

1997-98 COORDINATED COMPLIANCE REVIEW  
NOTIFICATION OF FINDINGS

Please check review type below:

LEA Self-Review       CDE Validation       Other \_\_\_\_\_

CTS Code:	1	9	6	4	7	2	5	County:	LOS ANGELES
LEA Name:	LONG BEACH UNIFIED							Cooperative:	
SELPA:	LONG BEACH SELPA							Migrant Region:	
CCR Coordinator:	Carolyn Jensen							Phone:	(562) 997-8310
								Review dates	05/11-05/21/98

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 CDE 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: 07/05/98

**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:

*Carolyn Jensen*  
Signature

Carolyn Jensen

Typed name

May 21, 1998

Date

CDE CCR Team Leader:

*Eleanor Clark Thomas*  
Signature

E. Thomas

Typed name

May 21, 1998

Date

For CDE use only:

Log: \_\_\_\_\_

CTS: \_\_\_\_\_

Route: \_\_\_\_\_

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

CDE Code:	1	9	6	4	7	2	5	LEA Name: LONG BEACH 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	E. Thomas	<i>Eleanor M. Thomas</i>
Uniform complaint procedures (916) 657-4674	K. Humphrey	<i>Karen Humphrey</i>
Adult education (916) 322-5013	V. von Sydow	<i>V. von Sydow</i>
CalServe (916) 657-5442		
Child development (916) 322-6233	N. Lu, Erica, Orlano	<i>Nancy Lu, Erica Orlano</i>
Consolidated programs (916) 657-2973	C. Tong	<i>Carol Tong</i>
Safe and Drug-Free Schools and Communities/Tobacco Use Prevention Education (916) 657-2810	E. Kine	<i>E. Kine</i>
Eisenhower program (916) 657-4865	E. Lee	<i>Robert Lee</i>
Gender equity (916) 657-2813	K. Humphrey	<i>Karen Humphrey</i>
Migrant education (916) 657-3512	O. Sean	<i>O. Sean</i>
Special education (916) 445-4741	B.J. Goorahoo, M. Kent	<i>B.J. Goorahoo, M. Kent</i>
Vocational education (916) 657-2532	C. Bockhold	<i>Cheryl A. Bockhold</i>
Vocational education civil rights (916) 657-2532	C. Bockhold	<i>Cheryl A. Bockhold</i>
Early Start Other reviewer(s)	Ellen Bross	<i>E. Bross by ECT</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  
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CDS Code:	1	9	6	4	7	2	5	LEA Name: LONG BEACH UNIFIED
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List the school sites included in the LEA self-review or CDE validation review and check the program(s) that were reviewed at each site.

Site Name	IPI	UCP	Adult Ed	Cal Serve	Child Dev	C.E. Pre-sch	Con Prog	S&DF SC/TUPE	Essen-hover	Condr Eqty	Mig Ed	Sped Ed	Co-Ed	Early Start
GRANT PRESCHOOL					X									
JORDAN HIGH	X		X				X	X		X	X	X	X	
ADULT ED SITES			X											
HOLMES CD CTR.					X									
CENTRAL CHILD DEV.					X									
LINCOLN PRESCHOOL					X									
WHITTIER CHILD DEV.					X									
MOTLER SCHOOL														X
CALDWELL SCHOOL														X
BURBANK ELEMENT	X						X	X		X	X	X		
MUIR ELEMENTARY					X									
HAMILTON MIDDLE	X						X	X		X	X	X	X	
MARSHALL MIDDLE	X						X	X		X	X	X	X	

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County/district code	1	9	6	4	7	2	5	LEA Name: Long Beach Unified School District
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This form is a summary.

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 forms CTS-1e, 1f, and 1g. If a program is totally compliant, enter a "0".

Code	Program	(Col. 1) total Items	(Col. 2) # Non-compliant	Code	Program	(Col. 1) total Items	(Col. 2) # Non-compliant
IPI	Integrated Programs	[ 4 ]	<u>0</u>		Child Development		
UCP	Uniform Complaint	[ 1 ]	<u>0</u>	APP	Alternative Payment	[19]	<u>    </u>
A	Adult Education	[35]	<u>0</u>	FBG	Federal Block Grant	[37]	<u>    </u>
CPS	Comp. Ed. Preschool	[23]	<u>    </u>	FCC	Family Child Care	[22]	<u>    </u>
CS	CalServe	[12]	<u>    </u>	GEN	General Child Development	[25]	<u>0</u>
CON	Consolidated Programs	[48]	<u>3</u>	MFB	Migrant Federal Based	[26]	<u>    </u>
G	Gender Equity	[24]	<u>2</u>	MSB	Migrant State Based	[25]	<u>    </u>
IKE	Eisenhower	[ 7 ]	<u>0</u>	R&R	Resource & Referral	[14]	<u>    </u>
M	Migrant Education	[24]	<u>1</u>	SAC	School-Age Community	[25]	<u>0</u>
S	Special Education	[77]	<u>14</u>	SH	Severely Handicapped	[20]	<u>    </u>
SEEI	Special Ed. Early Start	[23]	<u>3</u>	SPD	School-Age Parenting	[26]	<u>    </u>
S&DFSC	Safe & Drug Free Schools	[16]	<u>0</u>	SPS	State Preschool	[23]	<u>0</u>
TUPE	Tobacco-Use Prevention	[12]	<u>0</u>				
V	Vocational Education	[30]	<u>2</u>				
VCR	Voc. Ed. Civil Rights	[36]	<u>0</u>				

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County/district code:	<b>1</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>5</b>	LEA Name: <b>Long Beach Unified School District</b>
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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	
		1				<p><b>ADULT EDUCATION</b></p> <p><b>COMMENDATIONS:</b></p> <ol style="list-style-type: none"> <li>The Long Beach Unified School District's Adult Education administration and staff are commended for the commitment and dedicated efforts in serving the educational needs of adults in the community by providing : <ul style="list-style-type: none"> <li>a High School Diploma and ESL program that serves students in a variety of ways by delivering information in multi-modal instruction using text, video, audio-visual, computer assistant and teacher direction so that different learning styles are addressed.</li> <li>an extensive offering of classes during the day to be readily accessible to adults.</li> <li>Vocational ESL, Citizenship, Interactive Learning Labs, teacher directed and distance learning.</li> <li>an ongoing staff development program to provide support and comprehensive resources and materials.</li> <li>collaboration between adult education, the district, and the city to identify Adult Education issues, and additional resources to serve a growing community.</li> </ul> </li> <li>The Adult School is commended for receiving the California Department of Education "Exemplary Award" (1997) in the Adult Basic Education Program and the High School Diploma Program, and the continuance of maintaining high standards, effective curriculum, individualized instruction, and comprehensive accountability practices.</li> </ol>

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

**1997-98 COORDINATED COMPLIANCE REVIEW  
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County district code:	<b>1</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>5</b>	LEA Name: <b>Long Beach Unified School District</b>
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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
		1				<p><b>ADULT EDUCATION</b></p> <p><b>COMMENDATIONS(continued):</b></p> <p>3. The adult school administration and staff are commended for the thorough self-review and the organization of pertinent program and fiscal information supporting compliance.</p> <p>4. The adult education staff and administration are commended for offering partnerships with other programs within and outside the district.</p> <p>5. The Adult School is commended for the community centered Adult Educational program which has been recognized in the local press.</p> <p><b>NON-COMPLIANCE:</b></p> <p>No Non-Compliance was observed</p>

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NOTIFICATION OF FINDINGS (Continued)**

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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
		1				<p><b>CHILD DEVELOPMENT</b></p> <p><b>COMMENDATIONS:</b></p> <p>The Long Beach Unified School District is commended for its emphasis and support on early literacy development by including the Child Development Program in its staff development activities and by providing instructional materials and other necessary resources.</p> <p>The Child Development Program is commended for providing a developmentally appropriate curriculum with positive adult child interactions and well-managed classrooms.</p> <p><b>NON-COMPLIANCE:</b></p> <p>No items of non-compliance were found</p>

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NOTIFICATION OF FINDINGS (Continued)**

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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
						<p><b>CONSOLIDATED PROGRAMS:</b></p> <p><b>COMMENDATIONS:</b></p> <p>The district is commended for the leadership and support provided to schools as they implement effective teaching practices to meet the needs of their diverse population through a common core curriculum.</p> <p>Jordan High School, Hamilton Middle School, Marshall Middle School, and Burbank Elementary administrators and staff are commended for providing a caring, supportive and a positive learning environment for the students.</p> <p>Many expressions of satisfaction were voiced by parents at Hamilton and Marshall Middle Schools and Burbank Elementary for the staff's caring attitudes and for the good communications between home and school.</p> <p>The schools are commended for efforts to establish this cohesive working relationship among teachers and staff.</p> <p>Marshall Middle School is commended for implementing a Diversity Ambassador Program for students to enhance racial harmony and culture awareness and promoting a positive climate.</p> <p>Burbank Elementary School is commended for:</p> <ul style="list-style-type: none"> <li>• the excellent bilingual programs including a bilingual Excel Program</li> <li>• implementing technology that enhances the instructional program and which include the kindergartners.</li> </ul>

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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
		i				<b>CONSOLIDATED PROGRAMS:</b>
II CON	13			District	CA	<b>NON-COMPLIANCE:</b> Not all LEP student diagnosed as requiring academic instruction through the primary language receive it. There is a need for Spanish-content instruction in all core areas.
IV CON	23	a		District	CA	There is an inadequate number of qualified teachers to provide primary language instruction in the core content areas.
V CON	32	a		District	CA	There is a lack of evidence of a functioning school bilingual advisory committee. Such a committee must be formed, based on the composition requirements, and perform the responsibilities specially listed in this compliance item

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County district code:	1	9	6	4	7	2	5	L.E.A Name: <b>Long Beach Unified School District</b>
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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
		1				<p><b>SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES AND TOBACCO-USE PREVENTION EDUCATION</b></p> <p><b>COMMENDATIONS:</b></p> <p>The district is commended for establishing health education content standards and for providing a wide variety of programs for students that reinforce the message that avoiding illicit drugs, alcohol, tobacco and violence as an integral part of setting the stage for success in school and life.</p> <p>Jordan High School administration and staff are commended for supporting the student initiated PEACE 90805 violence prevention program.</p> <p>Hamilton Middle School administration and staff are commended for supporting a large group of peer mediators with training and skill development to assist their peers as needed.</p> <p>Marshall Middle School is commended for offering a wide variety of programs and clubs for all students: tutoring, Diversity Ambassadors, skills for success, sports, computer lab, pilot for summer school "Language through Drama."</p> <p>Burbank Elementary is commended for providing its students with a rich, safe, nurturing, student-focused learning environment.</p> <p>The schools visited, Jordan High School, Hamilton Middle School, Marshall Middle School, and Burbank Elementary School, are commended for providing a variety of programs for its students that promote student achievement and bonding to school: conflict resolution, after school art, dance, music programs, reading, math and tutoring programs.</p>

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NOTIFICATION OF FINDINGS (Continued)**

County/district code:	1	9	6	4	7	2	5	LEA Name <b>Long Beach Unified School District</b>
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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
						<p><b>SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES</b></p> <p><b>NON-COMPLIANCE:</b></p> <p>No items of non-compliance were found.</p> <p><b>TOBACCO-USE PREVENTION EDUCATION</b></p> <p><b>NON-COMPLIANCE:</b></p> <p>No items of non-compliance were found.</p>

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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
		1				<p><b>EISENHOWER</b></p> <p><b>COMMENDATIONS:</b></p> <p>Long Beach Unified School District is commended for professional development which is aligned with locally developed content standards and anchored by the district's standards based reform efforts.</p> <p>The district is commended for requiring that teachers attend a series of three mathematics and/or science standards institutes to ensure that teachers have in-depth content knowledge as indicated in the benchmark standards for mathematics and science.</p> <p>The district is commended for including private schools in all aspects of the Eisenhower Program.</p> <p><b>NON-COMPLIANCE:</b></p> <p>No items of non-compliance.</p>

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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
						<b>GENDER EQUITY</b>
						<b>COMMENDATIONS:</b>  Long Beach Unified School District is commended for district informational materials, including magnet program brochures and other career-related publications, that are gender-neutral and reflect a diversity of ethnicities and representation in non-traditional fields for men and women.  The district is commended for excellent representation of females in the ROTC program, including females in leadership roles, as exemplified at Jordan High School.
III-G	7			Jordan High School	CA	<b>NON-COMPLIANCE:</b>  Evidence provided does not satisfy the legal requirements of equal athletic opportunity for female students. The site visited did not have substantially proportional athletic participation. There was also no evidence to demonstrate continuing expansion of female opportunities; or evidence that the District's programs effectively accommodate the interests and abilities of the underrepresented gender.
IV-G	10			District	CA	Although the District provides numerous professional development activities, evidence was not available to verify that these offerings include strategies for identifying and eliminating gender as well as racial bias.

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Noncompliance Finding*							
(Col. 1) Numerical & 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	
		1				<b>MIGRANT EDUCATION PROGRAM</b>	
						<b>COMMENDATIONS:</b>  Long Beach Unified School District is commended for implementing a Migrant Education Program, for appointing an apt director, establishing the necessary file system and working closely with the assessment center.  The Migrant Program is further commended for establishing a Migrant Youth Leadership Conference, Youth Leadership Fall Forum and Youth Leadership Institute. In this regard it is noted as significant that within Migrant Region X a cluster of several districts have worked together to establish and implement a Migrant Parent Leadership Institute.	
VI	M8	a		Schools	CR	<b>NON-COMPLIANCE:</b>  At the school site level little evidence exists that staff development activities related to Migrant Education are taking place. (Staff did not remember when asked.) School site records of agendas, subject matter outlines, and of those in attendance do not exist.	

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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
						<b>EARLY START</b>
						<b>COMMENDATIONS:</b>
						Long Beach SELPA staff are commended for succeeding with the complex administrative process for the Long Beach Early Start Program. This process has required considerable coordination and communication between LACOE, Caldwell PAU, Mokler PAU and Mid-Cities SELPA regarding services provision, from referral through transition.
						Caldwell PAU is commended for the high degree of administrative support for team assessments and services provided in the home.
						Mokler PAU is commended for transition activities for students returning to Long Beach Unified School District (LBUSD). Transition activities for students returning to LBUSD to attend preschool are done in a series of steps which includes family visitations with the infant teacher to the new program, taking pictures of the program, and having the child participate in the program prior to full enrollment.
						<b>NON-COMPLIANCE:</b>
ES	3			LACOE-MOKLER Caldwell PAUs (MOU with Long Beach)	CA	Individualized Family Service Plan (IFSP)s reviewed and staff interviewed indicated that there is inconsistency in the assessment process, specifically in assessing developmental levels in all five areas.
ES	5				CA	IFSPs reviewed and staff interviewed indicated that several initial evaluation and assessments exceeded the 45-day time line with no written explanation of exceptional circumstances.
ES	10				CA	IFSPs reviewed were not complete. Large sections of the IFSPs were missing, required information or incorrectly filled out.

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Noncompliance Finding*						
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		1				<p><b>SPECIAL EDUCATION</b></p> <p><b>COMMENDATIONS:</b></p> <p>The Long Beach Unified School District's Special Education administrators and psychological staff are commended highly for their aggressive efforts to recruit and increase the number of racial, ethnic, linguistic and gender diversity in the corps of school psychologists to match the district's diverse student population and their needs. Four years ago, there was only one bilingual Spanish psychologist and no African American psychologists. There are now eight African American psychologists, six bilingual (Spanish) psychologists; an additional two African American males have been committed for next year and eight bilingual psychologist interns will be funded by the PALMS office. You are encouraged to continue this excellent practice to meet the needs of your diverse student population.</p> <p>Assessments reviewed were functional and produced much evidence of how assessments can contribute to appropriate instructional strategies for classroom use. Assessment staff are commended.</p> <p>Long Beach Unified School District (Jordan High, Marshall Middle, Hamilton Middle, Burbank Elementary) regular education and special education staff are commended highly for the integration of students with special needs into both academic and extracurricular activities. Classroom observations illustrated the use of innovative strategies, high interest level on part of students, the use of a variety of materials, and examples of student's work, etc. A high degree of commitment/enthusiasm is evident! In all schools visited, there is much evidence of collaborative efforts between special education and regular education staff in the SST process, sharing of information, staff development, team teaching in core areas and emphasis on support for literacy.</p>

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Noncompliance Finding*						
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		1				<p><b>SPECIAL EDUCATION</b></p> <p><b>COMMENDATIONS(continued):</b></p> <p>Project Success is a collaborative effort among Special Education, Special Projects and the Department of Curriculum to give students in special day classes the reading, writing and coping skills to move into general education with resource support. The district is commended for its support of this excellent program which has been successful in moving minority students into the mainstream.</p> <p>The District is commended for taking steps to align the IEP goals and objectives and assessment to the district's content standards. A document is being prepared jointly by the special education and general education staff to provide guidelines for standard-based goals and objectives for all special education students.</p> <p>The Office of Special Education and Community Advisory Committee are commended for the newly published <u>Special Education Parent Handbook</u>, which is comprehensive and parent-friendly. The document serves as an excellent reference for parents as well as providing them with information on community resources. Further evidence of the quality of the document is the fact that the handbook was purchased by the State SELPA Administrators Organization for distribution to each SELPA as a model.</p>

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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
						<b>SPECIAL EDUCATION</b>
						<b>NON COMPLIANCE(continued):</b>
HS	3			District	CA	In some IEPs reviewed, the goals statements were too broad. Short term objectives were not always stated in incremental steps leading to attainment of the annual goals. Short term objectives did not always describe the intermediate steps between the present levels of performance and the annual goals.
HS	4			District	CA	There is a need to address linguistically appropriate goals and objectives based on the language level of the student. There is a need to include personnel responsible for bilingual/ESL services in the IEP meeting and as service providers when appropriate.
HS	5			District	CR	In some IEPs reviewed the goals and objectives were not related to the assessment results.
HS	6			District	CR	Some regular education teachers interviewed stated that, although they know the contents of IEPs are available to them, they are not knowledgeable of the IEP contents, because they do not want that to color how they work with I/WENs in their classrooms. However, this causes problems in expectations for students with disabilities, as well as with the inclusion of information from the IEP and the use of appropriate modifications in their instructional strategies and materials to accommodate the various learning strengths and styles of I/WENs.

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

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Noncompliance Finding*						
(Col. 1) Numerical & 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
						<b>SPECIAL EDUCATION</b>
						<b>NON COMPLIANCE(continued):</b>
II S	8	I		District	CA	District level and school site interviews of parents indicate a need to insure that parents understand the continuum of program options for special education and related services available for students from birth to 22 years of age. Specifically: General education programs available in Long Beach Unified School District, summer programs for students at risk, counseling programs, before and after school programs, and possible combinations of services available through Title I, Bilingual, Migrant, etc. Parents interviewed were not knowledgeable of the combination of services available: regular education/special education, RSP, SDC, RSP/SDC in combination, etc.
II S	9			District	CA	If special education services are used in a school based program, the school site plan must describe the rationale and the extent of the participation. The minutes of the school site council must describe how the decision was made. A description of services to identified and non-identified students must be provided. A description of criteria used to determine when students not identified as IWENs are admitted to or exited from the program should be included in the plan. Services to identified students may be provided by personnel not funded by special education if programs are in collaboration with credentialed special education personnel. A full description of strategies, e.g., collaborative, pull-out, SST, side-by-side, should be described in the school site plan for each site.
II S	10			District	CA	Interviews of regular and special education staff reveals a need to provide awareness level inservice training on low incidence guidelines when students with low incidence disabilities attend the school. Some staff are not knowledgeable of and do not consider state guidelines in planning and providing educational services to students with low incidence disabilities. State guidelines were not consistently used in the self review process.

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

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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
						<b>SPECIAL EDUCATION</b>
						<b>NON COMPLIANCE(continued):</b>
III S	14			District	CA	Coordination among specially funded programs in identification, referral and placement considerations and evidence of involvement of categorical program personnel (e.g., Title I, Bilingual, Migrant) in the modification of the regular program is not consistent or clearly evident.
III S	41			District	CA	There is a disproportionate representation of racial, ethnic and culturally diverse students in special education. There is a significant over representation in the numbers of African American students in special education as indicated in data from the California Department of Education Special Education Division, Research and Evaluation Unit: Special Day Class (SDC) all disabilities combined <u>347</u> , SDC - Specific Learning Disability, <u>232</u> , Resource Specialist Program (RSP) - Specific Learning Disability <u>330</u> , RSP - all disabilities combined <u>336</u> , SDC - Mental Retardation <u>19</u> , SDC - Autism <u>11</u> , SDC - Seriously Emotionally Disturbed <u>56</u> , etc. The 1996-98 Long Beach Unified School District data on special education referrals indicate a total of 316 African American students were referred for special education.
IV S	45			District	CA	There is a need to provide ongoing opportunities for professional development and workshops for regular education teachers, special education teachers, administrators, special education support staff including instructional assistants, parents, and volunteers relative to special education based on an annual needs assessment from each group. The inservice opportunities are to be provided at the district/SELPA and site levels based on a needs assessment conducted at the District/SELPA level and at <u>each and every site</u> .

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

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Noncompliance Finding*						
(Col. 1) Numerical & 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
		1				<b>SPECIAL EDUCATION</b>
						<b>NON COMPLIANCE(continued):</b>
IV S	46			District	CA	Interviews with staff and parents at schools visited revealed a need to provide resources to regular education teachers relative to the use of appropriate instructional strategies for special education students mainstreamed into their classrooms.
IV S	48			District	CA	There was insufficient evidence at all sites visited that staff development activities have been developed with the participation of school personnel and that they were monitored and evaluated by special education site personnel and the principal/designee.
IV S	54			District	CA	Review of documentation and parent interviews indicate a lack of representation at IEP team meetings of categorical staff, including Title I, Bilingual, and Migrant, when appropriate.
VIS	65			District	CR	Parents interviews at all schools throughout the district provided evidence that not all parents understand their rights and there is also evidence that some parents do not understand how to file a complaint. Parents state they have not always been provided written findings of facts and decisions.

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

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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
		1				<p><b>CAREER/VOCATIONAL EDUCATION</b></p> <p><b>COMMENDATIONS:</b></p> <p>The district and school site staffs are commended for providing career path cluster sequences such as the Business Technology Magnet Program at Jordan High School that includes articulated courses; provides integrated curriculum through special projects and activities; and enables students to prepare for a wide range of occupations and for post-secondary education.</p> <p>The district and school site staffs are commended for maintaining career centers at each high school site with a School-To-Career Counselor and a Career Center Supervisor to provide career exploration activities; career assessments; information about careers; and information about secondary and post-secondary career preparation options.</p> <p>The district and school site staffs are commended for their efforts to serve special populations in career vocational education courses with the assistance of the vocational counselor, college student aides, student peers in classes, and through school-based work experience opportunities related to the food service industry.</p> <p>The district and school site staffs are commended for their recognition of career-vocational education students through display of best works and at special awards programs for their accomplishments in career vocational education programs and vocational student organizations.</p>

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

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Noncompliance Finding*						
(Col. 1) Numeral & Program	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subpg	(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
						<b>CAREER/VOCATIONAL EDUCATION</b>
						<b>NON-COMPLIANCE:</b>
V20		I		Jordan High School	CA	While business/industry involvement occurs on an informal basis, there is a lack of evidence regarding either a district level or school site level vocational education advisory committee meeting to develop recommendations regarding the vocational education programs. The composition of the school site vocational education committee does not meet education code requirements.
VI	V28			Jordan High School	CA	Individual student records for participation in Work Experience Education (WEE) do not show a minimum of two contacts with each employer and the corresponding report of employer consultation. There is a lack of evidence regarding individual training plans for students in Work Experience Education.
						<b>VOCATIONAL EDUCATION CIVIL RIGHTS</b>
						There were no non-compliant items.

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

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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
		1				<b>UNIFORM COMPLAINT PROCEDURES</b>  No items of non-compliance

\* 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:**

Long Beach Unified School District has adopted a comprehensive core curriculum that consists of benchmark content standards and grade level curriculum objectives that include pre-K for Head Start and Child Development Centers Programs. The curriculum is clearly defined and articulated. The state frameworks and national standards served as guides for the development. The SCANS Skills were integrated into each content standards document. A major premise for the delivery of the core curriculum is that every student will have full access to and participation in the core curriculum whether in English or in the language of instruction based upon diagnosed needs. It addresses the diverse needs of the student population through the availability of a modified curriculum for some students, the availability of class size reduction, implementation of a comprehensive professional development program, and the use of multiple assessment tools to monitor students' progress in achieving the core curriculum.

The team concluded that students receive the district's core curriculum through the district-supported instructional delivery system.

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

- 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

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**Observations:**

The team observed a variety of innovative instructional strategies and interventions to deliver supplemental program services to students participating in Title I, Migrant Education, Special Education, and the State Program for Limited English Proficient students. These services include and are not limited to: before/after school instructions, intersession/summer school, Saturday Schools, Reading Recovery, tutoring, counseling, collaborative and inclusion models, college aides assistance, EXCEL classes, computer lab, AVID, Magnet Programs, Project Success, and Focus on Youth.

There is a need to insure categorical staff (e.g., Title I, Bilingual, and Migrant) provide supplemental services to IWENS as appropriate to support their learning of the district's core curriculum in the least restrictive environment.

For the most part, it was determined that these services are appropriate, highly effective and support students' learning of the district's core curriculum.

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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.**

Compliant

Noncompliant

Observations:

A variety of methods are used to communicate and coordinate services to support students' success in learning the district's core curriculum. The district staff play an important and active role in monitoring the activities and opportunities that will ensure students' access and success in learning. The annual internal compliance/quality review is one noteworthy example.

At the school sites, coordination of services is addressed at grade level, and department and student success team meetings. These meetings provide an opportunity for staff to analyze student work, discuss achievement results, identify student needs, and reach consensus on modifications to students' educational programs.

There is a need for further collaboration among all categorical programs to ensure that students receive the services for which they are eligible and that equal educational opportunities in the least restrictive environment are available for individuals with exceptional needs.

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Indicate below the findings for the integrated programs 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 California Department of Education is committed to a standards-based accountability system, one that focuses on results in terms of student achievement. The system poses the straight forward question, "Is each student meeting the standards appropriate to his/her grade level?" In the spring of 1997, the Department asked the district to address this question for each of the schools and submit the data on Consolidated Application, Part II, by November, 1997.

Long Beach staff and administration took this challenge very seriously. Although the specific procedures were not provided to districts until July of 1997, Long Beach staff is to be commended for collecting standards-based information, for analyzing the results, and meeting the relatively short timeline.

In producing the ConApp II results, the district used ITAS as the standardized norm-referenced test in English and Spanish in grades 3,5,6,8, and 10 and district developed performance based assessment in writing in grades 3,5,6,8, and 10 and open-ended mathematics in grades 3,5,6,8, and 10. In addition, the district used running records in grade 3. In 1997-98 school year, the district will replace ITAS with Stanford/9 and add running records in grades K-3. In subsequent year, running records will be added in grades 4 and higher.

The district has been innovative in implementing its assessment system in many ways. The district produces parent brochures in several different languages on Standardized Testing and Reporting (STAR). The district developed a "global proficiency index" system and a compensatory model for combining multiple measures. This compensatory model developed and implemented by Long Beach has now become one of the standard models to be used by districts statewide. The district is to be commended for developing state-of-the-art rubric-based assessment and including those assessments as part of the multiple measures. The district has ELD standards and data are available on student-by-student basis in addition to the school and district summaries. Although teacher grades are not currently used as one of the multiple measures, district has in place a grading policy/procedure to ensure that teacher grades are comparable across classrooms and schools. In addition to these assessments, there is evidence that each school aggressively promotes student participation in the Golden State Examinations, PSAT, SAT1, and SAT2.

Based upon the achievement results, comprehensive Standards Based Profiles, matched to district's standards, are produced by school and by classroom to provide information for curriculum planning and decision making. Using "global proficiency index" the district provides targets for improvement for each school to meet the state's goal of at least 90 percent students achieving at or above the proficient level. In other words, Long Beach staff and administrators have put together a well thought out comprehensive student data collection, reporting, and planning system for improving instruction and student achievement.

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What conclusions can be made about student learning from the vast array of information collected from the Long Beach assessment system? An examination of the 1996-97 year Student Achievement summary data shows that across elementary, middle, and high schools, approximately 45 percent of students are achieving at the proficient or advanced levels on district-based standards. Of the district's 58 percent of economically disadvantaged students, 37 percent achieve at or above the standards at the elementary grades, 35 percent at the middle grades, and 36 percent at the high school grades. For limited-English proficient (LEP) students, the district's redesignation rate is approximately 7 percent. Approximately 77 percent of redesignated fluent-English proficient (R-FEP) students achieve at or above the standards at the elementary grades, 66 percent at the middle grades and 60 percent at the high school grades. For the LEP-Content, 22.6 percent of students perform at or above the standards at the elementary grades, 16 percent at the middle and high school grades. Although the percent of the migrant students in the districts is very small, overall 17 percent of migrant students perform at or above the standards. Realizing that district has set out rigorous local standards and that there is great student diversity in the district, these numbers speak highly of the programs implemented in the district.

In summary, the district has implemented a well articulated assessment, data collection, and reporting system and the information is used by each school and various advisory groups in planning instruction. The review team was impressed with the student results and appreciated the time and effort of Long Beach staff, in particular Dr. Lynn Winters, in providing a vast amount of information and data for this report.

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

Compliance Trends summarize successes and areas of problems that may exist.

Past compliance history indicates that the Long Beach Unified School District had 19 items of noncompliance during the 1993-94 year. The district's 1997-98 self-review identified a total of 21 noncompliant items. The 1997-98 validation review team identified 25 of 390 items reviewed that are noncompliant. It should be noted that 6 of the 12 programs reviewed are compliant and that Eisenhower, Gender Equity, Early Start, Migrant Education, and Uniform Complaint Procedures are new programs and were not reviewed during the last cycle. Furthermore, the district continues to reflect ongoing compliance with legal requirements for Adult Education, Child Development, SAFE/TUPE, and the Integrated Programs Items.

I. In the area of **Standards, Assessment, and Accountability**, one program, Early Start, is noncompliant.

Due to a major change in the Early Start Program for 1998-99, compliance trends are not addressed. Long Beach will no longer contract out to Mid-Cities, instead they will operate their own program.

II. In the area of **Teaching and Learning** three programs, Consolidated Programs, Early Start, and Special Education are noncompliant.

To address the Consolidated Programs LEP noncompliance issue, the district will need to provide academic instruction across the district's core curriculum in the primary language for LEP students who require it. Submit a list of students who are in Level 1 and 2 in their English oral language proficiency and their classes.

In the area of Special Education there were non compliant findings for the following special education items II S3, II S4, II S6 and II S8.

The district staff has provided inservice to address the writing of goals/objectives and linguistically appropriate goals and objectives. The team recommends a constant monitoring and evaluation of the quality of goals, objectives and linguistically appropriate goals and objectives by knowledgeable staff, special education facilitators and teachers that are effective in these areas. Bilingual staff should collaborate and share responsibility for implementing linguistically appropriate goals and objectives. Staff responsible for providing services to all students should serve as active participants of the IEP team to further insure opportunities for IWENs to be educated in the least restrictive environment as mandated in both federal and state laws and regulations. The district should continue the efforts of the Special Education/Bilingual Education Review Committee to address these issues (Items II S3, II S4).

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Teachers should collaborate effectively with psychologists to insure alignment of their goals, objectives and instructional strategies to match functional assessment results. The assessment reports are well written and provide best practice/methods that use the strength of students and provide significant useful information to maximize learning success of the student and help to lessen the effects of individual student disabilities in the learning process (Item II S5).

All regular education teachers who are responsible for providing services to IWENs in their classroom should become knowledgeable of IEP content as it relates to instructional strategies, learning styles, student strengths, etc. Special education teachers/staff, district special education facilitators, principals, psychologists should design, implement and provide ongoing awareness training to insure regular education understanding and involvement. This affords another opportunity to share in collaborative training for special education/regular education staff at both district and site levels (Item II S6).

To meet compliance, the district and sites should provide workshops for parents that focus on understanding what the full continuum of special education/regular education services are in Long Beach Unified School District. School sites should encourage special education parents to participate in regular education parent opportunities, school site councils. School site personnel should insure parents are knowledgeable of Title I, bilingual opportunities for students at risk, etc. Collaborative training should occur at each school site (Item II S8).

It is suggested that the district monitor the implementation of instructional program requirements for SDFSC (grades K-12) and TUPE (grades 4-8) to ensure that all students in the specified grades are provided with an instructional component.

III. In the area of **Opportunity (equal educational access)**, two programs, Special Education and Gender Equity, are noncompliant.

Compliance in these programs can be achieved in the following ways:

For Special Education the disproportionate representation of racial, ethnic, and culturally diverse students has been a long standing area of non compliance in the LBUSD. Although this problem is manifested in special education, it is reflective of the need to look at regular education curriculum; teacher expectations; current instructional practices (including class size reduction); program offerings; and inservice of regular education administrators, principals, teachers, support staff, etc. The validation team suggest a meeting between representatives from the Office for Civil Rights, the California Department of Education Special Education Division, the Long Beach Unified School District superintendent and administrators responsible for regular education, special education, and alternative education, for the purpose of developing a long range (minimum five years) plan to address implementing strategies to reduce or eliminate the problem of over representation of racial, ethnic, and culturally diverse students in special education and the discrepancy in their educational attainment. Some districts have included an equity

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officer in their efforts to resolve this issue.

The plan to be implemented should establish ongoing monitoring and evaluation of programs toward implementation reduction or elimination of this continued problem. It is suggested that this issue become a major priority and effort in the Long Beach Unified School District (Item S 41).

Administrative staff of all categorical programs should develop a process that insures consistent coordination between, across, and among all programs (Title I, bilingual, Migrant, etc.) prior to special education referral. This should be articulated and implemented at the district and all sites. This is a general education function, and site administrators should establish a system for monitoring implementation of the established process. Inservices reflecting shared presentation among categorical staff should be evident to encourage equal access of IWENs to all categorical programs and services (Item S 14).

To address the non-compliance issue in athletic opportunity for female students, the district needs to present evidence that substantiates compliance with equal opportunity in athletics requirements: substantially proportional participation in athletic opportunities by both genders; selection of sports and levels of competition offered that effectively accommodate the interests and abilities of the underrepresented gender; or history and continuing practice to increase athletic opportunities for the underrepresented gender. In the absence of such evidence, the District must present a plan for increasing female participation in athletics or otherwise meeting the tests for compliance with Federal and State laws.

**IV. In the area of Staffing and Professional Growth, four programs, Consolidated Programs, Migrant Education, Special Education and Gender Equity, are noncompliant.**

To resolve the primary language staffing issue, the district will need to ascertain the precise number of classes or sections needed in all curricular areas, the number of teachers on hand who are qualified or in viable training, and the number of qualified teachers assigned. In this way, the shortage of qualified teachers can be determined. Staffing and recruiting plans then need to be based on this analysis.

To resolve the Migrant program noncompliance issue, the district will need to provide inservices to emphasize strategies for working with migrant students to meet their unique needs. Records should show date, time, place, attendees, and an outline of the subjects discussed.

All Special Education staff at all school sites should provide appropriate inservice to administrators, regular education, special education teachers, support staff, instructional aides and parents based on a yearly needs assessment from each of the groups mentioned. District special education administrative staff and special education facilitators should inservice all special education staff relative to this issue. A system should be implemented that insures implementation, monitoring, and evaluation to meet this requirement (Items IV S 45, IV S 46, IV S 48).



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The District needs to develop and implement a strategic plan for staff development in gender equity. It is our understanding that the District intends to add a gender equity training to its Professional Development curriculum beginning in the summer of 1998. While this will be helpful, the District needs to indicate how this training will be utilized to ensure gender equity throughout all of its schools and programs. The District also needs to demonstrate how it will ensure that staff in all Title I Schools are appropriately trained in strategies to eliminate racial and gender bias; and how it will make gender equity training widely available as a discrete program for all certificated staff in the District. The District also needs to assure that school site plans for Title I schools address professional development strategies aimed at eliminating gender and racial bias. In addition, the District needs to develop and implement a strategy for identifying problems related to gender bias, including homophobia, and providing staff training that will enable those problems to be addressed and equal access to educational opportunity to be assured for all students.

**V. In the area of Parent and Community Involvement, three programs, Consolidated Programs, Special Education, and Vocational Education, are noncompliant.**

To resolve the BAC issue, the district will need to submit a list of the bilingual advisory committee (BAC) membership, identifying which members are parents of LEP students, verification of training provided to assist the parent members of the BAC in carrying out their responsibilities, and minutes of BAC meetings that demonstrate that the school has a functioning BAC that meets all legal requirements.

Review of documentation and parent interviews indicate a lack of representation and participation at IEP meetings of Migrant, Bilingual, and Title I staff when appropriate.

Staff development should be provided at the district and site levels to inform parents and special education and regular education staff of interagency agreements and services. Accessing resources and staff from other district categorical programs (Migrant Education, Title I, Bilingual education) should be emphasized in inservice presentations. Parents and staff should be given information regarding all services available for IWENS in the least restrictive environment as well as agencies that provide designated instruction and services.

Categorical program staff should be invited and encouraged to participate in the IEP process (Item V S 54).

For Vocational Education the district needs to assure that parents, members of the community, business, industry, and labor have the opportunity to develop recommendations regarding vocational education programs. Either district or individual school-based vocational education committee meetings need to be held and have representation that meets the requirements of the education code.

For Work Experience Education (WEE) the district needs to assure that parents, members of the community, business, and industry have the opportunity to support and assist in the work experience education process. Individual learning plans for students and reports of consultations with employers

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VI. In the area of **Governance and Administration** Special Education is noncompliant.

Inservices for parents should be held at all school sites on a regular basis that provide parents with information relative to their rights, how to exercise these rights, etc. Pre- and post-test of parents will help the district assess whether parents know and understand their rights and they fully understand that all special education services are free of cost. If parents are dissatisfied, parents should receive information relative to filing a complaint and the assistance available from the Special Education Office of LBUSD. The inservice topics offered, logs of attendance of parents at site inservices, and evaluations of those inservices should be maintained at both the district and site level. These activities should be monitored by district administrative staff and special education program facilitators and by principals or administrative designees at each site. (Item S 65).

VII. In the area of **Funding** the district had no issues of noncompliance.

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2. General commendations for (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 team commends the district for providing outstanding multimedia materials which presented an overview and highlights of the instructional program and included their excellent learning opportunities available for students.

The district is commended for its strong and visible commitment to academic content standards in the core curriculum. Content standards are visible in every classroom, including special education classrooms. Course materials and lessons are standards-driven both in core and elective curricula; and literacy skills are a focus in all curricular areas.

The district is commended for the many collaborative partnerships and successful grant seeking efforts which have resulted in programs and enhanced services benefiting the students.

The district is commended for attention to creating a very positive climate for students in the schools visited. Student pride in their schools was apparent and all schools visited were clean and safe.

The district is commended for creating an atmosphere which shows an appreciation for the multicultural diversity of their students' population. Throughout classroom observations, the respect for diversity was apparent.

The district and site administrators are commended for their openness, organization, and overall preparation for the CCR process, including conducting a thorough self review. The team appreciated their cooperative attitude and willingness to accommodate the needs of the CCR team.