

**FUSD Report to Superintendent on System Improvements  
Based on the 2008 Investigation at Edison High School**

This report details recommendations to the Fresno Unified School District Leadership and Governance teams to improve systems related to:

- 1. Support and preparation of student to be career ready graduates.**
- 2. Implementation of Board policies/Administrative Regulations related to:**
  - a. changing student grades and**
  - b. attendance procedures.**
- 3. Systems that need to be centralized to improve district performance.**

Between September 11, 2008 and November 17, 2008, more than 500 hours of investigation were conducted by OTC and legal counsel to determine the source of problems related to the allegations at Edison High School in an anonymous letter received on September 11, 2008. During these investigations a number of systemic issues were identified that created an environment that led to the alleged incidents. Fresno Unified School District has an opportunity and an obligation to address these issues and to improve the programs we deliver to our students.

For each of the three systems addressed in this report, a series of findings are presented followed by recommendations to improve those systems. In addition, staff have begun to develop action plans to implement the recommendations to enhance the findings. Just like the other major areas of improvement that we have worked on over the past three years, like finance, technology, safety and human resources systems, this will be a multiple year process to make the changes necessary to ensure that all of our students, including athletes, are provided the support that they need to be career ready graduates.

**1. SUPPORT AND PREPARATION OF STUDENTS TO BE CAREER READY  
GRADUATES:**

***Findings:***

1. No system is currently guaranteed across the district to provide necessary academic support for students participating in athletics.
2. In general, adults on campuses if adhering to CIF expectations may not be adhering to the Board of Education minimum requirements set forth in the District's Core Beliefs and Commitments, goals and Board policy.
3. No districtwide standardized system currently exists that effectively identifies and monitors eligibility of student athletes, e.g. GPA, course credit completion

and progress toward graduation. This includes attention to detail in course scheduling and monitoring transcripts for student athletes.

4. No districtwide system exists to ensure that counselors schedule students in appropriate classes to be on target to graduate. There is a lack of training programs for counselors to ensure that they have a complete understanding on the NCAA clearinghouse requirements.
5. The student information system used to access and review student transcripts is cumbersome and archaic.

***Recommendations:***

1. Create a new position for Equity and Access to develop, implement and maintain a system to address the major deficiencies relating to students' opportunities to stay on target to graduate.
2. Develop a districtwide tutoring and support system for students involved in co-curricular and athletic programs.
3. Define the role and responsibility of athletic personnel to work directly in support of the district adopted goal to keep all students on target to graduate.
4. Clarify roles and responsibilities on site and in the district for oversight and management of the athletic program.
5. Take personnel actions when deficiencies in an employee's performance are identified.
6. Develop and implement a student information system that includes student transcripts.
7. Implement a comprehensive training system program for counselors which includes on site workshops, one-on-one mentoring, deep analysis of transcripts, NCAA clearinghouse, etc.
8. Complete/conduct analysis of grade and course taking patterns by students.
9. Develop and implement a robust student information system that tracks all student performance and is integrated with student transcripts for easy review.

School Leadership, Human Resources/Labor Relations and Information Technology under the direction of the Superintendent is responsible for addressing these findings and implementing the recommendations.

**2. IMPLEMENTATION OF BOARD POLICIES/ADMINISTRATIVE REGULATIONS RELATED TO:**

***Changing Student Grades***

***Findings:***

1. No standardized procedure exists for making, documenting, tracking and communicating changes to records that cumulate toward final grades.

2. Inconsistency exists in the procedures for assigning and crediting make-up work at the classroom level.
3. Limited evidence exists of some teachers submitting grade changes prior to work being completed.
4. Procedures to ensure the security of the PowerGrade system require improvement.

***Recommendations:***

1. Develop and implement a standardized procedure for all grade changes, which includes administrative oversight and family notification.
2. There is a need to establish greater clarity and expectations for department and school sites regarding the implementation of current Board policy.
3. Collaborate immediately with PowerGrade vendor and Information Technology staff to mitigate security challenges, and to enforce district password and Board policy on technology use. Investigate, develop and implement a more robust student information system.

School Leadership and Information Technology under the direction of the Superintendent are responsible for addressing these findings and implementing improvements.

**Attendance Procedures**

***Findings:***

1. Attendance data entry is inconsistent.
2. FUSD Board Policies on student attendance accountability are permissive and not implemented uniformly.
3. Over a three year period, more than 400 students had 30+ absences with grades of A's or B's at both Bullard High School and Edison High School.
4. While oversight of *Attendance for ADA* purposes is much improved, there is a lack of oversight of *Attendance for Student Achievement* both at the district and the site level.
5. The process for recording and maintaining attendance at school sites is cumbersome and complex.

***Recommendations:***

1. Review all existing resources that could be directed toward to improving *Attendance for Student Achievement*.
2. Review and analyze work flow and communication between Prevention and Intervention, School Leadership and school sites.
3. The Student attendance system must integrate with the student information system.
4. Employ Apriant to conduct the business process reengineering to address these concerns.

School Support Services under the direction of the Superintendent is responsible for addressing these findings and implementing recommendations.

### **3. SYSTEMS THAT NEED TO BE CENTRALIZED TO IMPROVE DISTRICT PERFORMANCE.**

#### **Creation and Validation of Courses – Master Schedules, Course Codes, Course Study Manual**

##### ***Findings:***

1. There is an excessive number of course codes used in a variety of classes.
2. No standardized process exists to determine the proper course code in the master schedule.

##### ***Recommendations:***

1. Determine the roles and responsibilities for course creation, validation and entry of courses.
2. Review and revise the course study manual and course codes.
3. Develop and implement a standardized process for master scheduling.

School Leadership under the direction of the Superintendent is responsible for addressing these findings and implementing the recommendations.