

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS**

Please check review type below:

District-Level Self Review CDE Validation Other

County	1	0	6	7	1	6	6	County	FRESNO
LEA Name	FRESNO UNIFIED							Cooperative:	
SELPA	FRESNO UNIF. SEL							Migrant Region	4
CCR Coordinator	Robert P. Grobe							Phone:	(209) 261-2916
								Review Dates	05/11-05/14/99

Forms CTS-1a through CTS-1h represent the official report of findings of the District'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: 06/28/99

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:
Robert P. Grobe
Signature

Robert P. Grobe
Typed name

May 14, 1999
Date

CDE CCR Team Leader:
Eleanor Thomas
Signature

E. Thomas
Typed name

May 14, 1999
Date

For CDE use only:
Log: _____
CTS: 5/17/99
Route: _____
HEC WIC
WIC WIC
HEC WIC

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

CDE Code	1	0	6	2	1	6	6	LEA Name	FRESNO 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) 457-2784	E. Thomas Dale Carlson	<i>Eleanor Thomas</i>
Uniform complaint procedures (916) 457-4874	E. Thomas	<i>Eleanor Thomas</i>
Adult education (916) 322-5011	Self Review	
CalServe (916) 454-3741		
Child development (916) 322-6233		
Consolidated programs (916) 457-2973	R. Gomez	<i>R. Gomez</i>
Safe and Drug-Free Schools and Communities/Tobacco Use Prevention Education (916) 457-2810	R. Kine	<i>Rae D. Kine</i>
Eisenhower program (916) 457-5257	Rob Lee	<i>Robert Lee</i>
English Learners (916) 457-2973		
Gender equity (916) 457-3005		
GATE (Gifted and Talented Education) (916) 457-5257		
Migrant education (916) 457-3512	M. Alfaro	<i>Manuel R. Alfaro</i>
Special education (916) 445-4741	Self-Review	
Career/Vocational education and Civil Rights (916) 457-2921	T. Westerfield	<i>T. Westerfield</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)		
ELPA Director (if applicable)		
Other(s)		

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County District code	1	0	6	.	1	6	6	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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This form is a summary. Complete only one for each district. For a cooperative, complete a separate form for each member district.

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

Column 2 -- Noncompliant: If a program has any noncompliance findings, enter the number below and describe the specific findings on Form CTS-1e (Forms CTS-1f and CTS-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 item	[4]	<u>0</u>		<u>Child Development (C)</u>		
UCP	Uniform complaint procedures	[1]	<u>0</u>	APP	Alternative payment	[19]	<u> </u>
				FBG	Federal block grant	[37]	<u> </u>
A	Adult education	[35]	<u> </u>	FCC	Family child care	[22]	<u> </u>
CS	CalServe	[14]	<u> </u>	GEN	General child development	[25]	<u> </u>
CON	Consolidated programs	[73]	<u>0</u>	MFB	Migrant federal based	[28]	<u> </u>
G	Gender equity	[25]	<u> </u>	MSB	Migrant state based	[25]	<u> </u>
GATE	Gifted & Talented education	[5]	<u> </u>	R&R	Resource & referral	[14]	<u> </u>
IKE	Eisenhower	[6]	<u>0</u>	SAC	School-age community	[25]	<u> </u>
M	Migrant education	[24]	<u>0</u>	SH	Severely handicapped	[20]	<u> </u>
S	Special education	[77]	<u> </u>	SPD	School-age parenting	[26]	<u> </u>
SEEI	Special ed. early start	[35]	<u> </u>	SPS	State preschool	[23]	<u> </u>
S&DFSC	Safe & drug-free schools and communities	[18]	<u>1</u>				
TUPE	Tobacco-use prevention	[12]	<u>1</u>				
V	Vocational education	[28]	<u>0</u>				
VCR	Voc. Ed. Civil Rights	[36]	<u>0</u>				

1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)

County District code	1	0	6	2	1	8	6	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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See back of form for instructions

Noncompliance Finding *				(Col 5) Site name	(Col 6) CR or CA	(Col 7) Description of noncompliance
(Col 1) Numeral & Pro- gram	(Col 2) Item	(Col 3) Test letter	(Col 4) Subprg			
						<p><u>Eisenhower Program</u></p> <p>Commendations:</p> <ol style="list-style-type: none"> 1. Fresno Unified is commended for developing a coordinated and well-articulated math and science curriculum which is aligned with the State Frameworks and supporting it through staff development. 2. The district is commended for utilizing the Eisenhower funds in an effective and efficient manner to sustain professional development in mathematics and science. This is exemplified by the mix of internal and external staff development activities such as the Integrating Science, Literacy and the Arts through River Studies; Connecting Math and Science graphing Calculator workshop; Equity in Science Education Task Force, 1999 Demonstration School Site Leadership Team and Teacher Professional Development Program, and many others too numerous to list, which have also been tweaked to meet the needs of special populations. 3. There is a well-formulated professional development plan in mathematics and science. This plan has empowered participants with quality professional development. 4. The district is commended for its many partnerships which include CSU Hayward, Lawrence Hall of Science Exploratorium, CSU San Francisco, CSU Fresno, and Fresno Pacific University to name a few which help facilitate systemic change at the school site level and promotes higher student achievement. 5. The administrative support at the district level through the administrator USI/LSC and Math and Science coordinators is exemplary. <p>Non-Compliance:</p> <p>There are no items of non-compliance.</p>

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

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County District code	1	2	8	2	1	6	5	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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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 & Pro- gram	(Col 2) Item	(Col 3) Test letter	(Col 4) Subprg			
						<p><u>Migrant Education</u></p> <p>Commendations:</p> <p>The Fresno Unified School District's Migrant Education Program is commended for:</p> <ul style="list-style-type: none"> a) Extending the daily academic time of migrant students most-at-risk through after school structured reading and counseling activities; b) Providing pre-school instructional activities for 3, 4, and 5 year old migrant children not enrolled in any State or Federal pre-school program; c) Implementing a work study program which exposes students to various career paths and environments while providing the financial support to stay in school d) Effectively establishing lines of communication and collaboration between the district and regional Migrant Education offices which results in maximizing services to migrant students. <p>Non-Compliance:</p> <p>The Fresno Unified School District's Migrant Education Program is compliant.</p>

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

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County District code	1	0	6	2	1	6	6	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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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) Test letter	(Col 4) Subprg			
						<p>CONSOLIDATED PROGRAMS</p> <p><u>Commendations:</u></p> <p>The district staff is commended for the following:</p> <p>Their exemplary leadership and technical assistance making it possible for Consolidated Programs to be operated in an effective and compliant manner</p> <p>Its efforts to identify and serve homeless students living within the district's boundaries while maintaining the best possible learning environment for them.</p> <p>Serving the needs of Title 1 eligible students enrolled in private schools and involving private school staff in the planning of these programs</p> <p>Efforts on the part of district and site level home-school liaisons to provide relevant training to parents and site staff which promote effective parent involvement.</p> <p>Its recognition that Parent Trainers are an effective way of promoting increased parent involvement, the hiring of parent trainers capable of training parents in their roles in the educational process (i.e., Family Reading, Family Math and Family Science, etc) and capable of communicating with parents in Hmong, Lao and Spanish.</p> <p>Site staff are commended for the following:</p> <p>The use of Title 1 funds to meet the needs of those students who are determined to be the most needy and most "at risk" students (e.g., RSP, EL, migrant, etc.).</p> <p>The focus on reading and writing across the curriculum, and especially the shared responsibility for improving reading, writing and math performance across all academic departments at Fresno High school.</p> <p>The willingness of all site staff at both sites reviewed to improve their teaching capacities in reading/writing/math and the commitment of the district to invest in their staff in this manner.</p> <p>Program emphasis at Winchell Elementary in early reading interventions.</p> <p><u>NONCOMPLIANCE:</u></p> <p>There were no compliance issues found.</p>

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

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County District code	1	0	5	2	1	6	5	CEA Name: FRESNO UNIFIED SCHOOL DISTRICT
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See back of form for instructions

Noncompliance Finding *				Code	Local CR or CA	Description of noncompliance
Col. 1 Number & Pro- gram	Col. 2 Item	Col. 3 Test letter	Col. 4 Subprg			
						<p><u>TOBACCO USE PREVENTION EDUCATION PROGRAM (TUPE) AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM (DESC)</u></p> <p><u>COMMENDATIONS:</u></p> <ol style="list-style-type: none"> 1. The district office Health Education staff is commended for providing excellent leadership, guidance, and oversight to ensure drug, alcohol, tobacco and violence prevention and intervention programs are delivered to all students. An example is the Prevention Education Matrix that provides a clear description of the prevention units and lessons to be implemented at each grade level. 2. The Health Education staff is commended for implementing a professional development program to help ensure that the district's drug, alcohol, tobacco and violence prevention and intervention program is effectively serving students. 3. Fresno Unified staff is commended for conducting the California Healthy Kids Survey in Fall, 1998. When the survey data is analyzed and the results reported to the district, goals and measurable objectives will be established from this baseline. The district will then be able to monitor program effectiveness through student outcome data provided by the survey. Progress toward meeting the goals and measurable objectives can be determined by conducting the survey every 2 years. 4. The district and schools visited are commended for their excellent use of school and community resources to help meet the needs of students and families.

See back of form for instructions

Noncompliance Finding *				(Col 5) Site name	(Col 6) CR or CA	(Col 7) Description of noncompliance
(Col 1) Numeral & Pro gram	(Col 2) Item	(Col 3) Test letter	(Col 4) Suborg			
				DISTRICT	R	<u>NON COMPLIANCE</u> Evidence was not found that the district has established goals and measurable objectives for tobacco use prevalence reduction
				DISTRICT	R	Evidence was not found that the district has established goals and measurable objectives for drug, alcohol, and violence prevention and is assessing and publicly reporting progress toward attaining these goals

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

County/district code	1	0	6	2	1	6	6	LEA Name	FRESNO UNIFIED SCHOOL DISTRICT
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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) Test letter	(Col 4) Subprg			
						<p>VOCATIONAL EDUCATION and VOCATIONAL EDUCATION CIVIL RIGHTS</p> <p>Commendations:</p> <p>The Fresno Unified School District is commended on its efforts to transition all students from school to the careers of their choice. Of particular note are the linkages between academic courses and vocational studies which provide students with rigorous and relevant curriculum as well as connections to appropriate post secondary opportunities. Programs such as those at Duncan Polytechnic High School and the proposed Clovis Area Research and Technology (CART) Center demonstrate a significant commitment to Vocational Education by a district as large and diverse as Fresno Unified</p> <p>FUSD is further commended for providing complete and well organized documentation and its flexibility in the Coordinated Compliance Validation Review.</p> <p>NO ISSUES OF NONCOMPLIANCE WERE NOTED</p>

**1988-89 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County/District code	1	0	6	2	1	5	8	LEA name	Fresno Unified
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See back of form for instructions

Noncompliance Finding *				(Col 5) Site name	(Col 6) CR or CA	(Col 7) Description of noncompliance
(Col 1) Numeral & Pro- gram	(Col 2) Item	(Col 3) Test letter	(Col 4) Subprg			
						<p><u>UNIFORM COMPLAINTS PROCEDURES</u></p> <p>This program is compliant.</p>

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

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County/District code	1	0	6	2	1	6	6	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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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 Fresno USD Board of Trustees has an overall policy statement that expresses their commitment that all students should learn to high standards of academic knowledge and skills. Flowing from this policy statement a number of documents have been produced, beginning with the adoption of a rigorous set of content standards in reading/language arts and math—adopted, in fact, before the State Board of Education adopted the State standards. The district is now reviewing and adjusting these standards to ensure compatibility with the State's standards. From the Board's policies and standards, the district has developed an articulated core curriculum for all students. The essential elements of instruction for elementary, middle and high school students are outlined in the following documents: *Elementary School Core Curriculum*, *K-8 Program Requirements*, *Middle School Core Curriculum*, *Guide to Middle School Programs*, *High School Core Curriculum*, and *Guide to High School Courses*. The team verified at the sites visited that students have access to this challenging curriculum, high-quality materials and appropriate assessments. These elements will enable students to reach their highest potential.

While the team found the district compliant, access to the core curriculum could be enhanced through the use of additional bilingual instructional support services.

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

Compliant

Noncompliant

Observations:

Multifunded students receive a wide variety of supplemental program services that enhance their learning of the district's core curriculum. The Title 1 Program funds learning labs, computer labs, instructional support, parent training/parent involvement services, home-school liaisons, and supplemental instructional materials. The School Improvement Program provides the district with funds that can be used to address academic program needs in each eligible school. The Miller-Unruh Reading Program provides funding for early reading interventions. The Migrant Education Program funding provides instructional services, health, and parent involvement activities. The Tobacco Use Prevention Education and Safe and Drug Free School programs discourage the use tobacco products and drugs among school-age youth and promote safe school environments. The Vocational Education Program provides school to career education and vocational training.

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

County District code	1	0	6	2	1	5	6	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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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 or extend learning beyond the core curriculum.
	<input checked="" type="checkbox"/> Compliant	<input type="checkbox"/> Noncompliant

Observations:

The team examined the daily educational experiences of multifunded students, and determined that a variety of methods are used to communicate and coordinate services to support students' success in learning the district's core curriculum.

Schools visited are providing a coordinated and cohesive educational program through formal and informal meetings, such as SST, SIT, Program Manager interventions, and action plan reviews. These interventions provide an opportunity for staff, parents and administrators to analyze student work, identify student needs, monitor and discuss achievement results, and reach consensus on modifications to students' educational program.

District staff play an important and active role in supporting coordination through district curriculum teams, professional conversations and ongoing assessment and monitoring of student progress to ensure students' access and success in learning.

The team determined that students in FUSD experience quality caring, professional instruction and support which enhances academic learning.

4	IPI.4	Data indicate that all students are meeting the district's academic standards.
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Observations:

Introduction & Background

The California standards-based accountability system is based on three major components: rigorous academic standards, multiple assessment measures, and local accountability for student learning. In keeping with this system, the Coordinated Compliance Review (CCR) process has shifted from a focus on "compliance with rules" to "student results." The Integrated Programs Item (IPI) 4 synthesizes information gathered during the CCR to answer the straightforward question, "Are all students meeting the standards appropriate to their grade level?"

District Commitment to Assessment and Accountability

The district's commitment to the use of information to improve education cannot be doubted. It begins with the Superintendent's vision, persuasively spelled out in the document entitled, *Accountability: Vision for Success*.

The heart of the accountability system is the Multiple Measures Matrix (described in the next section) which not only provides a solid foundation for evaluating school progress, but also serves as a roadmap for improving teaching and learning.

The district reports a wide array of achievement information to school and district personnel, including an annual set of School Performance Profiles. The profiles include disaggregated information for several subgroups of students. The district can now document that school and district administrators and staff are actually using the information to develop annual improvement plans, planning for staff development and making other program changes.

District staff also has a clear understanding of the difference between using assessment for accountability and for making relatively immediate instructional improvements. They also understand that the use of information for program evaluation is not sufficient; teachers and principals must have timely information on individual students in order to monitor their progress--as illustrated by the Student Data Diagnostic Sheet that is used for English Learners.

The district also publishes a School Accountability Report Card that includes a wide variety of information to help the public judge the quality of education in Fresno schools. This Report Card, as well as the School Performance Profiles,

includes corollary information such as dropout rates, attendance rates, and the results of systematic parent satisfaction surveys.

Local Accountability System

The CCR team reviewed the district's local accountability plan as well as student achievement data from each of the CCR schools, Winchell Elementary and Fresno High. The local accountability plan was fully implemented at the sites reviewed, and the documentation indicates that nearly all students throughout the district are included in the system.

The administration and staff of Fresno USD collaborated in planning and implementing a multiple measures matrix as the heart of the local standards-based accountability system. The district uses multiple measures to collect data on all students (except grade 12 where work is underway to develop additional measures). For some grade levels and content areas as many as four measures are used, including the SAT-9 test (in grades 2-11), writing samples, student grades, and teacher ratings of students meeting specific standards. The SABE is used to assess the progress of English Learners in mastering the core curriculum.

The district has developed a set of benchmarks or levels for English Language Development (ELD) and a system for monitoring the progress of the 25,000 English learners in Fresno USD toward those five-level benchmarks.

The district adapted the State-recommended model to determine whether or not students have met grade-level standards. Essentially, students must score at or above the 50th percentile on the SAT-9 exam, earn a grade of "C" or better, or reach equivalent levels of performance on the other measures. The particular model that Fresno uses to combine the results allows for students to be lower on one measure if the students achieve correspondingly higher on other measures.

Student Achievement

Overall, about 40 percent of the students in Fresno Unified meet or exceed grade-level standards, with students doing considerably better in math than in reading and language arts. The reviewers noted significant variation among the schools in terms of the percent of students meeting grade-level standards, ranging from a high of over 80 percent to a low of under 20 percent, reflecting the great difficulties that some schools face in helping all students reach high standards. For Winchell Elementary and Fresno High the percents are 21 and 32, respectively.

Unfortunately, it is not possible to say whether achievement is improving since the State changed the procedures for determining whether students meet grade-level standards and, secondly, Fresno was forced to drop the assessment instrument it had selected when the State required that all districts administer the *Stanford Achievement Test, Ninth Edition*.

Achievement of Multifunded Groups

The district also reported the achievement levels for the various specially-funded groups of students. Children served by Title I obviously do not fare as well, although almost 30 percent of them do meet the district's standards. This figure does not include any students who have "graduated" out of the Title I program. About a third of the students receiving migrant education services are also at grade level.

About a fourth of the district's English Learners (EL) are meeting grade-level standards, however about half of the ELs are reported as making expected progress in English Language Development (ELD). Redesignated fluent-English proficient students are performing considerably better with nearly three-fourths of them meeting grade-level standards. Furthermore, the redesignation rate increased about 4 to 5 percent last year, bringing it up to about 9 percent overall.

About 10 percent of the students receiving special education services meet grade level standards, but that partially reflects the district's deliberate effort to assess as many students as possible.

Summary

Developing a standards-based accountability system is a complex undertaking that requires the support of administrators, teachers, parents and the community. FUSD is making substantial progress in implementing such a system. 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 Fresno Unified School District.

**1998-99 COORDINATED COMPLIANCE REVIEW
NOTIFICATION OF FINDINGS (Continued)**

SUMMARY STATEMENTS

County District code	1	0	6	2	1	5	6	LEA name	FRESNO UNIFIED SCHOOL DISTRICT
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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. The CDE will provide statements across key dimensions (e.g. standards assessments and accountability) to assist the LEA on how to achieve compliance.

Compliance trends summarize successes and areas of problems that may exist. Past compliance history indicates that the Fresno Unified School District had 37 items of noncompliance across 12 programs reviewed during the 1994-95 review year. The district conducted a self-review in 1997-98 and identified approximately 50 items of noncompliance across 11 programs. The 1998-99 CDE validation team has identified a total of 2 items of noncompliance with the 7 programs reviewed.

The district has made significant progress in many areas related to specially funded programmatic issues. It should be noted however that the English Learner and Special Education issues were not reviewed.

The district has also refined an accountability model that is not only effective in monitoring progress but ensuring student success.

In terms of the seven IASA Key dimensions the district is compliant in all except one area.

Standards Assessment and Accountability. Although the district's educational program and instructional delivery system are based on high and challenging standards accompanied by a process for monitoring and determining effectiveness, the district is non-compliant with TUPE item 2 and SDFSC item 2. These items can be resolved when California Healthy Kids Survey (CHKS) data is made available to the district. The district has surveyed students in grades 9 and 11 in the Fall of 1998. The analysis on survey results will provide baseline data upon which the district can set goals and measurable objectives for the reduction of drug, alcohol, tobacco use and violence among students in the district. The CHKS, conducted every two years, will allow the district to see progress toward meeting goals and objectives.

Teaching and Learning. Students are provided integrated and coordinated programs based on student needs and educationally sound and legally accepted educational practices.

Parent and Community Involvement. It was determined that parents have an opportunity to assist in and support the educational process through decision-making and volunteer activities. Saturday School for the Homeless, Operation School Bell that includes a Clothes Closet, and Food Pantry, Home School Liaisons, Student Parent Compact, and Parent Center to name a few.

Opportunity (equal educational access). It was determined that students have equitable access and opportunity to participate in and benefit from curricular and extracurricular activities.

Staffing and Professional Growth. It is determined that students have access to qualified teachers, administrators and that access to professional growth activities are available.

Governance and Administration. The team determined that schools visited conduct high quality programs that are effectively managed and operated within appropriate legal parameters.

Funding. It is determined that financial plans and practices meet legal requirements and operate to achieve FUSD's priorities and goals for student success.

**1998-99 COORDINATED COMPLIANCE REVIEW
 NOTIFICATION OF FINDINGS (Continued)**

SUMMARY STATEMENTS

County District code	1	2	3	4	5	6	LEA name
	1	2	3	4	5	6	FRESNO UNIFIED SCHOOL DISTRICT

Use the space below to write summary statements for the identified topics. Instructions for completing this form are on the reverse.

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

- 1 The team commends the district office, Winchell Elementary and Fresno High School staff for presenting an outstanding overview and highlights of the instructional program.
- 2
 - a The staff at Winchell Elementary and Fresno High School is commended for its student-centered focus, and the willingness of the teachers to accept the student diversity and build on that diversity to the benefit of students.
 - b The teachers at Winchell Elementary and Fresno High School are commended for their very positive attitude and their willingness to go beyond what is expected to provide enrichment opportunities for students.
- 3 The administrative teams at Winchell Elementary and Fresno High School are commended for their dedication and effective nurturing of the total school environment that include students, teachers, support personnel, parents and the communities in which they exist.
- 4 The district Superintendent is commended for holding "Professional Conversations" during which the Superintendent meets with school principals individually to assure that responsibilities are being carried out. The Superintendent also meets with staff and parents representatives at each school.
- 5 The Research, Evaluation and Assessment Division staff is commended for providing excellent leadership in the training, organization, and overall preparation for the Coordinated Compliance Review. In addition the reporting of individual student performance data to teachers has served to target areas of strengths and weakness.