

1997-98 COORDINATED COMPLIANCE REVIEW  
NOTIFICATION OF FINDINGS

Please check review type below:

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

CDS Code	5	4	7	2	2	5	6	County	TULARE		
LEA Name	VISALIA UNIFIED							Cooperative:			
SELPA	TULARE COUNTY SE							Migrant Region: B			
CCR Coordinator	Dave Francis							Phone	(209) 730-7554	Review dates	02/23-02/27/98

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: 04/13/98

**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.

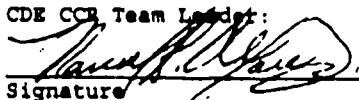
Signatures:

LEA CCR Coordinator:  
  
Signature

Dave Francis

Typed name

Date 2/27/98

CDE CCR Team Leader:  
  
Signature

M. Alfaro

Typed name

Date 2/27/98

For CDE use only:

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

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

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

\_\_\_\_\_

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\_\_\_\_\_

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

CDS Code:	5	4	7	2	2	5	6	LEA Name	VISALIA 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>0</u>		Child Development		
UCP	Uniform Complaint procedures	[ 1 ]	<u>1</u>	APP	Alternative payment	[19]	
A	Adult education	[35]	<u>0</u>	FBG	Federal block grant	[37]	
CPS	Comp. ed. preschool	[23]		FCC	Family child care	[22]	
CS	CalServe	[12]		GEN	General child development	[25]	
CON	Consolidated programs	[48]	<u>12</u>	MPB	Migrant federal based	[26]	
G	Gender equity	[24]	<u>10</u>	MSB	Migrant state based	[25]	
IKE	Eisenhower	[ 7 ]		R&R	Resource & referral	[14]	
M	Migrant education	[24]	<u>0</u>	SAC	School-age community	[25]	
S	Special education	[77]	<u>11</u>	SH	Severely handicapped	[20]	
SEEI	Special ed. early start	[23]		SPD	School-age parenting	[26]	<u>0</u>
S&DFSC	Safe & drug-free schools & communities	[16]		SPS	State preschool	[23]	<u>0</u>
TUPE	Tobacco-use prevention	[12]					
V	Vocational education	[30]	<u>0</u>				
VCR	Voc. ed. civil rights	[36]	<u>2</u>				

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NOTIFICATION OF FINDINGS (Continued)

CDS Code:	5	4	7	2	2	5	6	LEA Name: VISALIA 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	M. Alfaro	<i>Manuel R. Alfaro Jr.</i>
Uniform complaint procedures (916) 657-4674	M. Alfaro	<i>Manuel R. Alfaro Jr.</i>
Adult education (916) 322-5013	P. Wang	<i>Peter Wang</i>
CalServe (916) 657-5442		
Child development (916) 322-6233	J. Martinez	<i>Joseph S. Martinez</i>
Consolidated programs (916) 657-2973	R. Gomez	<i>R. Gomez</i>
Safe and Drug-Free Schools and Communities/Tobacco Use Prevention Education (916) 657-2810	J. Hardenburg	
Eisenhower program (916) 657-4865	R. Lee	
Gender equity (916) 657-2813	A. Hetman	<i>Alicia Hetman</i>
Migrant education (916) 657-3512	M. Alfaro	<i>Manuel R. Alfaro Jr.</i>
Special education (916) 445-4741	S. Jarrett	<i>Sharon Jarrett</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)		

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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CDS Code:	5	4	7	2	2	5	6	LEA Name: VISALIA 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-Enr	Cor. Prog	S&DF SC/TUPE	Eisenhower	Gndr Eqty	Mig Ed	Spec Ed	VocEd /CR	Early Start
REDWOOD HIGH	X						X	X		X	X	X	X	
SEQUOIA HIGH (d	X				X		X	X		X	X	X	X	
ADULT ED SITES			X											
CROWLEY ELEMNT	X						X	X		X	X	X		
DIVISADERO MIDD	X						X	X		X	X	X		

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

County/District code:	6	4	7	2	1	6	8	LEA Name: Vista Unified
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see back of form for instructions

noncompliance findings						
(Col. 1) Numeral & Program	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Surrog.	(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) description of noncompliance
						<p align="center"><b>CONSOLIDATED PROGRAMS</b></p> <p><b>Commendations:</b></p> <p>The District is commended for its efforts to strengthen its LEP program services, particularly the increased number of ELD and SDAIE trained teachers.</p> <p>The District is commended for its Early Literacy Program and Reading Recovery and Saturday Academies which are intended to produce improved student performance.</p> <p>The District is commended for its efforts to train and orient members of its School Site Councils districtwide and its efforts to insure that all sites have active SACs.</p> <p>Crowley School is commended for the efforts of its Title 1 program staff to meet the needs of students and their parents, including afterschool and intersession programs, Reading Club, regular parent communication, etc.</p> <p>Divisadero School is commended for the efforts of the teachers and instructional aides in the ELD Academy who do an extraordinary job in being able to address the diverse language needs of all language minority students.</p> <p>Divisadero School is commended for its efforts to reach parents including Home Visits and regular parent contact.</p> <p>Redwood High School is commended for its student-centered support staff and the use of the "halls" which allow for better monitoring of high risk students.</p> <p>Redwood High School is commended for the use of college and high school student tutors which assist LEP students with their language needs.</p> <p>Redwood High School is commended for its "Pipeline Club" which is intended to prepare future minority teachers.</p> <p>Sequoia High staff for their care of and dedication to serving all students.</p>

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

County/District code:	6	4	7	2	2	6	0	LEA Name: Visalia Unified
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see back of form for instructions

noncompliance findings						
(Col.1) Numeral & Program	(Col.2) Item	(Col.3) Test letter	(Col.4) surg.	(Col.5) Site name	(Col.6) CR or CA	(Col.7) description of noncompliance
						Non-Compliance:
II	CON	8		Crowley		There is a need for instructional aides to be trained in effective instructional strategies.
II	CON	12		Crestwood Linwood Elbow Ck. Golden Oak Pindham Willow Glen Veva Blunt Mt. Whitney Golden West Redwood Sequoia	CR	There are insufficient opportunities for all children requiring ELD instruction to receive it.
II	CON	13		Willow Glen Mineral King Crowley Divisadero Redwood Sequoia	CR	There is insufficient L1 instruction and instructional assistance to meet the needs of all L1 students.
II	CON	14		Golden Oak Mt. View Pindham Willow Glen Veva Blunt Linwood Redwood Sequoia	CR	There is insufficient SDAIE instruction to meet the needs of all LEP students diagnosed to need this instruction.
IV	CON	22		Crestwood Mt. View Golden Oak Veva Blunt Linwood	CR	An inadequate number of qualified teachers exist to provide ELD.

1987-88 COORDINATED COMPLIANCE REVIEW  
NOTIFICATION OF FINDINGS (Continued)

County/District code						LEA Name
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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) Numerical & Program	(Col 2) Item	(Col 3) First letter	(Col 4) Subpara			
				District		<p><b>SPECIAL EDUCATION COMMENDATIONS:</b></p> <ol style="list-style-type: none"> <li>The district staff, both central office and site based, are commended for establishing and maintaining a range of programs and services which are student-centered and focused on positive outcomes for students. These services and programs are provided in open and accepting school environments.</li> <li>The district central office staff is commended for providing and disseminating information regarding available staff development opportunities and creating an environment in which on-going personal development is a shared professional value.</li> <li>The district and schools reviewed are commended for the efforts made to ensure the parents of students with disabilities are full, active participants in their children's IEP Team meetings.</li> </ol> <p>The staff is commended for the efforts made to ensure the primary language needs of students and their parents are met.</p> <p>The staff is commended for ensuring the students with disabilities are members of the school's academies and active participants in the total school program.</p> <p>The staff is commended for the open, on-going collaboration between special and general education teachers to provide challenging academic programs for students with disabilities.</p> <p>The staff is commended for providing a unique and supportive educational environment which focuses on both positive academic and personal outcomes for students with disabilities.</p>
				District Crowley Divisadero Redwood Sequoia		
				Crowley		
				Divisadero		
				Redwood		
				Sequoia		

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

County/District code	5	4	7	2	2	5	6	LEA Name: VISALA UNIFIED SCHOOL DISTRICT

See back of form for instructions

Noncompliance Finding *				(Col 5)	(Col 6)	(Col 7)
(Col 1)	(Col 2)	(Col 3)	(Col 4)			
Numeral & Program	Item	Test letter	Subarea	Site name	CR or CA	Description of noncompliance
Sp. Ed.	II S-2			Crowley Divisadero Redwood		<b>NON-COMPLIANCE:</b>  A review of records indicates IMPS are not consistently reviewed within a twelve month period.
Sp. Ed.	II S-3			Crowley Divisadero Redwood Sequoia		A review of IEPs indicates the following: <ol style="list-style-type: none"> <li>1. The present level of performance is often a list of scores with little or no interpretation of assessment results.</li> <li>2. The effects of the student's disability on non-academic performance is not always noted.</li> <li>3. Goal statements are not consistently evident and are often very general.</li> <li>4. Objectives are not consistently evident.</li> <li>5. The individual responsible for providing the educational service is not always clear.</li> <li>6. The amount of time in general education is not consistently noted.</li> <li>7. The duration of service is not consistently noted.</li> <li>8. Required transition services are not consistently documented.</li> </ol>
Sp. Ed.	II S-4			Crowley Divisadero Redwood Sequoia		A review of records indicates, that for LEP students, english-language development and primary language needs are not consistently documented on the student's IEP.
Sp. Ed.	II S-5			Divisadero		Interviews indicate the services to LEP students in the SDC class are not the same as those available in the RSP and general education program. ELD and primary language support are not provided.
Sp. Ed.	II S-6			Sequoia		If the SSP is coordinated, there should be a description of the services provided by the Special Education personnel to both identified and non-identified students.

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



1987-88 COORDINATED COMPLIANCE REVIEW  
NOTIFICATION OF FINDINGS (Continued)

County/District code	5	4	7	2	2	5	6	LEA Name: VISALIA 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)			
Numerical & Program	Item	Test letter	Subarea	Site name	CR or CA	Description of noncompliance
Sp. Ed.	II S-12			Crowley Divisadero		Interviews indicate there is not consistent on-going coordination of instruction and curriculum between general and special education teachers.
Sp. Ed.	III S-19			Crowley		A review of records indicate that students being assessed for initial and three year re-assessments have not consistently had a vision and hearing screening within one year.
Sp. Ed.	III S-27			District		A review of records indicates that assessment reports do not consistently contain all required information, specifically a statement regarding the validity of the assessments and an indication that the test results are valid.
Sp. Ed.	V S-54			Crowley Redwood		A review of records indicates that attendance of required personnel at IEP team meetings cannot be verified because their signatures do not appear on the IEP.
Sp. Ed.	V S-58			District		A review of records indicates that the right of parents to a written translation of their child's IEP is not documented. Additionally, the parents rights document does not address this element.
Sp. Ed.	VI S-65			District		While the SELPA is working on new parent rights materials, both the parents rights on form H:/Forms/ASS-REF.ENG and the additional form dated 7/84 are missing elements of the standard.

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

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

CDS Code:	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numerical & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprog.			
						<p align="center"><b><u>Migrant Education Program</u></b></p> <p><b><u>Commendations:</u></b></p> <p>The Visalia Unified School District's Migrant Education Program is commended for:</p> <ol style="list-style-type: none"> <li>1. providing a trainer to the District's Math Matters Staff Development Program which train staff at schools designated as schoolwide program.</li> <li>2. increasing the academic time spent by migrant students at school through the implementation of the Migrant Education Tutorial class at each of the high schools.</li> <li>3. coordinating the services of the California Mini-Corps Program and the Migrant Education Teacher Preparation Program to ensure focus on students most at-risk.</li> </ol> <p><b><u>Noncompliance:</u></b></p> <p>No noncompliance items identified.</p>

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

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

CPS Code:	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) General & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprog.			
						<b>Adult Education Program</b>
						<p><b>Commendations:</b></p> <ol style="list-style-type: none"> <li>1. The Visalia Adult School is commended for offering many excellent adult education programs, particularly, the adult literacy program which has won national recognition.</li> <li>2. The administrative staff of the Visalia Adult School is commended for the leadership in providing a friendly and encouraging learning environment for adult learners and in designing the future expansion of the Adult School to meet the educational needs of the adults in their growing community.</li> <li>3. The teaching staff of the Visalia Adult School is commended for their dedication to assisting their adult students to learn basic and job skills for different employment opportunities in their community.</li> <li>4. The school board and administration of the Visalia Unified School District are commended for their strong support for the Visalia Adult School.</li> </ol> <p><b>Noncompliance:</b></p> <p>Of all the documents received and classes visited, no noncompliance items are found.</p>

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

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

CDS Code	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numerical & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprog			
						<p><b>Career/Vocational Education and Civil Rights</b></p> <p><b>Commendations:</b></p> <ul style="list-style-type: none"> <li>The district is commended for its outstanding career/vocational education programs and for its long-standing support of these programs. The career/vocational education programs at each high school are, generally, comprehensive in scope, staffed with highly qualified and student-oriented teachers, based on industry recommendations, well-equipped, technologically up-to-date, and effectively prepare students for immediate employment upon graduation and transition to postsecondary educational and training programs.</li> <li>The Redwood High School administrators, guidance staff, career/vocational education, special education teachers and coordinators are commended for their cooperative and collaborative efforts to ensure that special population students are enrolled in and effectively served in the school's career/vocational education programs.</li> <li>The Redwood High School administrators and staff are commended for making career guidance integral to the school's educational program, and quality of the information, materials, and planned career-related activities provided students in and through the school's exemplary career center.</li> <li>The district is commended for its past and planned efforts to implement school-to-career programs at each of the high schools. It is important to note that the school-to-career program will not diminish the district's ability to prepare students for</li> </ul>

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

CDS Code:	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Mural & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprog			
						<p>university entrance. It will provide students with the guidance and learning experiences needed to make informed secondary and postsecondary career and educational decisions.</p> <ul style="list-style-type: none"> <li>The district's Adult School is commended for providing career/vocational education programs, which are based on the advice of business and industry representatives, are staffed with capable and caring teachers, are technologically up-to-date, allow students to progress at a rate which is consistent with their personal abilities and restrictions, and effectively prepare students for immediate employment and/or advancement in existing jobs.</li> </ul>
VCR	30				CA	<p><b>Noncompliance:</b></p> <p>The district's announcement of nondiscrimination does not include the name, address and telephone number of the person(s) designated to coordinate Title IX and Section 504 compliance activities.</p>
VCR	31				CA	<p>Because the district's LEP/Hispanic population exceeds fifteen percent of the total population the announcement of nondiscrimination must be disseminated in Spanish.</p>

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1997-98 COORDINATED COMPLIANCE REVIEW  
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CDE Code:	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Federal & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subproj			
						<b>Eisenhower Program</b>
						<b>Commendations:</b>  The district is commended for:  1. developing mathematics standards which are well articulated, coordinated and aligned with the State Mathematics Framework.  2. pursuing additional funding such as the recently funded STEPSS Project which has the promise for lasting change in K-8 mathematics instruction.
Ike	3			District	CR	<b>Noncompliance:</b>  No evidence that appropriate private nonprofit school officials have been consulted during the design and development of the Eisenhower Program.

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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numeral & Pro- gram	(Col. 2) Item	(Col. 3) Test Letter	(Col. 4) Subprog			
						<p><b><u>Child Development-School-Age Parenting and Infant Development Program</u></b></p> <p><b><u>Commendation:</u></b></p> <p>The SAPID Program is commended for its well rounded parent education component and for its well founded infant and toddler program.</p> <p><b><u>Child Development-State Preschool Program</u></b></p> <p><b><u>Commendation:</u></b></p> <p>The State Preschool Program is commended for its involvement of parents in the classroom, its creative preschool curriculum and language development program, and for the program emphasis on preschool literacy development.</p> <p><b><u>Noncompliance:</u></b></p> <p>No noncompliance identified.</p>

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NOTIFICATION OF FINDINGS (Continued)

CDS Code	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numeral & Pro- gram	(Col. 2) Item	(Col. 3) Text letter	(Col. 4) Subprog.			
V1-UCP	1			District		<p align="center"><b><u>Uniform Compliant Procedures</u></b></p> <p><b><u>Noncompliance:</u></b></p> <p>The district's Uniform Compliant Procedures do not contain the following required components:</p> <ul style="list-style-type: none"> <li>• Assurance of annual, written notification to all students, employees, parents, district/site advisory committees and other interested parties.</li> <li>• A statement that advises of local civil law remedies available outside of district's administrative procedures.</li> <li>• Assurance that all notices to parents regarding UCP are printed in English and in the primary language when 15% of students speak a primary language other than English.</li> </ul> <p>The notice regarding right of appeal to CDE doesn't specify the 15 day time limit.</p> <p>The annual written notice does not include all required components:</p> <ul style="list-style-type: none"> <li>• available local civil law remedies.</li> <li>• appeal and review procedures and timelines.</li> <li>• 6 month timeline required for filing discrimination complaints.</li> </ul> <p>Evidence provided did not verify that all students, employees, and parents have received the annual written notification.</p> <p>No evidence was presented to verify that parents needing the notice in a language other than English have received it in their primary language.</p>

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



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

CDE Code:	5	4	7	2	2	5	6	LEA Name: VISALIA UNIFIED
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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numerical & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprog.			
						<b>Gender Equity</b>
						<b>Commendation:</b>
						Divisadero and Redwood High School are commended for taking corrective action to rename gender specific courses upon discovery of the Title IX requirements.
						The district is commended for taking steps to increase athletic opportunities for high school females as evidenced by recent board action (2/24/98) which added funding for Women's Water Polo and Softball.
						<b>Noncompliance:</b>
111-G	3			Divisadero Redwood	CR	Site staff members do not take the necessary steps to correct gender disproportions in all classes, whenever possible, through schedule changes, course descriptions/content changes or recruitment.
111-G	8			Divisadero	CR	Evidence did not verify that the selection of sports and levels of competition offered in the noon intramural program effectively, accommodate the interests and abilities of the female students.
V1-G	11			District- wide	CA	Evidence provided did not verify that a system is fully in place to provide annual written notification of the district's nondiscrimination policy (BP 0410) to all employees, students, parents, prospective employees (G-12) and other interested parties.

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

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Noncompliance Finding*				(Col. 5) Site Name	(Col. 6) CR or CA	(Col. 7) Description of Noncompliance
(Col. 1) Numeral & Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Subprog.			
V1-G	14			Districtwide	CA	The sexual harassment policy for students does not include information on available local civil law remedies.
V1-G	17			Districtwide	CR	Evidence provided did not verify that new students receive a written copy of the district's sexual harassment policy during orientation programs at the beginning of their first semester, including summer school or upon arrival at each new site.
V1-G	18			Districtwide	CR	Evidence did not verify that all employees received annual written notification of the district's adopted sexual harassment policy (6/24/97 most recent adoption date).
V1-G	19			Districtwide	CA	The district's adopted sexual harassment policies (students and employees) do not appear in all publications of the sites/district that set forth rules, regulations, procedures, standards of conduct. (Student handbook, faculty handbooks, coaches handbook, etc.)
V1-G	20			Districtwide	CA	Records of sexual harassment complaints brought forward by students and employees are not maintained in such a manner that a determination can be made that all such records are current and complete at each school site and at the district office.
V1-G	22			Districtwide	CA	The Uniform Complaint Procedures and the Sexual Harassment Complaint Procedures are not printed in all appropriate site and district publications (see V1-G19).
V1-G	24			Districtwide	CR	Evidence did not verify that employees and students receive annual written notification of the name, office, address and phone number of the person designated as the Title IX Coordinator.

\* Put an asterisk next to any finding that was also noncompliant during 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:

Most students have access to the district's core curriculum and receive it through the district's instructional delivery system. The team was concerned with the level of access to the core curriculum for some students requiring either primary language or SDAIE instruction. At the same time, the district has made considerable progress, primarily in the area of SDAIE and ELD instruction. There exists a need to increase the level of primary language instruction to support better access for the district's many Spanish and Asian language students.

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

Compliant                       Noncompliant

Observations:

With few exceptions, multifunded students receive the appropriate supplemental program services for which they are eligible. These services support their 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:

Overall there appears to be good formal and informal channels of communication among staff members. These communications are fostered by active Student Study Teams, regular staff meetings, grade/department level meetings, LEP staff meetings, continual monitoring of student progress especially at the high school and programs such as "Healthy Start", "Character Counts", "Tribes" that provide for regular discussion between staff members.

However, for Special Education students, at two of the sites reviewed, greater efforts in collaboration between general and special education staff in the provision of coordinated instruction to students with disabilities is necessary.

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

Compliant

Noncompliant

Observations:

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 straightforward question, "Is each student meeting the standards appropriate to his or her grade level?" In the Spring of 1997, the Department asked districts to answer that question for each of their schools and submit the answers, by November 1, 1997.

The administration and staff of Visalia Unified took this challenge very seriously. Although the specific procedures were not provided to districts until July of 1997, Visalia's staff was able to collect standards-based information for students in all grade levels, analyze the results, and meet that difficult timeline. They also proposed a timeline for refining and adding important components to the system. Included among the enhancements are a standards-based kindergarten/grade 1 assessments in math; a district-developed assessment in math for students in grades 4, 8, and 10, and a writing assessment to encompass grades 1-11, when fully implemented. The third main component of Visalia's system, classroom assessment, is also being

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There is a nice--and necessary--linkage between the information provided and the expectations the district holds for staff at all levels to use it to improve student learning. They know that the results will not be used without proper professional development and followup. Fortunately, they have several efforts tailored to the needs of different staff groups, and the level of the information provided. It is a districtwide effort, including all schools, not just those serving needy students. Furthermore, parent and community groups and advisory councils are included in the process.

Nevertheless, in spite of the many strengths of Visalia's assessment system, it is premature--for several reasons--to say whether their multifunded programs are fully effective, or even to say with certainty how well the students are learning. It is the first year of this new statewide accountability system, hence, useful growth statistics, in terms of percent of students meeting standards, are not available--a situation that is not helped by changes to the state testing system virtually every year! Thus, it will take several years to know how to best interpret the results of a standards-based system, in terms of the level of progress typically made by students in districts with effective programs. Nevertheless, the potential for this approach is great; traditional methods never allowed us to effectively evaluate our efforts--or report it to the public in a way that they understood or appreciated.

Overall, about 48 percent of all students in Visalia met or exceeded the grade-level standards. Although this is a long way from the target of all students meeting the standards, it is still a relatively high proportion, considering Visalia's rigorous standards. Visalia was one of a relatively small group of districts which made a voluntary commitment, under the Superintendent's Challenge Initiative, to raise virtually all students up to the standard within a ten-year period--a goal that California now has set for all districts. Visalia's method of reporting student achievement results includes yearly growth targets and the percent of target achieved by each school. This is an effective way to keep the goal of student achievement in front of all staff, and the parents and community as well.

Children in schools with Title I programs obviously do not fare as well, although two of the nine schools did meet the state's criteria of having over forty percent meet the standards. Furthermore, the district affirmed its commitment to help all children reach high standards by "stepping right up to the plate" and identifying six schools for "program improvement", a relatively high number given the district's overall achievement level.

Approximately 20 percent of Visalia's students are classified as Limited English Speaking. On the regular assessment, administered in English, almost a fourth of them met grade level standards. This is quite a credible proportion, given the difficulties these students face. The results for students who have been redesignated as Fluent English Proficient are relatively high, although this may be related to the fact that the district has not been aggressive in redesignating a large number of such students.

Results for students receiving special education services reflect the district's deliberate effort to assess as many students as possible. They actually assessed almost all students with standard instruments, more than most districts, proving their belief that all students should be held to the same high standards.

The review team was impressed with what they found, and appreciated the efforts of Visalia staff to provide specific assessment information. We look forward to seeing how the district's accountability system continues to adapt and evolve, as it provides more comprehensive, timely, and useful information to the administration, staff and parents. This can only lead to even higher quality educational programs for the students in Visalia Unified School District.

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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.

Compliance trends summarize successes and areas of problems that may exist. Past compliance history indicate that the Visalia School District had 17 items of noncompliance during the 1993-94 year. The 1997/1998 validation review team identified 24 items that are noncompliance. (Please note that some programs were reviewed for the first time in 1997-98--Gender Equity and the Eisenhower programs.)

To resolve the issues of noncompliance for Gender Equity the district needs to ensure that:

- classes with gender disproportions be corrected through schedules changes, recruitment, or other means, whenever possible.
- schools offering any sport opportunities ensure that offerings effectively accommodate the interest and abilities of the female students.
- the sexual harassment policy for students contain all required information regarding available local remedies.
- all notification requirements (Ed. Code 212.6) are met annually for all students, parents, and employees.
- records of sexual harassment complaints brought forward by students and employees are properly maintained and kept current.

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).

The Visalia Unified School District is commended for:

1. the site leadership at Crowley Elementary, Divisadero Middle School, Redwood High School, Sequoia High School in being able to provide leadership in monitoring and responding to the needs of the children of the school.
2. the range and services on programs intended to meet the needs by all students including the Math Matters, Reading Recovery, Early Literacy, Healthy Start, Reading Club, Saturday Academy, AVID, Migrant Education Teacher Preparation Program and Intersession Program.
3. it's Districtwide program of community aides to bridge community and school.
4. the Sequoia High School staff is commended for its commitment to effectively serve the diverse learnings and personal development needs of the schools student population. The school's instructional programs and student support services are comprehensive and well-documented. Noteworthy indicators of the school's success include the number of students who are able to transition back to their original schools and the community's recognition of the school as evidenced by the uniquely high number of scholarships made available to the graduates.

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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.

To resolve the nondiscrimination policy notification issue identified in Career/Vocational Education Civil Rights and Gender Equity the district needs to ensure that:

- a system is in place to provide annual written notification of the board adopted nondiscrimination policy statement (BP 0410) throughout the client system. The written notification must include the name, address and telephone number of the person(s) designated to coordinate the Title IX and the Section 504 Compliance activities and must be disseminated in English and in Spanish.

To resolve the Uniform Complaint Procedure issue the district needs to ensure that:

- the policy/administrative regulations include all required components.
- the annual written notification includes all required components.
- the annual written notification is disseminated throughout the client system
- the notification is disseminated in the required languages.

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-1a).



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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.

To resolve the noncompliance issue for the Eisenhower program the district will need to invite private, non-profit schools to participate in the planning of the Eisenhower program.

Consolidated Programs

The district has made considerable progress in meeting the needs of L1 students since the last review, a review of course grades, test scores, portfolios, and other student work samples suggest that the district needs to do more work in this area.

Special Education

To resolve the issues with required annual reviews, the district needs to ensure each IEP is completed within the mandated twelve month period and contains each of the required elements.

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).

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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.

To resolve the issues related to Special Education LEP students, the district needs to ensure that the required documentation is on the IEP of LEP students and that services are provided in accordance with this documentation.

The district should continue to work with the SELPA on a revision of the Parent's Rights document.

To resolve the issues with school-based coordinated programs, the district should ensure a description of the services provided by the Special Education personnel to both identified and non-identified students appears in the plans.

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-1a).