9-12 tobacco use prevention program that includes an integrated tobacco use prevention education program, support and cessation groups, community projects and parent education. The district and San Gabriel High School are commended for coordinating and using community resources such as L. A. Links and the American Cancer Society to supplement and enhance the school-based prevention programs.</p> <p>San Gabriel High School's commended for the student created anti-tobacco use mural project.</p> <p>There are no items in noncompliance.</p>

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(Col 1) Numerical Program	(Col 2) Item	(Col 3) Test letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
III G	3			District	CA	Gender Equity Noncompliance When a particular class contains a substantially disproportionate number of students of one gender, school site personnel are not taking the necessary action to ensure that such disproportion is not the result of discriminatory counseling, appraisal materials used, course/activity labeling and/or scheduling. Studies of the class balances have not been conducted to determine why there are disproportionate gender enrollments.
III G	8			San Gabriel HS	CR	Evidence did not verify that necessary action is being taken to ensure that the selection of sports and levels of competition offered effectively accommodate the interests and abilities of the female students
IV G	10			District and sites	CA	Evidence did not verify that district conducted high-quality professional development activities which support instructional practices conducive to high achievement have also included specific strategies for identifying and eliminating gender bias.
VIG	14			District	CA	The district's sexual harassment policy for students and employees does not include information on where to obtain the specific rules and procedures for reporting charges of sexual harassment or information for pursuing available remedies.
VLG	17			San Gabriel HS	CR	Evidence did not verify that all new students received the district written sexual harassment policy as a part of all orientation programs conducted at the beginning of each quarter, semester, and summer session.
VIG	19			District and sites	CA	The districts' sexual harassment policy for students and for employees does not appear in all publications of the sites and district that set forth the rules, regulations, procedures, and standards of conduct.
VIG	22			District and sites	CA	The district's complaint procedures (UCP) for discrimination and sexual harassment do not appear in all of the appropriate informational materials (see VI-G 19).

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(Col 1) Noncompliance Program	(Col 2) Item	(Col 3) Test Item	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
				San Gabriel High School		<p><u>Migrant Education</u></p> <p>Commendations</p> <p>The Migrant Education Program is commended for providing quality supplemental services to secondary migrant students as evident through the following activities.</p> <ul style="list-style-type: none"> Ongoing assessment of migrant students credit accrual needs and placement of students in appropriate academic programs to make up for credit deficiencies, i.e. district summer school courses and/or PASS program. For providing an effective work study program for migrant students. Currently (25) job assistance positions have been filled in various locations throughout the community, i.e. libraries, YMCA, Boys and Girls Club and district elementary schools. <p>Migrant Education staff are commended for providing additional community services to migrant students through their participation in the Coca-Cola Valued Youth Program, which provides students who are most at-risk with positions of responsibility, such as tutoring.</p> <p>Migrant staff are commended for an outstanding recruitment effort to identify all eligible migrant students within the district, i.e. radio and television announcements and ongoing community efforts.</p> <p>Noncompliance</p> <p>No issues of noncompliance were evident.</p>

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(Col 1) Numerical Program	(Col 2) Item	(Col 3) Test Letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
						<p><u>Special Education Commendations</u></p> <p>Administration and staff at San Gabriel High School are commended for:</p> <ol style="list-style-type: none"> 1. The provisions of Transition Partnership and Workability for eligible students. Follow up activities exist beyond high school graduation to determine student success and program effectiveness. 2. Efforts to effectively serve students in the least restrictive environment. These efforts includes collaboration with county operated program staff and with general education staff. Students are very well integrated in curricular and co-curricular activities. Special education teachers participate on many committees as appropriate. 3. The assignment of one counselor to facilitate services for special education students. This activity helps to streamline scheduling and assist mainstreaming efforts in regular education.
II.S3				District	CA	Present levels of performance statements on IEPs are inconsistently written in narrative format with breadth and clarity of assessment results.
II.S4				District	CA	IEPs do not consistently include linguistically appropriate goals and objectives for LEP students.
III.S19				District	CA	Timelines for initial and three year reassessments are not consistently met.
IV.S45				District	CA	There is a need for inservice training for general education staff regarding the provision and concepts of special education in the total school environment and instruction in ESL and cross cultural teaching skills necessary to teach LEP students for special education staff.

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(Col 1) Numerical Program	(Col 2) Item	(Col 3) Test letter	(Col 4) Subprogram	Site Name	CR or CA	Description of Noncompliance
						<p>Vocational Civil Rights</p> <p>Commendations</p> <p>The district administration staff and career-vocational education staff are commended for their effective organization of materials, interviews, and classroom visits to facilitate the vocational civil rights review.</p> <p>All students have many opportunities for access to career vocational education activities and programs. Among those commended are:</p> <ul style="list-style-type: none"> • Opportunities for all students to explore and learn about a variety of possible careers and identify interest, aptitudes, and abilities through the ninth grade DIRECTIONS course. • The vocational education graduation requirement for all students so they have access and the opportunity to participate. • Availability of two special education instructional aides to provide vocational assessment and assistance in vocational classes on a district-wide basis. • Availability of a large, centrally located career center available to all students. The personnel, resources, and activities provided assist students with career guidance, exploration, and work-based learning activities. • The development of TRANSITIONS TO CAREERS planning to enable a greater number of students to complete a sequence of courses within an identified career path. <p>Noncompliance</p> <p>There were no noncompliance items found.</p>

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

1. IPI.1

_____ Compliant

 X Noncompliant

Observations:

The Alhambra Districts course of study for the High Schools is developed by teachers and specialists representing all subject areas. The instructional delivery system includes appropriate instructional strategies and materials. Appropriate adjustments are made in categorical program classes to meet the individual need of eligible students. Students have access to the district's wide variety of course offerings in the many departments including electives.

Most Multifunded students receive the districts' core curriculum except for LEP and migrant students. Limited English proficient students including special education are not provided full access to the core curriculum through primary language and/or specially designed academic instruction in English (SDAIE). A pattern exists also for migrant students where in they do not benefit from full access to the district's core AP classes.

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Indicate below the findings for the integrated program 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.

Compliant Noncompliant

Observations:

San Gabriel High School

An articulated and coordinated program for multi-funded students is evident at San Gabriel High School.. Core personnel and categorically funded personnel work with multi-funded students to coordinate their services by communicating effectively among staff as demonstrated in school functions such as Wild Wednesday and Pupil Improvement Teams.

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

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

Learning Assessment:

The district collects and reports assessment data on all groups of multifunded students. The information is comprehensive and comes from a variety of sources (CTBS, CAS2, Reading Recovery, etc.).

Reports could be strengthened by being organized in ways which respond to specific questions about student performance advanced by teachers, administrators, parents, and community.

Assessment information on LEP students could be strengthened by (1) disaggregating data by years in program (e.g. SOLOM² Scores or Redesignation Rates) and (2) reporting on the performance of specific language groups.

A nationally norm-referenced test, CTBS, is provided for grades 9-12 for Title I students. The district included the CAS2 consortium and has added performance assessments. The performance assessments are in Integrated Language Arts (Reading and Writing) as well as open-ended Math in grade 9. The district aligned its newly revised standards in English and Math with the CAS2 Model Curriculum and Assessment Database System in order to create an appropriate Criterion-Reference Test.

Ninth grade RSP students are not closing the gap substantially toward the district standard evidenced by the scores in Reading (2.58), Writing (2.47) and Math (2.27) on the CAS2. The district is in the planning process in determining the instruments to measure the growth of students in special education and to align the assessment with the district standards.

1996-97 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

SUMMARY STATEMENTS

County/District Code:	1	9	6	4	2	3	8	LEA Name: ALHAMBRA HIGH SCHOOL DISTRICT
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Use the space below to write 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.

There is a trend toward noncompliance in the use of consolidated program funds. Some of the program services that should be funded from the general fund are being funded with consolidated programs funds. Besides creating non-compliance issues, this process weakens the services designed to improve and enrich the performance of students with Title I, Migrant and LEP needs.

The child development and adult education programs continue to be fully compliant. The safe and drug free schools registered an improvement from one noncompliance issue to being fully compliant.

The gender equity program was reviewed for the first time during this review and noncompliance issues were identified as indicated in the report.

While there are issues of noncompliance identified in special education, these issues are minor and easily correctable. The exceptions are ESL training for special education and high school staff.

1996-97 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

SUMMARY STATEMENTS

County/District Code:	1	9	6	4	2	3	8	LEA Name: Alhambra High School District
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Use the space below to write statements for the identified topics. Instructions for completing this form are on the reverse.

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.

High School

- 1) San Gabriel High School is commended for the number and variety of curricular and extra-curricular activities to support student's academics and personal growth.
- 2) San Gabriel High School is commended for their supportive staff and the celebration of school spirit as evidenced by staff and student comments, attractive campus and blue spirit shirts.
- 3) The high school staff is also commended for their efforts to operate high quality compliant programs. The team observed positive attitudes expressed at all levels toward understanding the issues and a desire to correct items of deficiency.