

1993-94 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS

Please check review type below:

LEA Self-Review CDE Validation Review Other: _____

County/ District Code:	4 1 6 8 9 9 9	County: San Mateo
LEA Name: Ravenswood City Elementary	Cooperative:	
SELPA:	Migrant Region:	
CCR Coordinator: Marion M. Duff	Phone: (415) 329-2843	Review Date: 1/18-19/94

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

Signatures and Distribution. Forms CTS-1a through CTS-1h must be completed by the LEA CCR coordinator or the CDE team leader. Copies will be distributed as follows: original and one copy to CDE, one copy to the district LEA representative, and one to each applicable regional LEA administrator (i.e., cooperative, DATE, migrant region, SELPA, county).

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

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

Required Response. For noncompliance findings identified by the CDE validation review team, the LEA is required to resolve each finding within 45 calendar days of the exit date of the review. In those cases when certain issues cannot be resolved within the required 45-calendar-day period, the LEA must submit a proposed compliance agreement. In either case the LEA must respond by completing and submitting a "Proposed Resolution of Noncompliance Findings," Form CTS-4 or CTS-4m in Section IV of the *Coordinated Compliance Review Training Guide*.

For noncompliant validation review results only: The date by which your agency must submit its "Proposed Resolution of Noncompliance Findings" is: March 4, 1994

Assurance. I certify that a complete Coordinated Compliance Review has been conducted. Each applicable program compliance instrument has been applied. The findings in this report are complete and accurate and identify all items found to be noncompliant.

Signature of LEA CCR Coordinator:
Marion M. Duff
Signature
Marion M. Duff
Typed Name
January 19th, 1994
Date

Signature of CDE CCR team leader:
Patricia Brown
Signature
Patricia Brown
Typed Name
January 19, 1994
Date

For CDE use only

Log: _____

CTS: _____

Route: _____

1993-94 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)

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District code:	4	1	6	8	9	9	9	LEA Name: Ravenswood City Elementary
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(for self-review only): I have completed a review of the program(s) listed below using the appropriate 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 LEA program phone #s	Name of reviewer(s)	Signature of reviewer(s)
Rated programs items (916) 657-2754	Patricia Brown	<i>Patricia Brown</i>
Goal-based coordinated programs (916) 657-2973	Patricia Brown	<i>Patricia Brown</i>
Facilities and maintenance (916) 323-2212		
Child development (916) 322-6233	Mari Fitch Maureen Lu	<i>Mari Fitch Maureen Lu</i>
Consolidated programs (916) 657-2973	Patricia Brown	<i>Patricia Brown</i>
DATE Programs Drug-Free and Communities Program/Tobacco Use Prevention Education Program (916) 657-2810	Joan Davies	<i>Joan Davies</i>
Migrant education (916) 445-9850	Manual Alfaro	<i>Manual Alfaro</i>
Special education North - (916) 657-5223 South - (213) 226-0925	Devena Reed	<i>Devena Reed</i>
Vocational education (916) 657-2561		
Adult education (916) 657-2907		
Other reviewer(s)	Glenn Thomas	<i>Glenn Thomas</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)*		
District DATE Coordinator and/or Consortium Director		
SELPA Director (if applicable)		
Migrant Region Director (if applicable)		

*Optional for 1993-94.

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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	Program(s) reviewed											
	IPED	SBCP	M&M	Child Dev.	Con. Prog.	Migrant Ed.	Special Ed.	Voc. Ed.	Voc. Ch. Rta.	Adult Ed.	DFSC/TUPE	Other
Willow Oaks		X			X	X	X				X	
Buynymede Childcare Center				X								

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This form is a summary. Complete only one for each district. For a cooperative or DATE consortium, complete a separate form for each member district.

Column 1 - Items: The number of items/tests in each program's compliance instrument is displayed.

Column 2 - Noncompliant: If a program has any noncompliance findings, enter the number below and describe the specific findings on form CTS-1e (forms CTS-1f, 1g, and 1h for IPI). If a program is totally compliant, enter a '0'.

Code	Program	(Col. 1) Total Items	(Col. 2) # Non- compliant	Code	Program	(Col. 1) Total Items	(Col. 2) # Non- compliant
IPI	Integrated programs	{ 3 }	<u>3</u>	<u>Consolidated Programs</u>			
SBCP	School-based coordinated programs	{ 23 }	<u>5</u>	CON	All consolidated	{ 12 }	<u>7</u>
M&M	Motivation & maintenance	{ 30 }	—	CEP	Compensatory education	{ 63 }	<u>6</u>
<u>Child Development</u>				CPS	Comp. ed. preschool	{ 23 }	—
APP	Alternative payment	{ 28 }	—	LEP	State LEP program	{ 18 }	<u>12</u>
ARP	At-Risk program	{ 33 }	<u>8</u>	SIP	School Improvement	{ 7 }	—
FBG	Federal block grant	{ 40 }	—	M-U	Miller-Unruh	{ 3 }	—
FCC	Family child care	{ 25 }	—	PRO	Professional development	{ 8 }	—
GEN	General child development	{ 29 }	<u>7</u>	CH2	ESEA, Chapter 2	{ 9 }	—
MFD	Migrant federal based	{ 30 }	—	N/D	Neglected/delinquent	{ 3 }	—
MSB	Migrant state based	{ 29 }	—	<u>DATE Programs</u>			
R&R	Resource & referral	{ 15 }	—	DFSC	Drug-free schools	{ 23 }	<u>1</u>
SAC	School-age community	{ 29 }	—	TUPE	Tobacco-use Prevention	{ 14 }	<u>1</u>
SH	Severely handicapped	{ 22 }	—	M	Migrant education	{ 27 }	<u>2</u>
SPD	School-age parenting	{ 27 }	—	S	Special education	{ 74 }	<u>19</u>
SPS	State preschool	{ 25 }	—	V	Vocational education	{ 26 }	—
				A	Adult education	{ 39 }	—
				VCR	Voc. ed. civil rights	{ }	—

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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) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev. subp.			
SBCP	1	b		Willow Oaks		<p><u>Commendations</u></p> <p>Willow Oaks is commended for their dedicated, hard working leadership team, who have taken on the additional tasks - special projects beyond their regular assignments. Willow Oaks is also commended for the way they have utilized the community resources, such as the "Buddy Program with the Veterans Hospital and the services provided by the nurses at the Veterans Hospital and the College Student tutors.</p>
SBCP	1	c		Willow Oaks		<p><u>Non-Compliance</u></p> <p>School Based Coordinated Programs</p> <p>The supplementary instructional and auxiliary services for the LEP, educationally disadvantaged students, the gifted and talented students and individuals with exceptional needs were not sufficiently described in the school plan to determine if services meet the needs of the above student population.</p>
SBCP	1	d		Willow Oaks		<p>The staff development program was not sufficiently described in the school plan to determine how it related to the plan. The activities did not reflect all of the ongoing staff development activities occurring in the school.</p>
SBCP	4	a		Willow Oaks		<p>An ongoing evaluation component of the educational program addressed in the school plan was lacking.</p> <p>There was no evidence that the SSC established, annually, a new budget and made modifications to the school plan. The teachers have had a role in assisting the parents on the SSC instead of members that develop, plan and evaluate the school program. In addition parents have not been sufficiently trained to carry out this role, at this time.</p>

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

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See back of form for instructions.

Noncompliance Finding *				(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
(Col. 1) Pro- gram	(Col. 2) Rem	(Col. 3) Test letter	(Col. 4) Child dev. subprg.			
SBCP	4	b	1	Willow Oaks		Classroom teachers are under represented on the SSC.
CON	2			District		Consolidated Programs The results of the annual evaluation were incomplete and therefore could not demonstrate that the district and each participating school were implementing Chapter 1/SCE, SBCP and LEP programs on low effectiveness. In addition, there was a lack of evidence that the Board had established criteria/standards for determining effectiveness.
CON	5			District		There was a lack of evidence that an annual written notification of local complaint procedures in Spanish was given to parents students, employees, advisory committees and interested parties.
CON	7	a		District		Job descriptions describing the supplemental services of staff purchased with consolidated program funds was not available to determine if those services supplemented the basic education program.
CON	7	b		District		Supplementary services for multifunded positions could not be separately identified to determine that the duties performed and the proportion of time spent for those duties were appropriate to the funding sources used.
CON	7	c		Willow Oaks		Chapter 1 services and equipment were not sufficiently described in the school plan to determine if the sources effectively, efficiently and economically met the special needs of students.

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Noncompliance Finding *				(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev suborg.			
CON	7	d	1	Willow Oaks		The computers and other equipment reviewed that were purchased with Chapter 1 and other consolidated program funds were not properly labeled, as required. <u>Compensatory Education</u>
CEP	2			District		The evaluation of the growth of Chapter One students is in the beginning stages, therefore, there was not sufficient information to make a determination on the improved performance of these students.
CEP	4	d		District		An adequate instrument for assessing the educational achievement of LEP students for Chapter One needs to be established, for Chapter One identification.
CEP	4	f		District		Due to lack of a sufficient evaluation assessment, students not making substantial progress over a program year have not been identified and their services modified to better meet their needs.
CEP	16	c		District		An annual meeting for Chapter 1 parents has not been held at this time, to explain the Chapter 1 program and activities.
CEP	16	e		District/Willow Oaks		Teachers and other staff have not had an opportunity to be trained in effective parental involvement techniques for the Chapter 1 program.
CEP	16	f		District		Even though there is a marketing plan to be implemented in March, at this time, parents have not received Chapter 1 information in a timely manner and in a form and language they can understand.

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Noncompliance Finding *				(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev. suborg.			
LEP	1	a		Willow Oaks		<u>Limited English Proficiency</u> Although a process to include a HLS for each LEP student is evident, there is a need to update and correct problems that may exist in regard to monitoring the implementation of the process to maintain compliance.
LEP	1	c		District		K-8 Spanish-speaking students have not been tested district-wide on IPT Spanish and Spanish reading and writing. There was lack of evidence that the students were tested in comprehension, speaking, reading and writing, as required.
				Willow Oaks		There are 22 Tongan students at Willow Oaks. No Tongan test is available.
LEP	2			District Willow Oaks		There was a lack of evidence that a structured ELD instruction is being conducted in classrooms for all LEP students by teachers with appropriate credentials or in training.
LEP	3			District Willow Oaks		Primary language instruction is not being delivered in all classrooms. There was a lack of evidence that all LEP students diagnosed as needing instruction in primary language, receive that instruction by the appropriate credentialed teachers or teachers in training with an aide.
LEP	4			Willow Oaks		There was no evidence that every student diagnosed as needing specially designed instruction, receive such instruction. There is a need for teachers to receive training in the specially designed instructional method to better meet the needs of these students.
LEP	6			District		There is a shortage of qualified BCC and LDS teachers who could meet the needs of the LEP students in English language development. A Plan to Remedy, 1993, has been written and sent to the California State Department of Education.
LEP	7			District		There is a shortage of qualified BCC teachers who could meet the primary language instructional needs of LEP students.

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(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev suborg.			
LEP	8			District		The district has begun to define an adequate in-service training program which results in qualifying existing and future personnel in the bilingual and cross-cultural teaching skills needed to serve LEP students.
LEP	9			District		The district had begun planning and acquiring basic instructional material resources for LEP students, but there is a lack of materials at this time.
LEP	10			District		Parents of all FEP and LEP students have not been notified in writing of their child's English and primary language proficiency assessment results.
LEP	12	a		District Willow Oaks		Some school sites with 21 or more LEP students of the same primary language do not have <u>functioning</u> bilingual advisory committee meetings.
LEP	12	b		District		There was a lack of evidence of a functioning DBAC that advises the superintendent and governing board on the bilingual issues, as required due to the recent establishment of the Committee.

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Noncompliance Finding *				(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
(Col. 1) Program	(Col. 2) Rem	(Col. 3) Test letter	(Col. 4) Child dev. subprg.			
M	5	b	1	Willow Oaks	CR	<p align="center">Migrant Education</p> <p><u>The Migrant Education staff is commended for:</u></p> <ol style="list-style-type: none"> Maintaining complete and correct student forms, e.g. Certificate of Eligibility, Migrant Study Record, Transfer, and Individual learning plans. Conducting parent advisory committee (PAC) meeting in the primary language of the parents. Including and involving the Migrant Parent Advisory Committee in the development of the service agreement. <p><u>Non-compliance:</u></p> <p>Services provided by Migrant Education are not supplemental to those provided by the district core program and by other categorical programs.</p> <ul style="list-style-type: none"> Migrant instructional aides provide district core bilingual instruction to Spanish monolingual students. This happens only in classrooms where the teacher is monolingual English speaker.
M	9			District		<p>There was a lack of evidence that an annual written notification of local complaint procedures in Spanish was given to parents, students, employees, advisory committees and interested parties.</p>

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(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev. suborg.			
TUPE	4	b		District/ Willow Oaks		<p><u>Commendations</u></p> <p>The district is commended for involving multiple outside agencies in providing supplemental tobacco-use prevention activities for students including Stanford University's "Doctors Ought to Care Program," the American Smokeout program and student essay and art contests with American Cancer Society.</p>
DFSC	4	a,c		District		<p>The district has established an innovative primary prevention K-3, early intervention program, in collaboration with the Ravenswood Children's Health Council, which includes home visits, social and emotional counseling support and core curriculum support.</p>
TUPE	3			District Willow Oaks		<p><u>Non-Compliance Issues</u></p> <p>The prevention of tobacco use in-service programs are not part of the District's core curriculum staff development plans' requirements for all staff. School improvement staff development days do not include TUPE staff training.</p>
DFSC	2			District Willow Oaks		<p>Drug and alcohol in-service programs are not part of the District's core curriculum staff development plans' requirements for all staff. School improvement staff development days do not include DFSC staff training.</p>

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*Please make
6 copies. Give
to Kathy no need.*

9 LEA Name: RAVENSWOOD CITY ELEMENTARY

(Col. 6)
CR
or
CA

(Col. 7)
Description of noncompliance

Special Education

Commendations

The involvement of Special Education staff in the human services delivered in Ravenswood School District is commended. The infusion of special education resource specialist services shows a high degree of staff interaction and communication.

Non-Compliant Items

S	2	b	District	CR	At times documentation in the Special Education files of attempts to modify the regular education program before referral for special education is missing.
S	2	c	District	CA	In some cases, categorical programs personnel do not utilize or have a representative in the Student Study team process.
S	3	a	District	CA	There is a need for a consistent procedure between the Children's Center and special education district offices in the process of infant and preschoolers referrals.
S	4	a	Willow District	CR	Personnel are not listed by title and assessment area on assessment plan and alternative means are not described.
S	3	b	District Willow		Evidence of referral documentation and notice of referral to parents were inadequate. The SST procedures need to be clarified in the SBCP plan.
S	4	b	District	CR	Detailed <u>written</u> records of attempts to contact, involve, and convince parents to attend. IEP meetings are missing in a file, although attempts are made by key personnel.
S	4	d	District	CR	Documentation of hearing and vision screening information is not available for student's for initial and three re-evaluations and psychological reports.

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Noncompliance Finding *				(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev. subprog.			
S	4	f		District Willow		Evidence that regular teachers had participated in Special Education for students with suspected learning disabilities was missing.
S	4	f		District		Assessment results do not contain all the required components
S	4	m		District		Three (3) year assessments are not all current. There are nine (9) assessments not completed. This item will be complaint by March 1, 1994.
S	4	o		District		The present transition process for preschoolers in Special Education does not ensure that special education gains are continued by the Kg teacher. There is no detailed transition plan for those students.
S	5	e		District		Student records reviewed do not contain statements that summarize the IEP team's determination of eligibility and placement.
S	5	f		District		There is no written evidence of the IEP teams consensus regarding the IEP teams consensus regarding specific learning disability eligibility.
S	5	g		District Willow		The IEP's reviewed in ten student records do not contain the required components.
S	5	h		District Willow		Records reviewed do not evidence linguistically appropriate goals when the student is also identified as LEP by district standards
S	5	i		District		Records reviewed do not evidence statements of "present levels of performance" in language that is related to the actual performance of the student in the district's curriculum.
S	6	c		District		Records reviewed do not evidence a rationale for a student's assignment to a school different than his/her home school.
S	7	a		District		There was a lack of evidence that the Board had adopted and disseminated a policy regarding uniform complaint procedures

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(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev. subprg.			
S	7	f		District		There was no written evidence of procedure which would allow parents to be informed of the location of confidential student records.

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Noncompliance Finding *				(Col. 5) Site name	(Col. 6) CR or CA	(Col. 7) Description of noncompliance
(Col. 1) Pro- gram	(Col. 2) Item	(Col. 3) Test letter	(Col. 4) Child dev. subrg.			
			1			<u>Child Development</u> Non-Compliance
C	1	a	ARP GEN	Runnymede CDC	CR	Required documentation is incomplete in order to document and verify eligibility.
C	1	b	ARP GEN	Runnymede CDC	CR	Verification and monthly self declaration are missing in order to document need for child development services.
C	1	c	ARP GEN	Runnymede CDC	CR	Recertification of eligibility and need criteria are not performed as required.
C	1	d	ARP GEN	Runnymede CDC	CR	Documentation of special needs children (Child Protective Services) for whom "special adjustment factors" have been claimed is incomplete.
C	2		ARP	Runnymede CDC	CR	As evidenced by the waiting list information, children enrolled in the program are not selected in accordance with the ARP priorities.
C	5		ARP GEN	Runnymede CDC	CR	The district's uniform complaint procedures do not include all required components nor disseminated to parents and staff.
C	10	c	ARP GEN	Runnymede CDC	CR	The district is lacking in current written material describing its programs, eligibility criteria, admission policies and procedures.
C	19		ARP GEN	Runnymede CDC	CR	The district has not developed nor implemented an annual evaluation plan to determine whether the goals and objectives have been achieved.

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

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

Compliant

Noncompliant

Observations:

The Ravenswood City School District has developed a core curriculum which in turn has been approved by the District school board. The core curriculum utilized the State's Frame works as a guide and emphasizes the thematic approach for teaching the courses. Also the district has secured and acquired services from private agencies and higher learning institutions to augment the core curriculum. Evidence suggest that multifunded non-English speaking students are not receiving the core curriculum. There is a lack of bilingual books, materials, and staffs to provide instructions in the primary language of the non-English speaking 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:

There was a lack of evidence to demonstrate that all multifunded students receive the appropriate supplemental program services. Not all LEP and Chapter 1 students have sufficient supplemental services to 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:

There is a lack of evidence that coordination and communication is occurring across the DATE categorically funded early intervention programs, student study team processes and special education programs. Although formal and informal communication networks do exist between Ravenswood City Elementary District Administration and Willow Oaks School, there was a lack of evidence that the instructional goals of supplemental programs were coordinated with the district adopted curriculum. Several methods exist for student referrals and classroom teachers were unclear about requirements for supplemental program eligibility. Chapter 1 students have not received a coherent and coordinated program due to the lack of clearly described and implemental Chapter 1 supplemental services.

Learning Determinations:

There is a lack of sufficient measurable data from the district to adequately determine the learning progress of their Compensatory Education, Limited English Proficient, Gifted and Talented, and Special Education Students.

The district is commended for providing sufficient and measurable data for Migrant students. This evidence indicates positive and negative progress of these students.

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SUMMARY STATEMENTS

County/District code:	4	1	6	8	9	9	9	LEA Name: Ravenswood City Elementary
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Use the space below to write summary statements for the identified topics. Instructions for completing this form are on the reverse.

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

Recently the district has experienced staff assignment changes in many programs. The emerging positive changes and planned improvements demonstrate the district's willingness and commitment for program improvement. The district is encouraged to maintain a stable staff in order to continue to implement these emerging changes.

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

The Ravenswood District is commended for the excellent incorporation of business and industrial partners as supplemental resources to enhance the K-8 educational program for their students.

The districts direction led by the visions of their superintendent, toward implementation of a local assistant network system for the entire district is the direction that all districts should strive for and definitely puts Ravenswood in the lead in meeting the challenges and technological demands in the near future.

The district has been candid and forthcoming in acknowledging weaknesses identified during the self-review.