

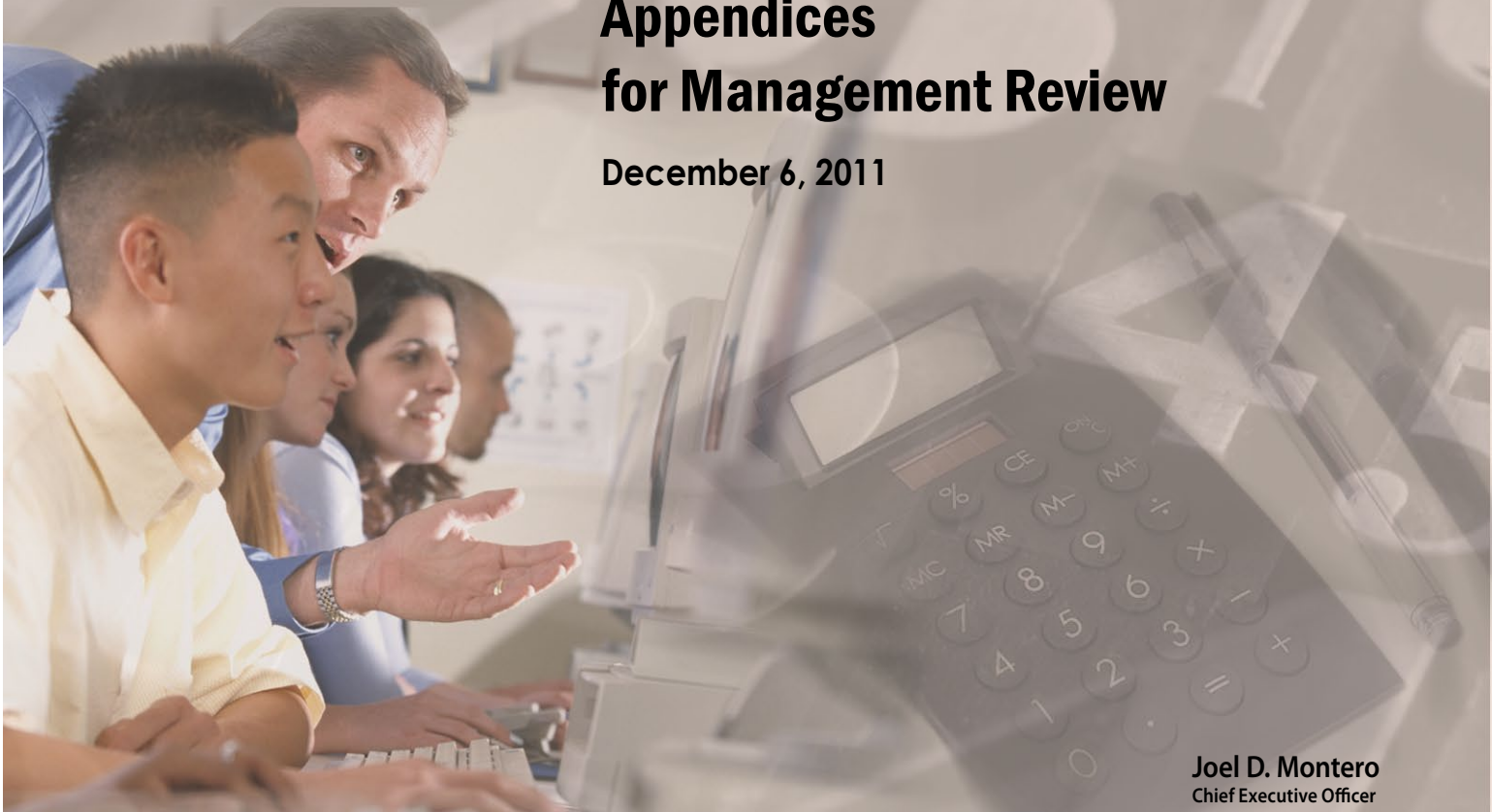


CSIS California School Information Services

Los Angeles County Office of Education

Appendices for Management Review

December 6, 2011



Joel D. Montero
Chief Executive Officer



Appendices Table of Contents

Governance Appendices	1
Appendix A	1
Appendix B.....	33
Appendix C	65
Appendix D.....	93
Appendix E.....	95
Staffing and Organization Appendices	97
Appendix F	97
Appendix G	99
Appendix H.....	153
Appendix I.....	155
Appendix J	157
Fiscal Management Appendices.....	179
Appendix K.....	179
Appendix L.....	181
Financial Analysis Appendices.....	195
Appendix M	195
Appendix N	197
Appendix O.....	199
Appendix P.....	201
Appendix Q.....	205
Appendix R.....	207

Juvenile Court, Community and Community Day Schools	
Appendices.....	211
Appendix S.....	211
Appendix T.....	213
Appendix U.....	215
Appendix V.....	217
Appendix W.....	219
Appendix X.....	221
Appendix Y.....	231
Appendix Z.....	235
Appendix AA.....	237
Appendix BB.....	243
Appendix CC.....	245
Appendix DD.....	247
Appendix EE.....	249
Appendix FF.....	259
Appendix GG.....	265
Appendix HH.....	267
Appendix II.....	275
Appendix JJ : Contract and Study Agreement.....	287

STATUTORY FUNCTIONS OF COUNTY BOARDS OF EDUCATION & COUNTY SUPERINTENDENTS OF SCHOOLS

MARCH 1997

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Statutory Functions of County Boards of Education & County Superintendents of Schools

TABLE OF CONTENTS

Section	Page
I. Governance	3
II. General Duties of County Boards of Education	3
III. Pupil Services	4
IV. General Duties of the County Superintendent of Schools	7
V. The County Office Of Education Budget Process And Fiscal Responsibilities	12
VI. Fiscal Accountability And Oversight Of School Districts	15
VII. The Personnel Function	19
VIII. County Programs	22
IX. Charter Schools	24
X. School District Reorganization	26
XI. The Permissive Education Code	27
XII. Other Services Provided by County Offices of Education	27
Appendix A: Chronology of the Offices of the County Superintendent of Schools and County Boards of Education	30

The purpose of this writing is to describe the law setting forth the duties and responsibilities of the superintendent and board in the functional areas: (1) Budget and Fiscal Oversight of School Districts; (2) Personnel Matters; (3) Student Programs.

I. GOVERNANCE

The county superintendent and the county board of education have separate duties and responsibilities. This is true whether the superintendent is (as in most counties) separately elected or is (in a few counties) appointed by the board. County superintendents of schools are established pursuant to Section 3, Article IX of the California Constitution. County superintendents of schools are also considered county officers (similar to a sheriff, district attorney, or clerk). (Gov. Code § 24000). County boards of education are established by Education Code section 1000. The interaction between the board and the superintendent is entirely distinct from the relationship of a school district governing board and its employed superintendent. The county superintendent works directly with the school districts in the county to provide support and guidance for their operations. Policy determinations inherent in that relationship are made by the superintendent and the local school boards. The county board of education does not have a role in determining the policies of local school districts.

A wide variety of practices and policies have developed in the various counties to enable the county board and county superintendent to work cooperatively. In those counties where both are duly elected, each is directly accountable to the electorate. Open communication between superintendent and board and mutual sharing of information facilitate the accomplishment of their respective functions.

II. GENERAL DUTIES OF COUNTY BOARDS OF EDUCATION

County boards of education are required to “fix the salary of the county superintendent of schools” (Cal. Const. art. IX, § 3.1(b)). The Attorney General issued an opinion in 1978 stating that county boards of education may not decrease a county superintendent’s salary retroactively and thus deprive the superintendent of matured contractual rights for past services rendered (61 Ops. Cal. Atty. Gen. 384, August 24, 1978). However, the Attorney General issued another opinion in 1979 stating that county boards of education have authority to decrease the salary of a county superintendent of schools after the election for the term for which the superintendent was elected (62 Ops. Cal. Atty. Gen. 356, July 11, 1979).

The general duties of the county board of education are set forth in various sections of the Education Code.

Education Code § 1040 states that county boards of education *shall*:

- (a) Adopt rules and regulations not inconsistent with the laws of this state, for their own government.
- (b) Keep a record of their proceedings.
- (c) Approve the annual budget of the county superintendent of schools before its submission to the county board of supervisors.
- (d) Approve the annual county school service fund budget of the county superintendent of schools before its submission to the Superintendent of Public Instruction.

- (e) Review, as a scheduled agenda item at a regularly scheduled public meeting held pursuant to Article I (commencing with section 1000) of this chapter, the report of the annual audit provided for the county superintendent of schools under Education Code § 41020.

Education Code § 1042 *permits* county boards of education to:

- (a) Adopt rules and regulations governing the administration of the office of the county superintendent of schools.
- (b) Review the county superintendent of schools annual itemized estimate of anticipated revenue and expenditures before it is filed with the county auditor, and make any revisions, reductions, or additions to the estimates that the board deems advisable or proper. The itemized estimate cannot be filed by the superintendent until it has been reviewed and approved by the county board.
- (c) Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the office and the services of the county superintendent of schools. This power, however, only vests in those county boards of education that have been granted fiscal independence by the county board of supervisors.
- (d) Contract with and employ any persons to provide the board with special services and advice in financial, economic, accounting, engineering, legal, or administrative services.

A county board of education may not appoint outside counsel in addition to in-house counsel to provide unrestricted, independent advice to the board. (86 Ops. Cal. Atty. Gen. 57, April 25, 2003.) However, a county board of education may contract with outside counsel to provide advice to the board when the following circumstances exist:

- (1) In-house counsel has a conflict of interest;
 - (2) In-house counsel has failed to render timely advice in a particular matter;
 - (3) The services being sought are in addition to those usually, ordinarily, and regularly obtained from in-house counsel; and
 - (4) The county board of education desires a second legal opinion from that provided by in-house counsel in a particular matter.
- (e) Fill by appointment a vacancy that occurs during the term of an elected county superintendent of schools.

Other, more specific statutory duties and powers of county boards of education will be addressed in connection with specific functions.

III. PUPIL SERVICES

A. Expulsion Appeals

Pupils who are expelled by a local school district governing board may appeal the expulsion to the county board of education (Education Code § 48919). The county board is required to hold a hearing

whenever the appeal is filed in accordance with the law. County boards have a limited scope of review of these decisions as set forth in Education Code § 48922.

1. Whether the school district board acted without jurisdiction, i.e., time period violations, expulsion not based upon acts specified in the law as forming the basis for expulsion, or expulsion not based on acts related to school activity.
2. Whether the school district board conducted a fair hearing.
3. Whether there was a prejudicial abuse of discretion by the school district governing board, i.e., procedural requirements not met, the decision to expel is not supported by the findings, or the findings are not supported by the evidence.
4. Whether relevant evidence was improperly excluded by the school district board or new evidence that could have reasonably been discovered exists. In either of these instances, the county board may remand the case to the local board for reconsideration or to hold a hearing de novo itself. (Education Code § 48923(a)).

Upon the filing of an appeal, the county board of education must conduct a hearing within 20 school days and render a decision within three school days of the hearing (Education Code § 48919). This hearing must be conducted in closed session unless the student requests in writing that the hearing be conducted in a public meeting (Education Code § 48920). Whether the hearing is conducted in closed or public session, the county board may meet in closed session for the purpose of deliberations. (Education Code § 48920). Depending on the decision rendered, the county board is required to either remand the matter to the district governing board for reconsideration or adoption of required findings, grant a hearing de novo, or enter an order affirming or reversing the decision of the governing board. (Education Code § 48923). In any case in which the county board reverses the decision of the local governing board, the county board may direct the governing board to expunge the records of the pupil and the district's records referring to the expulsion action, and the expulsion is deemed to have not occurred. (Education Code § 48923(c)).

B. Interdistrict Pupil Transfer Appeals

Current law provides several means to authorize interdistrict attendance of a student who resides in one school district but wishes to attend public school in another district.

1. Interdistrict Attendance Agreements (Education Code §§ 46600, et seq.)

The first, which has been in existence since the mid-1980's related to agreement between two or more school districts for the interdistrict attendance of pupils who are residents of the respective districts; this program is described in Education Code § 46600, et seq. If there is no interdistrict attendance agreement between two districts, a parent may request that one be entered into.

If either of the school districts fails to approve a transfer or fails, upon request, to enter into an agreement within 30 calendar days, the person having legal custody may appeal the failure to the county board of education having jurisdiction over the district of residence of the parent/guardian/personal with legal custody. (Education Code § 46601).

In general, where interdistrict attendance involves school districts located in different counties, the county board of education with jurisdiction over the district denying the transfer has jurisdiction

for purposes of an appeal. However, where both school districts deny the transfer, the county board of education with jurisdiction over the district of residence has jurisdiction for purposes of an appeal and must seek concurrence of the other county board of education. If the two county boards do not then concur, the pupil's appeal shall be denied. (Education Code § 46601(d)).

The county board has the responsibility within prescribed timelines and subject to certain procedures to determine whether the pupil should be permitted to attend and the applicable period of time.

2. District of Choice Program (Education Code §§ 48300, et seq.)¹

The second program, known as the “District of Choice” program, provides that a school district may, by resolution, elect to accept up to a specified number of students from other districts (Education Code § 48301(a)). The district must select students through a “random, unbiased process” that does not account for academic or athletic performance. However, siblings of students already enrolled in the district are entitled to priority. (Education Code § 48306(a)). If the number of transfer applications exceeds the number of transfers the governing board has elected to accept, approval for transfer shall be determined by a public random drawing at a regularly scheduled meeting of the school district governing board. (Education Code § 48301(a)). In addition, school districts of residence that received a negative status on the most recent budget certification completed by the county superintendent in any fiscal year may limit the number of pupils who transfer out of that district in that year. Ed. Code § 48307(c).

Furthermore, school districts may limit the number of additional pupils who transfer out of that district for the upcoming school year if the following conditions are met:

- a. If the county superintendent determines that the district would not meet the standards and criteria for fiscal stability specified in Ed. Code § 42131 for the subsequent fiscal year exclusively due to the impact of additional pupil transfers pursuant to the District of Choice program in that year; and
- b. If the county superintendent identifies a number beyond which number of additional transfers would result in a qualified or negative certification in that year exclusively as a result of additional transfers pursuant to the District of Choice program.

(Education Code § 48307(d)).

Students accepted for transfer under the “District of Choice” program are deemed to have fulfilled the residency requirements for school attendance in a district. Thus, no interdistrict agreement is required for the transfer. However, **there is no statutory right to appeal** a denial of a transfer request under the “District of Choice” program. As a result, the county board of education does not have an appellate role. This program, which was enacted in 2004, “sunsets” on July 1, 2016. (Education Code § 48315).

3. Allen Bill Transfer Program (Education Code § 48204(b))

The third program which authorizes students to attend school in a district other than their “home” district is found in Section 48204 of the Education Code. In this program, known as “Allen Bill

¹ As amended by SB 680 (Chapter 198, Statutes of 2009).
Revised June 2010

Transfers,” a student is authorized to attend school in a district where the student’s parent(s) works, rather than where the student and parent(s) reside. The district where the parent is employed must agree to this alternative and either district of residence or parental employment may prohibit the transfer if it would negatively affect a desegregation plan or if the additional cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer. Similar to the “District of Choice” program described above, **there is no statutory right to appeal a denial of a transfer request under the “Allen Bill Transfer” program.** As a result, the county board of education does not have an appellate role. This program is scheduled to “sunset” on July 1, 2012.

IV. GENERAL DUTIES OF COUNTY SUPERINTENDENTS OF SCHOOLS

Education Code § 1240² describes the general statutory duties of the county superintendent. This section was significantly amended by the legislation enacted to implement the settlement of the *Williams, et al v. State of California, et al.*, and *Valenzuela v. O’Connell, et al.* lawsuits. Section 1240 states that county superintendents *shall*:

- (a) Superintend the schools of his or her county.
- (b) Maintain responsibility for the fiscal oversight of each school district in his or her county.
- (c) (1) Visit and examine each school in his or her county at reasonable intervals to observe its operation and to learn of its problems. He or she *may* annually present a report of the state of the schools in the county, and his or her office, including but not limited to, his or her observations while visiting schools, to the county board of education and county board of supervisors.
- (2) If funds are appropriated to do so, annually submit a report at a regularly scheduled November board meeting to the governing board of each school district, county board of education, and county board of supervisors of his or her county describing the state of the schools that are ranked in deciles 1 to 3, inclusive, of the applicable base Academic Performance Index (API)³.
 - The **annual report**⁴ must include the determinations for each school made by the county superintendent, or his or her designee, regarding:
 - The sufficiency of textbooks;
 - The condition of facilities that poses an emergency or urgent threat to the health or safety of pupils or staff;
 - The accuracy of data reported on the school accountability report card with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including good repair;
 - The extent to which pupils who have not passed the high school exit exam by the end of grade 12 are informed that they are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade

² As amended by AB 139 (Chapter 620, Statutes of 2001), SB 550 (Chapter 900, Statutes of 2004), SB 1108 (Chapter 22, Statutes of 2005), AB 831 (Chapter 118, Statutes of 2005), SB 512 (Chapter 677, Statutes of 2005), AB 607 (Chapter 704, Statutes of 2006) and AB 347 (Chapter 526, Statutes of 2007).

³ Education Code section 1240(c)(2) provides a formula by which the California Department of Education identifies schools ranked in deciles 1 to 3 on the 2006 base API, and every third year thereafter.

⁴ County superintendents are required to use a standardized template to report the circumstances identified unless the current annual report already includes such details for each school. (Education Code § 1240(c)(2)(A)).

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- 12 or until the pupil has passed both parts of the high school exit exam, whichever comes first;
 - The extent to which pupils who have elected to receive intensive instruction and services are being served; and
 - Teacher misassignments and teacher vacancies.
- The county superintendent of Alpine, Amador, Del Norte, Mariposa, Plumas, Sierra, and San Francisco must contract with another county office of education or an independent auditor to conduct the required visits and make all reports required in connection with the visits to deciles 1 to 3 schools.
- Visit schools ranked in deciles 1 to 3, inclusive, on the applicable base API at least annually and the visits must:
 - Minimize disruption to the operation of the school.
 - Be performed by individuals who meet fingerprinting requirements.
 - Consist of not less than 25% unannounced in each county to observe the condition of school repair and maintenance and the sufficiency of instructional materials.
- The priority objective of these visits is to determine:
 - The sufficiency of textbooks;
 - The condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff;
 - The accuracy of data reported on the school accountability report card with respect to availability of sufficient textbooks and instructional materials and the safety, cleanliness, and adequacy of school facilities, including good repair;
 - The extent to which pupils who have not passed the high school exit exam by the end of grade 12 are informed that they are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until the pupil has passed both parts of the high school exit exam, whichever comes first; and
 - The extent to which pupils who have elected to receive intensive instruction and services are being served.
- In determining whether to make a single visit or multiple visits to a decile 1 to 3 school, county superintendents must consider factors such as cost-effectiveness, disruption to the school site, deadlines, and availability of qualified reviewers.
- Annually verify that:
 - Pupils who have not passed the high school exit exam by the end of grade 12 are informed that they are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until the pupil has passed both parts of the high school exit exam, whichever comes first; and
 - Pupils who have elected to receive intensive instruction and services are being served.
- On a quarterly basis, report the results of the visits and reviews conducted that quarter to the governing board of the school district at a regularly scheduled meeting. If no visits or reviews were conducted that quarter, the quarterly report shall report that fact.

- If the condition of a facility poses an emergency or urgent threat to the health or safety or pupils or staff, or is not in good repair, the county superintendent, among other things, may do any of the following:
 - Return to the school to verify repairs; or
 - Prepare a report that specifically identifies and documents the areas or instances of non-compliance if the district has not provided evidence of successful repairs within 30 days of the visit, or for major projects, has not provided evidence that the repairs will be conducted in a timely manner.
 - This report may be provided to the governing board of the school district. If the report is provided to the school district, it must be presented at a regularly scheduled meeting.
 - This report must be posted on the county superintendent’s website, and removed once the county superintendent verifies that the repairs have been completed.
- (d) Distribute all laws, reports, circulars, instructions, and blanks that he or she may receive for the use of the school officers.
- (e) Annually, on or before August 15, present a report to the governing board of the school district and the Superintendent of Public Instruction regarding the fiscal solvency of any school district with a disapproved budget, qualified interim certification, or a negative interim certification, or that is determined at any time to be in a position of fiscal uncertainty.
- (f) Keep in his or her office the reports of the Superintendent of Public Instruction.
- (g) Keep a record of his or her official acts, and of all the proceedings of the county board of education.
- (h) Enforce the course of study.
- (i) Enforce the use of state textbooks and instructional materials and of high school textbooks and instructional materials regularly adopted by the proper authority in accordance with Section 51050.
- (1) Specifically review schools ranked in deciles 1 to 3, inclusive, on the applicable base API that are not currently under review by a state or federal intervention program at least annually by the fourth week of the school year.
 - A county superintendent in a county with 200 or more schools ranked in deciles 1 to 3, inclusive, on the applicable base API, may use a combination of visits and written surveys⁵ of teachers to determine sufficiency of textbooks and instructional materials. If written surveys of teachers are used, visit the schools surveyed within the same school year to verify the accuracy of the information reported on the surveys. If a county superintendent surveys teachers at a school in which the county superintendent has found sufficient textbooks and instructional materials for two consecutive years and determines that the school does not have sufficient textbooks or instructional materials, the county superintendent must provide a copy of the insufficiency report to the school district within 10 business days.

⁵ “Written surveys” may include paper and electronic or online surveys. (Education Code § 1240(i)(3)(C)).
Revised June 2010

- (2) If a county superintendent determines that a school does not have sufficient textbooks or instructional materials:
- Prepare a report that specifically identifies and documents areas or instances of noncompliance;
 - Within five business days of the review, provide a copy of the report to the school district or if applicable, provide a copy of the report to the school district within 10 business days;
 - Provide the school district with an opportunity to remedy the deficiency.
 - Ensure remediation of the deficiency no later than the second month of the school term.
 - If the deficiency is not remedied, request the department, to purchase the textbooks or instructional materials necessary to comply with the sufficiency requirement.
- (j) Preserve carefully all reports of school officers and teachers.
- (k) Deliver to his or her successor, at the close of his or her official term, all records, books, documents, and papers belonging to the office, taking a receipt for them, which shall be filed with the State Department of Education.
- (l) Submit two interim reports during the fiscal year to the county board of education in accordance with the following:
- (1) The first report shall cover the financial and budgetary status of the county office of education for the period ending October 31.
 - (2) The second report shall cover the period ending January 31.
 - (3) Both reports shall be reviewed by the county board of education and approved by the county superintendent of schools no later than 45 days after the close of the period being reported.
 - (4) As part of each report, certify in writing whether or not the county office of education is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for two subsequent fiscal years.
 - (5) Send copies of each positive, qualified, or negative certification and the report containing such certification to the Superintendent of Public Instruction at the time submitted to the county board of education.
 - (6) Send copies of each qualified or negative certification and the report containing such certification to the Controller at the time submitted to the county board of education.
 - (7) Base reports and certifications on standards and criteria for fiscal stability adopted by the State Board of Education and use format and forms prescribed by the Superintendent of Public Instruction.
 - (8) Make reports and supporting data available to any interested party upon request.

- (m) When so requested, act as agent for the purchase of supplies for the city and high school districts of his or her county.
- (n) Report to the Commission on Teacher Credentialing the identity of any certificated person who knowingly and willingly reports false fiscal expenditure data relative to the conduct of any educational program if based on information that gives the county superintendent reasonable cause to believe such false information has been reported.

A. Monitoring Implementation of Quality Education Investment Act (QEIA)⁶

In 2006, the Quality Education Investment Act (Education Code §§ 52055.700 et seq.) was enacted for the purpose of, among other things, implementing the settlement in *CTA, et al. v. Schwarzenegger, et al.* For every “funded school”⁷ located in the county, the county superintendent is required to:

1. Review the school and its data to determine if the school has met all the following program requirements by the end of the third full year of funding:
 - (a) The school has met all its class size requirements (*See* Education Code § 52055.740(a)(1));
 - (b) Each high school has a pupil-to-counselor ratio of no more than 300 to 1 and each counselor within the high school is properly credentialed;
 - (c) Ensure that each teacher in the school, including intern teachers, is highly qualified in accordance with the federal No Child Left Behind Act of 2001 (20 U.S.C Sec. 6301 et seq.);
 - (d) Ensure the average experience of classroom teachers in the school is equal to or exceeding the average of the school district for this type of school (*See* Index in Education Code § 52055.730);
 - (e) The school exceeds the API growth target averaged over the first three full years of funding. By the 5th year of funding, schools must meet their annual API growth target. If the school fails to meet its annual growth target, the school will continue to receive funding but will be subject to state review, assistance, and timeline requirements.
2. Determine if the school has met all of the following interim requirements:
 - (a) The school is at least one-third of the way toward meeting each of the program requirements (listed above) by the end of the first full year of funding.
 - (b) The school is at least two-thirds of the way toward meeting each of the program requirements by the end of the second full year of funding and achieved full implementation by the end of the third full year and every year thereafter.
 - (c) The school provides professional development to at least one-third of teachers and instructional aides in the school annually.

⁶ Added by SB 1133 (Chapter 751, Statutes of 2006).

⁷ “Funded school” is defined as a school that is within a school district or chartering authority, receives funds allocated under QEIA, and complies with all applicable interim programs and alternative program requirements described in the QEIA statutes. (Education Code § 52055.720(a)(3)).

Revised June 2010

- (d) The school has met all of the requirements of the settlement agreement in *Williams v. State of California* including the requirements regarding teachers, instructional materials, and school facilities, by the end of the first full year of funding, and in each year thereafter.

If the county superintendent determines that the funded school has not substantially met these requirements, or any alternative program requirements (*See* Education Code § 52055.760), he or she shall notify the Superintendent of Public Instruction. If all of the interim and final requirements are not met by the end of any subsequent school year, the Superintendent of Public Instruction is required to terminate funding for that school. (Education Code § 52055.740).

B. Miscellaneous Reporting Duties

The county superintendent is required to:

1. Make reports, when directed by the Superintendent of Public Instruction, showing matters relating to the public schools in his or her county (Education Code § 1243);
2. Annually submit to the Superintendent of Public Instruction a complete report of the attendance credited to the public schools of the county for the school year ending June 30 (Education Code § 1244);
3. Submit additional reports as may from time to time be required by the Superintendent of Public Instruction (Education Code § 1245).

Other, more specific statutory and legal duties and powers of the county superintendent will be discussed in connection with specific functions.

V. THE COUNTY OFFICE OF EDUCATION BUDGET PROCESS AND FISCAL RESPONSIBILITIES

A. Fiscally Independent vs. Non-Fiscally Independent Counties

County education agencies are of two types: Those which are fiscally independent of the county board of supervisors pursuant to Education Code § 1080, and those which are not.

At one time, there was a department or office of education within the government of each county. Education Code § 1080 empowers the county board of supervisors to transfer various functions to the county board of education. These functions are:

1. Approval of the superintendent's estimate of anticipated revenue and expenditures;
2. Allowance of various expenses of the superintendent's office, and;
3. Performance of other educational and recreational duties otherwise required to be performed by the board of supervisors.

Even when these functions are transferred, the expenses for them remain part of the county's general fund budget unless the county board agrees to include them in a "single fund budget." When there is such a single fund budget, the county of office of education is said to be "fiscally independent."

Today, the great majority of county offices are fiscally independent.

1. In those counties which are not fiscally independent, there are basically two funds from which expenses of the county board and superintendent are paid:
 - a. The general fund budget of county government which is approved by the board of supervisors (Education Code, § 1510).
 - b. The county school service fund (Education Code, § 1500).
2. In the overwhelming number of counties where fiscal independence has been agreed to, the funds are consolidated into a single county school service fund budget which is forwarded only to the State Superintendent of Public Instruction. The process for adoption is set forth in Education Code § 1620 et seq.
3. Process for Budget Adoption in Fiscally Independent Counties:
 - a. County superintendent of schools submits proposed budget to the county board of education in the form prescribed by the Superintendent of Public Instruction (Education Code §§ 1621, 14050).
 - b. On or before July 1 of each year, the board holds a public hearing on the proposed budget. The hearing must be held prior to adoption by the board and no sooner than three days after the proposed budget is made available for public inspection (Education Code, § 1620).
 - c. On or before July 1, the county board is directed to adopt and approve an annual budget and file the budget with the Superintendent of Public Instruction (Education Code, §§ 1040, 1622(a)). If the county board neglects or refuses to make a county office of education budget, the state will not appropriate any state or federal money to that county office for the fiscal year and appropriate county officials will be notified not to approve warrants issued by the county office of education (Education Code, § 42120).
 - d. On or before September 8, the county board is required to revise the budget to reflect changes made necessary by revised projections of income and expenditures and to file that budget with the Superintendent of Public Instruction, the county board of supervisors, and the county auditor. The same notice provisions applicable to the July 1 adoption apply and the Superintendent of Public Instruction must approve the revisions (Education Code § 1622(c), (d)). As an alternative to this procedure, the county board of education may substitute the procedure found in Education Code § 1622 (e) (1), (2), and (3).
4. Process in Counties That Are Not Fiscally Independent:
 - a. The county superintendent submits a proposed annual budget for approval to the county board of education. The county board must approve the proposed budget prior to submission to the county board of supervisors (Education Code, § 1040, (c)). There is no date specified, but it is generally understood that this adoption will occur on or before July 1. No specific notice requirements are in statute for this adoption, but all the Brown Act notice of meeting requirements would apply to the action of the county board.
 - b. The process for adoption and approval of the county school service fund budget is identical to the process for adoption and approving the single fund budget in counties that are fiscally

independent (Education Code, § 1040(d)). There are currently only three (3) counties in this category: Alpine, San Benito, and San Bernardino.

B. Other Budget Functions of the County Board of Education

The county board is permitted, but not required, to review the county superintendent of school's annual itemized estimate of anticipated revenue and expenditures before it is filed with the county auditor and make any revisions, reductions, or additions it deems advisable and proper (Education Code, §1042 (b)). This itemized estimate is a separate document from the budget.

The county board is required to review two interim financial reports submitted by the superintendent: one for the period ending October 31, and the other for the period ending January 31. Both reports must be reviewed by the board and approved by the county superintendent within 45 days of the close of the reporting period (Education Code § 1240 (l)).

The county board is required to review the report of the annual audit (Education Code § 1040 (e)).

C. Approval of Budget by Superintendent of Public Instruction. Further Review of Disapproved Budget

As noted above, the consolidated budget for fiscally independent counties and the county school service fund budget in non-fiscally independent counties must be submitted to the Superintendent of Public Instruction for examination and determination of compliance by July 1 (Education Code § 1622). The Superintendent of Public Instruction must either approve or disapprove the budget by August 15. If the budget is disapproved, it is returned to the county office of education with recommended revisions and reasons.

On or before September 8, the county board is required to respond to the Superintendent of Public Instruction recommendations. This is done at the same time that revisions are made to the budget to reflect changes in projected income and expenditures that have occurred since July 1. All revisions are then forwarded to the Superintendent of Public Instruction. If the superintendent again refuses to approve the budget; he or she calls for the formation of a budget review committee pursuant to Education Code § 1623. During the subsequent review process, the county office continues to operate on the prior year's budget (Education Code, § 1626).

D. Budget Administration

Once the budget prepared by the county superintendent is adopted by the board, it is submitted by the superintendent to the Superintendent of Public Instruction for approval. Thereafter, administration of the budget is the responsibility of the county superintendent.

No funds may be expended in excess of the total expenditures approved by the Superintendent of Public Instruction without his or her approval (Education Code § 1604). In many counties, major changes in expenditures, such as for budget augmentation, major shifts in spending priorities, and new programs, are first presented to the county board by the superintendent. The superintendent, however, can spend within major budget categories without further approval. The necessary transfers among budget categories (e.g. object codes) may be made by the superintendent to meet necessary expenses. Budget funds cannot, however, be transferred from the unappropriated fund balance without approval of the county board. In addition, a budget revision by the county superintendent in excess of \$25,000 or a consultant contract for \$25,000 or more is required to be incorporated in the next interim financial

report or other board report when the report is submitted to the county board of education for discussion and approval at a regularly scheduled public meeting (Education Code §§ 1280, 1281).⁸

As noted above, the county superintendent submits to the board for review two interim reports - period ending October 31 and period ending January 31. At the time of these interim reports, the board and public are informed of routine budget transfers and approval is sought from the board for budget revisions (e.g. adjustments to revenue and to total appropriation level).

E. Property Acquisition and Disposal

Subject to the myriad of laws setting forth proper procedures, county boards of education have the power to lease, lease-purchase, hold, and convey real property for the purpose of housing the offices and services of the county superintendent of schools (Education Code § 1042(c)). This power only applies, however, in those counties that have achieved fiscal independence from the county board of supervisors or have secured the right by agreement with the county board of supervisors. The power to acquire property includes the power to do so by eminent domain (Education Code § 1047).

Authority for purchases and contracts for personal property resides with the county superintendent.

Education Code section 1605 provides that title to all property purchased by the county superintendent from the county school service fund is in the office of the county superintendent. The general practice is for real property to be held in the name of the county superintendent and county board, and personal property (including equipment) to be held in the name of the superintendent. County boards, by a two-thirds vote, may render city and county ordinances inapplicable to certain school sites. (See Government Code § 53094)

Education Code section 1279⁹ provides a number of requirements for a county superintendent to dispose of personal property. To dispose of any item of personal property worth over \$25,000, the county superintendent must:

1. Obtain an independent valuation of the property;
2. Advertise the property for sale in a newspaper of general circulation within the district, or in any newspaper of general circulation that is regularly circulated in the district.
3. Bring the matter to the attention of the county board of education for discussion at a regularly scheduled public meeting; and
4. Obtain the approval of the county board of education.

To dispose of any item of personal property worth less than \$25,000, the county superintendent must certify the value of the property in a quarterly report that is submitted to the county board of education for review.

VI. FISCAL ACCOUNTABILITY AND OVERSIGHT OF SCHOOL DISTRICTS

A. All School Districts

⁸ Added by AB 857 (Chapter 838, Statutes of 1999).

⁹ Added by AB 857 (Chapter 838, Statutes of 1999).

Revised June 2010

County superintendents are required to review and approve school district budgets and ongoing expenditure patterns before they are sent to the California Department of Education (Education Code § 42127¹⁰). Specifically, county superintendents are required to:

1. Examine the adopted budgets of the districts within his or her jurisdiction to determine whether it complies with the standards and criteria adopted by the State Board of Education and identify any technical corrections that are necessary to bring the budget into compliance with such standards and criteria (Education Code § 42127(c)(1));
2. Determine whether the adopted budget will allow the district to meet its financial obligations during the fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments (Education Code § 42127(c)(2));
3. Review and consider studies, reports, evaluations, or audits of the school district that contains evidence of fiscal distress under the state standards and criteria and were commissioned by the district, the county superintendent, the Superintendent of Public Instruction, or state control agencies (Education Code § 42127(c)(2));
4. Consider findings by an external reviewer that more than three of the 15 most common Fiscal Crisis and Management Assistance Team (FCMAT) predictors of a school district needing intervention are present (Education Code § 42127(c)(2));
5. If these findings are made, investigate the financial condition of the school district and determine if the district may be unable to meet its financial obligations for the current or two subsequent fiscal years, or should receive a qualified or negative certification (Education Code § 42127.6(a)(1));
6. Either conditionally approve or disapprove a budget that does not provide adequate assurance that the district will meet its current and future obligations, and resolve any problems identified in the referenced studies, reports, evaluations, or audits (Education Code § 42127(c)(2));
7. On or before August 15, approve, conditionally approve, or disapprove the adopted budget for each school district (Education Code § 42127(d));
8. On or before August 15, transmit to the governing board of the school district, in writing, recommendations regarding revision of the budget and the reasons for those recommendations including amounts of budget adjustments needed before the budget could be approved (Education Code § 42127(d));
 - a. Note: The county superintendent *may* assign a fiscal adviser to assist a school district to develop a budget in compliance with the recommended revisions (Education Code § 42127(d));
9. By September 8, review any disapproved budget and the recommendations at a public hearing of the school district governing board. (Education Code § 42127(e))

¹⁰ Amended by AB 2756 (Chapter 52, Statutes of 2004); SB 512 (Chapter 677, Statutes of 2005); AB 1967 (Chapter 730, Statutes of 2006).

Revised June 2010

10. By September 15, develop a budget for any district that does not submit one to the county superintendent as required by August 15 and transmit that budget to the district governing board (Education Code § 42127(d));
11. By September 22, provide a list to the Superintendent of Public Instruction identifying all school districts for which a budget may be tentatively disapproved (Education Code § 42127(f)).
12. By October 8, examine the revised budget to determine whether it (1) complies with the standard and criteria adopted by the state board of Education (2) allows the district to meet its financial obligations during the school year (3) satisfies all conditions established by the county superintendent, in the case of a tentatively approved budget and (4) is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.
13. By October 8, approve or disapprove the revised budget.
14. County superintendents shall also review and comment on any proposed collective bargaining agreement of a qualified or negative certified district to determine if the agreement would endanger the fiscal well-being of the district and notify the district, the county board of education, the district superintendent and governing board, each parent and teacher organization of the district within 10 days (Government Code §§ 3540.2(a), (c));
15. Issue a qualified or negative certification for the district on the next interim report if the district does not adopt all of the revisions needed to meet the costs of a collective bargaining agreement (Cal. Govt. Code § 3547.5(c));
16. Report to the Superintendent of Public Instruction on the financial condition of any school district that is certified as qualified or negative including his or her proposed remedial actions and take **all actions necessary (but at least one of the following actions)** to ensure that the district meets its financial obligations:
 - a. Assign a fiscal expert, paid for by the county superintendent, to advise the district on its financial problems;
 - b. Conduct a study of the financial and budgetary conditions of the district including a review of internal controls;
 - c. Direct the school district to submit a financial projection of all fund and cash balances of the district as of June 30 of the current year and subsequent fiscal years as he or she requires;
 - d. Require the district to encumber all contracts and other obligations, to prepare appropriate cash flow analyses and monthly or quarterly budget revisions, and to appropriately record all receivable and payables.
 - e. Direct the district to submit a proposal for addressing the fiscal conditions that resulted in the determination that the district may not be able to meet its financial obligations;
 - f. Withhold compensation from members of the governing board and the district superintendent for failure to provide requested financial information;

- g. Assign the Fiscal Crisis and Management Assistance Team (FCMAT) to review issues related to employment of teachers and provide the district with recommendations.

i. (Education Code § 42127.6(a)(1))

17. Reimburse the Superintendent of Public Instruction for all costs if the SPI assumes the fiscal oversight responsibility of the county superintendent of schools based on a finding that the actions of the county superintendent are not effective in resolving the financial problems of a school district (Education Code § 42127.6(k));

In addition, at any time during the fiscal year, county superintendents may audit, in a timely and efficient manner, the expenditures and internal controls of school districts he or she determines to be fiscally accountable (Education Code § 1241.5(a)¹¹). Furthermore, at any time during the fiscal year, county superintendents may review or audit the expenditures and internal controls of school districts in his or her county if he or she has reason to believe that fraud, misappropriation of funds, or other illegal fiscal practices have occurred that merit examination (*Id.* at 1241(b)). County superintendents are required to focus such reviews or audits on the alleged fraud, misappropriation of funds, or other illegal fiscal practices and to conduct such reviews or audits in a timely and efficient manner. If the county superintendent determines that there is evidence that fraud or misappropriation has occurred, he or she is required to notify the governing board of school district, the State Controller, and Superintendent of Public Instruction, and the local district attorney (Education Code § 42638(b)).

B. Emergency Loan Districts

County superintendents are also required to provide specific fiscal oversight for districts that receive emergency state loans. The appointment of a State Administrator to an emergency loan district does not remove any statutory rights, duties, or obligations from the county superintendent (Education Code § 41327.2(a)¹²). County superintendents are required submit reports to the Superintendent of Public Instruction, appropriate fiscal and policy committees of the legislature, the Director of Finance, and the Secretary for Education after reviewing the district's budget and interim reports that:

1. Document the fiscal and administrative status of an emergency loan district, particularly in regard to the implementation of the fiscal and management recovery plans.
2. Determine whether the revenue streams to the district appear to be consistent with its expenditure plan, according to the most recent data available at the time of the report.

(Education Code § 41327.2(b))

Such reports are required until six (6) months after all rights, duties, and powers are returned to the school district.

Furthermore, Education Code section 41326(k)¹³ requires the Superintendent of Public Instruction to review the fiscal oversight of any emergency loan district by the county superintendent with jurisdiction over that district and report his or her findings to the Legislature and the Department of

¹¹ Amended by Assembly Bill 139 (Chapter 620, Statutes of 2001); Senate Bill 430 (Chapter 357, Statutes of 2005)..

¹² Added by Assembly Bill 2756 (Chapter 52, Statutes of 2004). Amended by Senate Bill 512 (Chapter 677, Statutes of 2005).

¹³ Amended by Assembly Bill 2525 (Chapter 896, Statutes of 2004).

Revised June 2010

Finance within three months. If the SPI determines that the county superintendent failed to carry out his or her responsibilities for fiscal oversight, the SPI may exercise the oversight authority of the county superintendent for the emergency loan district. Also, if the SPI finds that the county superintendent failed to take into account indicators of fiscal distress, the SPI shall further investigate whether the county superintendent failed to take those indicator into account in other districts with negative or qualified certifications and provide an additional report to the appropriate policy and fiscal committees of the Legislature and the Department of Finance on the fiscal oversight practice of the county superintendent.

VII. THE PERSONNEL FUNCTION

One of the areas that most sharply differentiates the role of county boards of education from school boards in K-12 districts and community colleges is the personnel function, such as identifying needs for personnel, hiring, disciplining, terminating, and engaging in negotiations. The superintendent is the employer charged with the responsibilities of managing personnel (*See*, 72 Ops. Cal. Atty. Gen. 25, March 9, 1989). This includes determining the need for, and creating new positions.

As in K-12 districts, employees of the county superintendent who staff the county office of education are of two types - certificated and classified. Certificated employees are those that are required by state law to have a certificate (credential) issued by the state in order to perform their functions, and classified employees are all the rest. Employees of the county schools are covered by the same collective bargaining laws which cover employees of K-12 districts; however, the superintendent, not the board, is the employer who negotiates with the unions.

The Attorney General issued an opinion in 2002 stating that a county board of education may not meet in closed session under either the “personnel exception” or the “labor negotiations exception” of the Brown Act to consider the appointment, employment, salaries, fringe benefits, evaluation of performance, discipline, or dismissal of certificated or classified employees of the county superintendent of schools since county school employees are employed by the county superintendent and not by the county board of education (*See*, 85 Ops. Cal. Atty. Gen. 77, April 19, 2002). While opinions of the Attorney General are not controlling statements of law, they are generally given “great weight” by courts in determining the meaning of statutes. *See, e.g., Freedom Newspapers, Inc. v. Orange County Employees Retirement System*, 6 Cal.4th 821, 829 (1993).

A. Certificated Staff Hiring

Numerous statutory references confirm that it is the superintendent and not the board that is the employer of certificated staff. Education Code §§ 1293 and 1294 grant to the superintendent the right to employ certificated employees. The right to employ such persons in categorical programs is found in Education Code § 1294.5.

In a number of program areas, the superintendent, with the approval of the county board, is authorized to provide various services to local school district (For example, Education Code §§ 1703, 1730, 1740, 1750). Once the board grants general approval for those program areas, the superintendent retains sole authority to hire staff within budgetary constraints.

B. Classified Staff Hiring

Education Code § 1311 specifies that classified employees that are employed by the county superintendent of schools are to be employed in accordance with specified code sections applicable to

K-12 and community college classified employees. Education Code § 1311 specifies the superintendent as the employer. The state attorney general has published an opinion that this activity vests the responsibility for hiring (and other personnel matters) in the hands of the superintendent and not the county board (*See*, 72 Ops. Cal. Atty. Gen. 25, March 9, 1989).

C. Certificated and Classified Employee Salary Setting

Subject to the obligation to bargain with exclusive representatives of certain categories of employees, the county superintendent has the authority to set salaries and benefits of all categories of employees. However, the county superintendent may not increase the salary or bonus of any employee of the county office of education by \$10,000 or more unless the matter is brought to the attention of the county board of education for its discussion at a regularly scheduled meeting (Education Code § 1302(a)¹⁴). In addition, the county superintendent may not increase the retirement benefits of any employee of the county office of education unless the matter is brought to the attention of the county board of education for its discussion at a regularly scheduled meeting *and* the county board approves the increase (*Id.* at § 1302(b)¹⁵). The salary of the superintendent, however, is set by the county board (Cal. Const. art. IX, § 3.1 (b)).

D. Issuance of Temporary Certificates

If certificated persons meet certain conditions, as specified in Education Code § 44332, the county board of education may issue temporary certificates authorizing payment of salary to teachers or children center personnel whose credentials or permits are being processed. The board is also responsible for canceling the certificates upon notification that the certificate holder does not meet the requirements for the credential.

E. Discipline, Dismissal, Layoffs, Evaluations, and Leave

Certificated discipline, dismissal, layoffs, evaluations, and most leaves are within the purview of the county superintendent of schools, again subject to any bargaining obligation that may exist. One exception is sabbatical leaves for certificated employees which are required to be submitted to the board for approval (Education Code § 1294).

Unlike school district employees, certificated employees of county superintendents must be in a “teaching position” (i.e., classroom instruction) to acquire permanency. Ed. Code § 1296, *Neumarkel v. Allard*, 163 Cal.App.3d 457 (1985). The court in *Neumarkel* explained that this distinction is due, in part, to the Legislature’s recognition that the county superintendent is a separate legal entity performing a transitory function to meet the specific and limited needs of some school districts. Consequently, the Legislature also recognized county superintendents’ need to minimize the number of employees who enjoy tenure and tenure-related benefits.

Classified discipline and dismissal are also within the power of the county superintendent subject to the rules and procedures promulgated by a personnel commission (if there is one within the office), the collective bargaining agreement, and state law. The county superintendent is in charge of evaluation and layoffs subject to any collective bargaining agreement.

¹⁴ Added by AB 857 (Chapter 838, Statutes of 1999).

¹⁵ Added by AB 857 (Chapter 838, Statutes of 1999).

Education Code § 1295 grants to the county superintendent of schools the power to grant leaves to classified employees “with the approval of the county board of education.” However, leave for employee are a mandatory subject of collective bargaining, which is the responsibility of the superintendent as employer. On this subject, one commentator has opined as follows:

“The problem posed by county board authority in regard to leaves is that the superintendent alone is empowered to negotiate leave provisions in collective bargaining. I conclude that the only way to harmonize the board’s power with bargained leave policies is to permit the board to grant or deny those leave requests which are left to the employer’s discretion under the contract. Thus, if the superintendent is empowered, but not required to grant a leave, the board may give or withhold approval of a leave the superintendent has decided to grant. The board may not grant a leave which the superintendent has decided to deny.” (Memorandum from Frank J. Fekete, Attorney at Law, to Sonoma County Superintendent of Schools, October 30, 1987 - quoted by permission.)

As mentioned above, boards do have the authority to contract with or employ persons to provide special services to the board, such as legal, financial, engineering, administrative, and economic. In that case, the board has the authority to set their salaries.

F. Credential Monitoring

County superintendents are required to monitor and review school district certificated employee assignment practices as follows:

1. On an annual basis, schools and school districts that are likely to have problems with teacher misassignments and teacher vacancies based on past experience or other available information; and
2. On an annual basis, schools ranked in deciles 1 to 3, inclusive, on the 2003 base Academic Performance Index if those schools are not currently under review through a state or federal intervention program. [*Note:* If a school has no teacher misassignments or teacher vacancies for two consecutive years, the next review of that school may be completed on a four-year cycle, unless the school is likely to have problems with teacher misassignments and teacher vacancies based on past experience or other available information]; and
3. All other schools on a four-year cycle.

(Education Code § 44258.9(b)¹⁶)

In addition, county superintendents are required to investigate school and district efforts to ensure that any credentialed teacher serving in an assignment requiring a certificate or specific training completes the necessary requirements for these certificates or completes the required training. Furthermore, county superintendents are required to submit an annual report to the Commission on Teacher Credentialing summarizing the results of all assignment monitoring and review (*Id.* at § 44258.9(c)).

In the event of a misassignment, county superintendents are required to notify, through the district superintendent, any certificated school administrator responsible for assigning a certificated person to a position for which he or she has no legal authorization of the misassignment and advise him or her to

¹⁶ Amended by Assembly Bill 3001 (Chapter 902, Statutes of 2004); Assembly Bill 831 (Chapter 118, Statutes of 2005); Senate Bill 512 (Chapter 677, Statutes of 2005); Senate Bill 132 (Chapter 730, Statutes of 2007).
Revised June 2010

correct the assignment within 30 days (*Id.* at § 44258.9(e)(3)). If the misassignment is not corrected within 30 days, county superintendents are required to notify the Commission on Teacher Credentialing unless the administrator describes in writing to the county superintendent the extraordinary circumstances which make this correction impossible.

County superintendents are also required to notify district superintendents which have 5% or more of all certificated teachers in secondary schools misassigned and advise him or her to correct the misassignments within 120 days. If the misassignments are not corrected within 120 days, county superintendents are required to notify the Commission on Teacher Credentialing unless the district superintendent describes in writing to the county superintendent the extraordinary circumstances which make this correction impossible. (*Id.* at § 44258.9(e)(4)).

At the direction of the Commission on Teacher Credentialing, county boards of education are authorized to conduct hearings, report findings, summarize the evidence, and recommend to the state the revocation or suspension of a credential (Education Code § 44422)¹⁷. However, county boards of education do not have authority to revoke licenses to teach in that county of school teachers, administrators, and other certificated employees employed by the school districts of the county or by the county superintendent of schools (67 Ops. Cal. Atty. Gen. 218, May 30, 1984).

G. Collective Bargaining

Both the Attorney General (as discussed above) and the state Public Employment Relations Board (Alameda County Board of Education, PERB order No. 323, June 30, 1983) have determined that the county superintendent is the sole employer. The conclusion to be drawn from this is that the county superintendent of schools is the sole employer for collective bargaining purposes. Agreements between the superintendent and employee unions are binding contracts and any action that interferes with their performance may constitute an unfair labor practice.

H. Other Personnel Functions

The county superintendent is required to appoint a teacher and open and keep a school if there is sufficient money in a school district's funds to maintain a free school for 175 days of actual teaching if the trustees of the district neglect or refuse to employ a teacher (Education Code § 1256).

VIII. COUNTY PROGRAMS

The following sections briefly describe the programs run by county offices, and the respective roles of the board and superintendent.

A. Regional Occupational Centers and Programs (ROC/Ps)

ROC/Ps are established to provide vocational education opportunities to students. The county superintendent, with the consent of the State Board of Education, has discretionary authority to establish and maintain an ROC/P for vocational education (Education Code § 52301). (ROC/Ps may also be established by school districts under a joint powers agreement, in which case the county superintendent is not involved.) When an ROC/P is established by the county superintendent, the

¹⁷ Amended by Senate Bill 512 (Chapter 53, Statutes of 2009)
Revised June 2010

county board is the governing board (Education Code § 52310.5). As such, the board shall review the program every two years for compliance with statutory requirements (Education Code § 52302.3)¹⁸.

The duties of the county superintendent include:

1. Providing necessary transportation for ROC/P students (Education Code § 52311);
2. Acquiring a site and buildings for the ROC/P (Education Code § 52312);
3. Accepting and expending public and private grants for vocational education (Education Code § 52313);
4. Determining the admission of pupils into ROC/P (Educational Code § 52314);
5. Meeting various reporting requirements (Education Code §§ 52321(a)¹⁹, 52324.6);
6. All the duties of the employer of the employees who provide services to the ROC/P.

In general terms, the county superintendent operates and administers the ROC/P, and the county board acts as the governing board.

B. County School Service Fund Programs and Services

Pursuant to Education Code § 1700 et. seq., the county superintendent is authorized, with approval of the county board, to provide coordination of the educational programs among school districts, and to provide professional and financial assistance to school districts. Once established, the county superintendent is empowered to employ various staff to provide for coordination of services. The types of programs and services that are specified are:

1. Preparation of courses of student and development of curriculum and instructional materials for K-12 schools (Education Code § 1720);
2. Supervision of instruction (Education Code § 1730), supervision of attendance (Educational Code § 1740.), supervision of health (Education Code § 1750), and counseling and guidance services (Educational Code § 1760);
3. Establishment and maintenance of a county school library service (Education Code § 1770), youth conservation and training program (Education Code § 1780), Technical, Agricultural, and Natural Resource School (Education Code § 179), audio and visual services facilities (Educational Code § 1830), classes or schools for prisoners in the county jail (Education Code § 1900), and emergency schools (Education Code § 1920).

It seems clear that the county superintendent has the authority to determine the necessity of providing such services and programs, and to design a program that will meet the needs of the school districts and their students.

¹⁸ Amended by Assembly Bill 2448 (Chapter 572, Statutes of 2006).

¹⁹ Amended by Assembly Bill 2448 (Chapter 572, Statutes of 2006); Senate Bill 132 (Chapter 730, Statutes of 2007); Senate Bill 1197 (Chapter 519, Statutes of 2008).

Revised June 2010

C. County Community Schools

County community schools generally serve those students who have been removed from school districts, whether by expulsion or referral. The county board has the discretionary authority to establish these community schools (Education Code § 1980). Once established, the county superintendent administers the schools, and the county board adopts the curriculum (Education Code §§ 1982, 1983, 1984).

D. Community Day Schools

Community day schools are operated by school districts and county offices of education. Community day schools serve expelled students, students referred by a School Attendance Review Board or probation department, and other high risk youth. Education Code section 48667²⁰ provides that for purposes of community day schools, county offices of education are deemed to be a school district. Thus, the county board of education has discretionary authority to establish these community day schools (Education Code § 48660).

E. Special Education

The county superintendent may operate special education classes under the SELPA Local Plan and participate in the IEP process in order to develop programs suited to individual needs. Curriculum decisions and proficiency standards are the responsibility of local school districts (Education Code § 56000 et seq.).

Note: when the responsibility for operating a special education program is transferred from a county superintendent to a school district, the county superintendent of schools may retain the property tax revenues previously allocated to fund the program if the tax revenues will be used for other special education programs in a manner that ensures that all individuals with exceptional needs residing in the county will have access to appropriate special education programs and related services. (*See*, 89 Ops. Cal. Atty. Gen. 182, August 15, 2006)

F. Juvenile Court Schools

Education Code § 48645.2 states that the “county board shall provide for the administration and operation of juvenile court schools” either “by the county superintendent” or “by contract with the respective governing boards of the school districts in which the juvenile court school is located.” Court schools are to be conducted in a manner prescribed by the county board of education to best accomplish the statutory purpose. The board adopts the curriculum and evaluates the educational program (Education Code § 48645.3).

G. Local Child Care and Development Planning Councils

County superintendents of schools, in conjunction with the county board of supervisors, are required to establish local child care and development planning councils that provide a forum for the identification of local priorities for child care and the development of policies to meet the needs identified within those priorities (Education Code § 8499.3).

IX. CHARTER SCHOOLS

²⁰ Added by Assembly Bill 1845 (Chapter 847, Statutes of 1998).
Revised June 2010

A. Establishment of Charter Schools

A county board of education may establish a charter school if:

1. The pupils to be served are pupils who would normally be provided direct education and related services by the county office of education (Education Code § 47605.5)²¹;
2. The petition has been previously denied by a local school district governing board within the county (Education Code § 47605(j))²²; or
3. The charter provides county-wide services that cannot be provided by a district-approved charter school (Education Code § 47605.6)²³.

In any case, if the county board approves the charter, it is the authorizing entity. As such, it retains the power to revoke or renew the charter, has supervisory and oversight responsibilities over the charter school, and is responsible for ensuring that all special education and related services to eligible students are provided pursuant to each student's individualized education program (Education Code § 47605.6, 47607, 47646).

A charter school petition that has been denied by the governing board of a school district must be received by the county board of education not later than 180 calendar days after the denial. Reviews by a county board of education must be completed within 60 days of receipt, but an extension of up to 30 days is possible if both parties are willing. Any petition received more than 180 calendar days after denial by a district will not be acted upon by the county board of education (5 CCR § 11967). If, upon receipt of the petition, the Board fails to act within 120 days, the petitioner(s) may seek judicial review of the district board's denial (Education Code § 47605(j)(4))²⁴.

B. Oversight of Charter Schools

County superintendents have authority to monitor and investigate the operations of any charter school located within his or her county based upon written complaints by parents or other information that justifies the investigation (Education Code § 47604.4)²⁵. In addition, beginning January 1, 2006, county superintendents have authority to review or audit the expenditures and internal controls of any charter school in his or her county, in a timely manner, if he or she has reason to believe that fraud, misappropriation of funds, or other illegal fiscal practices have occurred that merit examination (Education Code § 1241.5(c))²⁶. The county superintendent must report the findings and recommendations to the governing board of the charter school and provide a copy of the information to the chartering-agency within 45 days.

Education Code section 47604.3 provides county offices of education with general authority to request information from a charter school. Therefore, a county office may request credential information from charter schools under their general authority. However, Education Code section 47605(l) specifically provides for the monitoring of credentials by the authorizing entity. The sections of law that generally

²¹ Added by AB 544 (Chapter 34, Statutes of 1998).

²² Amended by Senate Bill 772 (Chapter 569, Statutes of 2007); Senate Bill 1498 (Chapter 179, Statutes of 2008).

²³ Added by AB 1994 (Chapter 1058, Statutes of 2002).

²⁴ Amended by AB 177 (Chapter 525, Statutes of 2008); SB 1498 (Chapter 179, Statutes of 2008).

²⁵ Added by AB 1994 (Chapter 1058, Statutes of 2002).

²⁶ Added by SB 430 (Chapter 357, Statutes of 2005).

Revised June 2010

provide the county office of education with a role in credential monitoring for districts do not apply to charter schools. Thus, a county office would only have credentialing monitoring responsibility under Education Code section 47605(l) if it were the charter authorizing entity.

Also, Education Code section 47652 provides county offices of education in which a charter-granting agency is located approval authority over the estimated average daily attendance of new charter schools in order for such charter schools to receive advanced apportionment.

X. SCHOOL DISTRICT REORGANIZATION

There is in each county, except a county that is also a city (i.e., San Francisco), a county committee on school district organization (Education Code § 4000). The county committee is the local initiator, coordinator, analyst, facilitator and arbitrator for the reorganization of school districts. It formulates plans, responds to petitions, conducts public hearings, develops and releases information, and analyzes proposals throughout the approval process of reorganization. For petitions for transfers of territory, where state approval is not required, the county committee gives final approval or disapproval (Education Code §§ 35709, 35710²⁷), subject only to appeal to the State Board of Education (Education Code §§ 35710.5, 35711). The county committee on school districts also establishes or rearranges governing board trustee areas as required (Education Code § 1000).

In many counties, the county board of education serves as the county committee on school district organization by order of the State Board of Education (Education Code §§ 1000,4021).

County superintendents have authority to provide assistance in connection with school district reorganizations through the services of the county committee on school district organization. For example, prior to the initiation of an action to reorganize, county superintendents have authority to:

1. Provide information, coordination, and guidance to potential petitions for reorganization and to other parties about the petition process;
2. Provide procedural advice and counseling;
3. Provide information and assistance for community meetings, information and briefing sessions;
4. Provide for coordination of media and community relations;
5. Assist with processing and evaluation of multiple petitions to reorganize one or more school districts by ensuring compliance with all requirements and timelines;
6. Apply new and preexisting evaluation criteria;
7. Assist newly organized school districts to ensure smooth transitions with minimum disruption to students and staff; and
8. Provide advisory and consulting expertise in various areas.

(Education Code § 35700.1)

²⁷ Amended by Assembly Bill 174 (Chapter 314, Statutes of 2009).
Revised June 2010

In addition, county superintendents are required to inquire and ascertain whether the boundaries of the school districts and community college districts in his or her county are definitely and plainly described in the records of the county board of supervisors, and to keep a full and correct transcript of the boundaries in his or her office (Education Code § 2600).

XI. THE PERMISSIVE EDUCATION CODE

Education Code § 35160 provides “school districts” with permissive authority to:

“initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.”

Education Code § 35160.2 states that “for the purposes of § 35160, school district shall include county superintendents of schools and county boards of education.” The Legislature received authority to grant permissive authority to school districts from a Constitutional amendment that specified only “school districts.” Some have questioned whether the Constitutional language permitted the Legislature to extend the authority to either the county superintendents or county boards of education. To date, no one has challenged this grant of authority and educational agencies have proceeded on the basis that the extension is authorized.

XII. OTHER SERVICES PROVIDED BY COUNTY OFFICES OF EDUCATION

The following represents a sample of some of the other services authorized by law to be provided by county offices of education:

A. Professional Development

County superintendents are authorized to conduct teacher institutes for the professional development of teachers employed by school districts within the county, and to select the speakers and materials to be presented at such institutes (Education Code § 1278, 79 Ops. Cal. Atty. Gen. 109, June 20, 1996). County superintendents are authorized to offer new teacher induction programs through the Beginning Teacher Support and Assessment (BTSA) program (Education Code §§ 44259(c), 44279.2(c)). These programs are administered jointly by the Commission on Teacher Credentialing and the county superintendent. County superintendents may also establish administrator training and evaluation programs to provide school administrators support and development activities designed to improve clinical supervision skills (Education Code § 44682).

B. Business Services

County superintendents are authorized to provide fiscal, budgetary, and data-processing services through contractual agreements with school districts that have been determined to be fiscally accountable under Education Code Section 42650 (Education Code § 42650). Also, county superintendents may, with the approval of the State Superintendent of Public Instruction, the county board of education, and the county auditor, process payroll for designated school districts within the county (Education Code § 42646).

C. Child Development Programs and Centers

County superintendents may, with approval of the county board of education and the Superintendent of Public Instruction, establish and maintain child development centers and programs (Education Code § 8321).

D. Technology Leadership

County offices of education are authorized to serve as lead agencies to provide a range of technology services including staff development and technical assistance to all school districts and county offices of education with in each region (Education Code § 51871). County offices of education also play an integral role in coordinating the K-12 High Speed Network which provides high-speed, high-bandwidth Internet access to all county offices of education, school districts, and schools in the state.

E. Regional System of District and School Support

For purposes of complying with the federal No Child Left Behind Act of 2001 (20 U.S.C. § 6301 et seq.) county offices of education provide assistance to identify school districts and schools that are in need of improvement or that may be subject to corrective action by reviewing and analyzing all facets of a school's operation, including the design and operation of the instructional program and making recommendations for improving student performance and school operations (Education Code § 52059).

F. Participation in Federal Programs

County superintendents are authorized to: (1) perform acts necessary to receive the benefits and spend funds provided by an act of Congress, and (2) cooperate with, or enter into agreements with, the federal government or any agency thereof, the State Board of Education, school districts, and private or public nonprofit organizations in order to receive the benefits and spend funds provided by the act of Congress (Education Code § 12400).

G. Scholarship Programs

County boards of education are authorized to grant scholarships and monetary awards to county students when it is acting as the governing board of a school district (*See*, 85 Ops. Cal. Atty. Gen. 167, August 28, 2002).

H. Outdoor Science Education Programs

County superintendents of schools may, with approval of the county board of education, enter into agreements with school district governing boards or private schools to provide outdoor science and conservation education programs to students (Education Code §§ 8764-8765).

I. Services to Migrant Children

The Superintendent of Public Instruction is authorized to contract with county superintendents of schools (or local educational agencies) to provide services to migrant children residing in specified geographical regions (Education Code § 54444).

J. Medi-Cal Administrative Activities (MAA) Program

The Medi-Cal Administrative Activities (MAA) Program, authorized under Welfare and Institution Code Section 14132.47²⁸, provides a way for school districts to obtain federal reimbursement for the cost of certain administrative activities necessary for the proper and efficient administration of the Medi-Cal program. Local Educational Consortia (LECs) are defined in law as a local agency that is one of the service regions of the California County Superintendent Educational Services Association (Welf. and Inst. Code § 14132.47(q)(1)). County offices of education serve as lead agencies for the LECs by contracting with the Department of Health Services to operate the program, and providing services for school districts within their respective LEC.

²⁸ Amended by AB 2527 (Chapter 464, Statutes of 2008).
Revised June 2010

Appendix A

CHRONOLOGY OF THE OFFICES OF THE COUNTY SUPERINTENDENT OF SCHOOLS AND COUNTY BOARDS OF EDUCATION IN CALIFORNIA

- 1849 Position of county superintendent of schools first established in Article IX of California Constitution as ex officio duty of the county assessor.
- 1852 Office of county superintendent of schools recreated (Common School Act).
- 1856 The office of county superintendent of schools is made elective as a position of county government.
- 1860 Legislature creates county boards of examination (headed by county superintendents).
- 1872 The Legislature authorizes, but repeals in 1874, that a person eligible for city or county superintendent must be a professional teacher and holder of a teacher's certificate. It was not until 1947 that professional requirements were required for county superintendents.
- 1879 New California Constitution established position of county superintendent of schools as elected constitutional office.
- 1881 Legislature created county boards of education (county superintendent and four educators appointed by the county board of supervisors).
- 1915 Responsibility for child welfare and attendance supervision.
- 1917 Responsibility for health and physical education.
- 1933 School finance law establishes three funds to support duties.
- 1939 Legislature authorizes by law the following:
1. The county board of supervisors is permitted to contract with the county superintendent of schools in order to provide health supervision of elementary school buildings and pupils enrolled in any elementary school within the county, carried out by health officers or other employees of the county health department.
 2. County superintendents are given discretion to provide for the education of physically handicapped minors who would otherwise be denied proper educational services.
 3. County superintendents are permitted, with the approval of the county boards of education, to provide for the preparation and coordination of courses of study, and for conducting and coordinating research and guidance activities for elementary and high schools under their jurisdiction.
- 1940 Additional powers granted by statute, including mandates to serve small school districts.
- 1946 Constitutional amendment authorized legislature to prescribe qualifications and fix salaries of county superintendents.

- 1947 County school service fund is created, increasing powers and duties of county superintendent.
- 1955 The Legislature enacts a law establishing elected county boards of education, consisting of five or seven members to be elected at large, and at least one member residing in each of the designated trustee areas determined by the county committee on school district reorganization.
- 1976 Constitutional amendment authorized county voters in non-chartered to choose between an elected or appointed county superintendent²⁹, and authorizes the county board of education to fix the salary of the county superintendent.
- 1991 Assembly Bill 1200 (Chapter 1213, Statutes of 1991), which took effect on January 1, 1992, redefined and expanded county superintendents' fiscal oversight of school districts responsibilities.
- 2004 Assembly Bill 2756 (Chapter 52, Statutes of 2004), which took effect on June 21, 2004, made significant changes to the school district financial accountability statutes.
- 2004 *Eliezer Williams, et al., v. State of California, et al.* (“*Williams*”) settled resulting in legislative enactments which required county superintendents to conduct annual visits of underperforming schools to review sufficiency of instructional materials, adequacy of school facilities, and verify information on the school accountability report card. County superintendents also required to submit annual reports of such visits to district governing boards, county boards of education, and county boards of supervisors.
- 2006 The Quality Education Investment Act (Education Code §§ 52055.700 et seq.) was enacted for the purpose of, among other things, implementing the settlement in *CTA, et al. v. Schwarzenegger, et al.* The legislation required county superintendents to annually monitor implementation QEIA in funded schools.
- 2007 *Valenzuela v. O’Connell, et al.* (“*Valenzuela*”), a lawsuit challenging the California High School Exit Exam (“CAHSEE”), settled resulting in legislative enactments which required county superintendents to conduct oversight activities including (1) verifying that eligible pupils are informed that they are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until the pupil has passed both parts of the CAHSEE, and (2) ensuring that pupils who elect to receive services are being served .

²⁹ In 1976-1977, elections were conducted in all general law counties to determine the method of selecting the county superintendent. In all cases, the county superintendent was to be elected.
Revised June 2010



COE Feedback Form



County Office of Education Funding Survey...

Thank you for your participation. This survey is being conducted by the Business and Administration Steering Committee of CCSESA. BASC is investigating the development of a new County Office of Education funding model for **unrestricted state** revenues. Our objective is to develop a model that provides adequate funding to all COEs. In order to define an adequate level of unrestricted funding, we must have some definition as to the expected array of services that the model might fund.

Who should complete the survey?

An appropriate cabinet level official of your county office.

Time to complete

The actual completion of the survey itself should take 10-15 minutes, not counting time spent internally in your organization to gather information.

Process

It is suggested that you print out a copy of the survey in advance and review it with your county office cabinet. This data will be shared within the CCSESA organization and possibly outside the organization if so directed by the CCSESA Board of Directors. It is important that the responses accurately reflect the thoughts of each organization.

Format

The survey is composed of a series of questions, each of which outlines a broad service range that a COE might provide on behalf of its local school districts. Services and service levels are known to vary from COE to COE depending on local conditions. ***Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.***

For every service, there are three questions to be answered. The questions are the same for each possible service. Please keep in mind at all times these questions pertain only to those services to be provided with unrestricted, discretionary funds provided by the State.

- ✦ **Local Service or Regional Service** (rate on a scale of 1 to 5)

Rate the service identified on a scale of 1 to 5, as to whether or not your county views the services as:

- **1** – Locally provided only. This service should be provided by the local COE only and will not function efficiently or properly as a regional service.
- **2** – Predominantly local. This service is generally best provided by the local COE only, but in some uncommon situations, or on a minor scale, may be best provided by the pooled resources of a region.
- **3** – Mixed. The service can work equally well if provided by the local COE or regionally.
- **4** – Predominantly regional. This service is generally best provided for on a regional basis, but in some uncommon situations such as geographical isolation, it may be better provided by the local COE.
- **5** – Regionally. Due to its nature, this service makes the best sense to be provided on a regional or partnered basis.
- **[Note:** This data may be used to recommend if regional unrestricted funding should be a viable component for selected services of a newly designed funding model.]

✦ **Core Service or Supplemental Service** (rate on a scale of 1 to 5)

Rate the service identified on a scale of 1 to 5, as to whether or not your county views the services as:

- **1** – Critical to the core mission of all COEs. Funding should be provided by the state to perform this mission.
- **2** – A primary service of a COE. Funding should be predominantly provided by the state to perform this mission.
- **3** – A standard service of a COE. Funding should be a mix of state provided resources and local generated resources, such as contracts with school districts.
- **4** – An optional service of a COE. Funding should be primarily funded by locally generated resources with minor costs, such as in-kind facilities, supported by discretionary state provided resources.
- **5** – A supplemental service of a COE. This service is driven by purely local needs and conditions and should be supported wholly with locally generated resources.
- **[Note:** This data may be used to help identify those services that are viewed by the majority of CCSESA as “core” to the COE operations.]

✦ **Do you currently provide this service?**

- Yes - Your county office in the current year intends to provide this service to your districts from your COE.
- No -- Your county office will not be offering this service in the current year, regardless of reason (e.g. no demand, lack of resources, etc.).

✦ **Comment box** (optional)

- Each service listed offers a comment box after the three questions. Comments are not required. Enter any information that you feel may be relevant to better understand your response. This is particularly useful if you wish to clarify what may be an atypical response.

Unrestricted Funds Defined

A goal of the funding model is to redefine the state apportionment calculation for COEs. Unrestricted, discretionary funds in this context are considered to be *only* those funds provided by the State through the revenue limit apportionment process. They *do not* include other unrestricted resources to which your COE may have access.

Next Steps

The data will be compiled by a BASC working committee and analyzed for trends. The committee will attempt to determine the cost characteristics of services that are to be predominantly provided by state provided, unrestricted funds. Then the committee will begin the challenging task of transforming that information into an funding algorithm that works for all COEs.

Questions

Questions may be addressed to the committee lead, Damon Smith , Assistant Superintendent of Business Services for the Imperial County Office of Education at damonsm@icoe.org or BASC Chair, Gary Thomas, Deputy Superintendent of Business Services for San Bernardino County Office of Education at gary_thomas@sbcss.k12.ca.us

Thank you for time and assistance!

Start Survey

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Please note that questions cannot be saved and must be completed during one session. When finished answering all questions, click the "Submit" button at the bottom of the last page to send the information to us.

Contact Information	
County Office:	Alameda <input type="checkbox"/>
Contact Name:	<input type="text"/>
Contact E-mail:	<input type="text"/>
Phone No.:	<input type="text"/>

<input type="button" value=" << Previous Question"/>	<input type="button" value=" Next Question >>"/>	Screen 1 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Superintend the schools and other education code 1240 requirements	
<p>This item represents the basic core functions of the county office. They include but are not limited to provide fiscal oversight of school districts, visiting and examining each school, Williams oversight, enforcing the course of study, and submitting required financial reports.</p> <p><i>[These are mandatory services in the education code. Answers are pre-selected. Please provide comments only.]</i></p> <p>Comments are encouraged:</p>	<p>Local Service Regional Service</p> <p><input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service Supplemental Service</p> <p><input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Do you currently provide this service?</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>

<input style="width: 150px; height: 20px;" type="button" value=" << Previous Question "/>	<input style="width: 150px; height: 20px;" type="button" value=" Next Question >> "/>	<p>Screen 2 of 27</p>
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Other legal requirements	
<p>This item covers other legal requirements of the Office of Education including but not limited to reviewing district audit correction plans, holding governing board meetings, administering interdistrict attendance appeals, administering student expulsion appeals, hearing and acting on charter petitions and charter appeals, committee on school district organization.</p> <p><i>[These are mandatory services in the education code. Answers are pre-selected. Please provide comments only.]</i></p>	<p>Local Service Regional Service</p> <p><input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service Supplemental Service</p> <p><input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Do you currently provide this service?</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
<p>Comments are encouraged:</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div>	
<p style="text-align: center;"> <input style="margin-right: 20px;" type="button" value=" << Previous Question "/> <input style="margin-right: 20px;" type="button" value=" Next Question >> "/> Screen 3 of 27 </p>	

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Direct services to school districts	
<p>This item covers all discretionary services under education code 1700 et. seq., to include but not limited to coordination of education programs among school districts, coordination of guidance services for school districts, coordination of health services for school districts, coordination of school library services for school districts, coordination of special education for school districts, coordination of attendance activities for school districts, development of curriculum and instructional materials for school districts, the preparation of courses of study for school districts and maintain audio-visual curriculum materials.</p>	<p>Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No</p>	
<p>Comments are encouraged:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

<< Previous Question

Next Question >>

Screen 4 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Other services to small districts	
This item covers discretionary services to small school districts to include but not limited to employing supervisors of instruction in elementary schools, employing personnel to supervise attendance, employing supervisors of health, and employing personnel to provide guidance services.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <input style="width: 100%; height: 30px;" type="text"/>	

<input style="width: 150px; height: 20px;" type="button" value=" << Previous Question "/>	<input style="width: 150px; height: 20px;" type="button" value=" Next Question >> "/>	Screen 5 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Coordination of psychological services for school districts

This item represents a service, not specifically outlined in the education code 1700 et. seq. that COEs provide for school districts.

Local Service Regional Service
 1 2 3 4 5

Core Service Supplemental Service
 1 2 3 4 5

Do you currently provide this service?
 Yes No

Comments are encouraged:

<< Previous Question

Next Question >>

Screen 6 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Coordination of physical education services for school districts	
This item also represents a service, not specifically outlined in the education code 1700 et. seq. that COEs provide for school districts.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 7 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Commercial warrant auditing	
Education code permits the County Superintendent to audit commercial warrants. This item covers the tasks necessary to perform this function in your county.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	

<< Previous Question	Next Question >>	Screen 8 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Operation of countywide financial systems other than payroll	
Many COEs operate integrated financial systems on behalf of their local school districts and community college districts. This item covers all related services that center around a county run or county coordinated financial system.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 9 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Operation of countywide payroll system	
Many COEs operate payroll systems on behalf of their local school districts and community college districts. This item covers all related services that center around a county run payroll system.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

Screen 10 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Garnishment support to districts	
This item covers any services provided to school districts in support of wage order garnishments.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 11 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

CalSTRS and CalPERS retirement reporting	
<p>The County Superintendent is the employer of record for the two retirement systems. As such they serve as an intermediary agency between school districts and the retirement agencies. This item covers all tasks necessary to ensure that this function is carried out including retirement reporting for charter schools.</p>	<p>Local Service Regional Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service Supplemental Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Do you currently provide this service?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Comments are encouraged:</p>	

<< Previous Question

Next Question >>

Screen 12 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Fiscal/administrative support to countywide consortia / JPAs	
<p>Many COEs act as the fiscal or administrative agent to consortia and JPAs in their respective counties. This item covers all similar services where the COE is acting as fiduciary on behalf of local agencies.</p>	<p>Local Service Regional Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service Supplemental Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Do you currently provide this service?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Comments are encouraged:</p> <div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	

<input style="width: 150px; height: 20px;" type="button" value=" << Previous Question "/>	<input style="width: 150px; height: 20px;" type="button" value=" Next Question >> "/>	Screen 13 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Credential monitoring	
COEs are required to monitor the credentials of all certificated staff in the county school districts. This item covers all related tasks necessary to perform this function in your county including live scan.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No
Comments are encouraged: <input type="text"/>	

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Facility construction or related debt service payments	
This item represents resources committed to construction of facilities for county office use, or the debt-service payment on a loan instrument necessary to finance the construction of similar space.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <input type="text"/>	

<< Previous Question	Next Question >>	Screen 15 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Business resources to districts (beyond AB1200)	
This item covers any support to school districts that your COE provides that is above and beyond the minimum requirements of education code, as related to AB1200 et. al. This could include monthly support meetings, accounting help, professional development, financial report preparation, joint purchasing ventures, etc.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 16 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Human resources support to districts	
<p>This item covers any support to school districts in the arena of human resources. This could include monthly support meetings, professional development, credential evaluations, benefits coordination, shared job descriptions and salary schedules, employment advertisement, unemployment insurance services, etc.</p>	<p>Local Service Regional Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service Supplemental Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Do you currently provide this service?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Comments are encouraged:</p> <div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	
<p style="text-align: center;"> <input style="margin-right: 20px;" type="button" value=" << Previous Question "/> <input style="margin-right: 20px;" type="button" value=" Next Question >> "/> Screen 17 of 27 </p>	

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Risk management support to districts	
This item covers any support that your COE offers to districts in support of risk management to include but not be limited to worker's compensation, property / liability insurance, emergency preparedness and safety plan development and coordination.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <input type="text"/>	

<< Previous Question	Next Question >>	Screen 18 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Facility support to districts	
This item covers any support that your COE offers to school districts covering such areas as monthly support meetings, professional development, accessing state school building funds, working with state agencies, understanding eligibility, etc.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <input type="text"/>	

<< Previous Question	Next Question >>	Screen 19 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Technology support to districts (general infrastructure support)	
This item covers any services your office provides to support general technology infrastructure. This includes centralized services such as network administration, internet filtering, video conferencing, centralized applications, spam filtering, and internet connectivity.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 20 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Technology support to districts (classroom uses and support)

This item covers any technology services your office provides to enhance usage in the classroom. This includes but is not limited to any software support, training and professional development, instruction related application development, and similar uses of the network that are centrally coordinated in support of technology in the classroom

Local Service Regional Service
 1 2 3 4 5

Core Service Supplemental Service
 1 2 3 4 5

Do you currently provide this service?
 Yes No

Comments are encouraged:

<< Previous Question

Next Question >>

Screen 21 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Instructional support to districts

This item covers services your office provides to support the improvement of instructional programs in school districts. This item includes support to districts and program improvement status.

Local Service Regional Service
 1 2 3 4 5

Core Service Supplemental Service
 1 2 3 4 5

Do you currently provide this service?
 Yes No

Comments are encouraged:

<< Previous Question

Next Question >>

Screen 22 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Professional development for district teachers	
A broad category covering any COE sponsored efforts to enhance and develop teachers.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 23 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Professional development for district administrators	
A broad category covering any COE sponsored efforts to enhance and develop administrators.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <input type="text"/>	

[<< Previous Question](#)
[Next Question >>](#)

Screen 24 of 27

COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Joint initiatives with higher education	
This item covers any services that the COE runs in coordination with higher education that do not generally fit in any other categories.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged:	

<< Previous Question	Next Question >>	Screen 25 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Support to county run restricted programs	
This item covers the use of general fund resources to support programs that are otherwise normal restricted in nature to include court school programs, community school programs, special education programs, etc.	Local Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Regional Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Core Service Supplemental Service <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Do you currently provide this service? <input type="radio"/> Yes <input type="radio"/> No	
Comments are encouraged: <div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	

<input style="width: 150px;" type="button" value=" << Previous Question "/>	<input style="width: 150px;" type="button" value=" Next Question >> "/>	Screen 26 of 27
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COE Feedback Form



County Office of Education Funding Survey...

Answer the questions based upon what you believe the mission of a COE is, not based upon what you are currently able to offer due to your current fiscal condition.

Legal services	
<p>This item covers legal services provided by in-house counsel to school districts, community college districts, regional occupational programs, and special education local plan areas. This could include areas of advice, counsel and assistance regarding general public agency issues, labor and employment, business issues, special education, student issues and education or training.</p>	<p>Local Service Regional Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Core Service Supplemental Service</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
	<p>Do you currently provide this service?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Comments are encouraged:</p> <hr/>	

<input data-bbox="126 1241 472 1276" type="button" value=" << Previous Question "/>	<input data-bbox="483 1241 764 1276" type="button" value=" Next Question >> "/>	<p style="text-align: center;">Screen 27 of 27</p>
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COE Feedback Form



County Office of Education Funding Survey...

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STATUTORY FUNCTIONS OF COUNTY BOARDS OF EDUCATION & COUNTY SUPERINTENDENTS OF SCHOOLS

MARCH 1997

By Frank Fekete, Special Counsel to Kern County Superintendent of Schools

REVISED – MARCH 2006

*By Frank Fekete, Special Counsel to Kern County Superintendent of Schools and
Heather Edwards, Girard, Vinson & Trujillo*

*Approved for Publication by the
California County Superintendents Educational Services Association (CCSESA)
General Membership on March 20, 2006*



california
countyboards
of education



a
voice
for
education **BE**

June 7, 2006

Glen W. Thomas, Ed.D.
Executive Director
California County Superintendents Educational
Services Association (CCSESA)
1121 L Street, Suite 510
Sacramento, CA 95814

Dear Glen,

Thank you for including the California County Boards of Education (CCBE) in the review of the document regarding the Statutory Functions of County Boards and County Superintendents. As President of CCBE, I have reviewed the text and am encouraged by the legal framework it provides as well as the opportunity for an understanding of our roles as county boards of education and county superintendents. This document offers us a framework of operation which will function as a valuable reference in the administration of our county schools. I am impressed with the thorough revisions and the clarity of the document.

This is an apt beginning to a process intended to provide language to the work we do as well as an opportunity for collaboration. It is my hope we will continue to share information which enhances our ability to work together constructively and effectively, in the interests of the children of California.

Sincerely,

Jennifer Kresge, President
California County Boards of Education

 Statutory Functions of County Boards of Education & County Superintendents of Schools

TABLE OF CONTENTS

Section	Page
I. Governance	3
II. General Duties of County Boards of Education	3
III. Pupil Services	4
IV. General Duties of the County Superintendent of Schools	6
V. The County Office Of Education Budget Process And Fiscal Responsibilities	9
VI. Fiscal Accountability And Oversight Of School Districts	13
VII. The Personnel Function	16
VIII. County Programs	19
IX. Charter Schools	21
X. School District Reorganization	22
XI. The Permissive Education Code	23
XII. Other Services Provided by County Offices of Education	24
Appendix A: Chronology of the Offices of the County Superintendent of Schools and County Boards of Education	26

The purpose of this writing is to describe the law setting forth the duties and responsibilities of the superintendent and board in the functional areas: (1) Budget and Fiscal Oversight of School Districts; (2) Personnel Matters; (3) Student Programs.

I. GOVERNANCE

The county superintendent and the county board of education have separate duties and responsibilities. This is true whether the superintendent is (as in most counties) separately elected or is (in a few counties) appointed by the board. The interaction between the board and the superintendent is entirely distinct from the relationship of a school district governing board and its employed superintendent. The county superintendent works directly with the school districts in the county to provide support and guidance for their operations. Policy determinations inherent in that relationship are made by the superintendent and the local school boards. The county board of education does not have a role in determining the policies of local school districts.

A wide variety of practices and policies have developed in the various counties to enable the county board and county superintendent to work cooperatively. In those counties where both are duly elected, each is directly accountable to the electorate. Open communication between superintendent and board and mutual sharing of information facilitate the accomplishment of their respective functions.

II. GENERAL DUTIES OF COUNTY BOARDS OF EDUCATION

County boards of education are required to “fix the salary of the county superintendent of schools” (Cal. Const. art. IX, § 3.1(b)). The Attorney General issued an opinion in 1978 stating that county boards of education may not decrease a county superintendent’s salary retroactively and thus deprive the superintendent of matured contractual rights for past services rendered (61 Ops. Cal. Atty. Gen. 384, August 24, 1978). However, the Attorney General issued another opinion in 1979 stating that county boards of education have authority to decrease the salary of a county superintendent of schools after the election for the term for which the superintendent was elected (62 Ops. Cal. Atty. Gen. 356, July 11, 1979).

The general duties of the county board of education are set forth in various sections of the Education Code.

Education Code § 1040 states that county boards of education *shall*:

- (a) Adopt rules and regulations not inconsistent with the laws of this state, for their own government.
- (b) Keep a record of their proceedings.
- (c) Approve the annual budget of the county superintendent of schools before its submission to the county board of supervisors.
- (d) Approve the annual county school service fund budget of the county superintendent of schools before its submission to the Superintendent of Public Instruction.

- (e) Review, as a scheduled agenda item at a regularly scheduled public meeting held pursuant to Article I (commencing with section 1000) of this chapter, the report of the annual audit provided for the county superintendent of schools under Education Code § 41020.

Education Code § 1042 *permits* county boards of education to:

- (a) Adopt rules and regulations governing the administration of the office of the county superintendent of schools.
- (b) Review the county superintendent of schools annual itemized estimate of anticipated revenue and expenditures before it is filed with the county auditor, and make any revisions, reductions, or additions to the estimates that the board deems advisable or proper. The itemized estimate cannot be filed by the superintendent until it has been reviewed and approved by the county board.
- (c) Acquire, lease, lease-purchase, hold and convey real property for the purpose of housing the office and the services of the county superintendent of schools. This power, however, only vests in those county boards of education that have been granted fiscal independence by the county board of supervisors.
- (d) Contract with and employ any persons to provide the board with special services and advice in financial, economic, accounting, engineering, legal, or administrative services.

A county board of education may not appoint outside counsel in addition to in-house counsel to provide unrestricted, independent advice to the board. (86 Ops. Cal. Atty. Gen. 57, April 25, 2003.) However, a county board of education may contract with outside counsel to provide advice to the board when the following circumstances exist:

- (1) In-house counsel has a conflict of interest;
- (2) In-house counsel has failed to render timely advice in a particular matter;
- (3) The services being sought are in addition to those usually, ordinarily, and regularly obtained from in-house counsel; and
- (4) The county board of education desires a second legal opinion from that provided by in-house counsel in a particular matter.
- (e) Fill by appointment a vacancy that occurs during the term of an elected county superintendent of schools.

Other, more specific statutory duties and powers of county boards of education will be addressed in connection with specific functions.

III. PUPIL SERVICES

A. Expulsion Appeals

Pupils who are expelled by a local school district governing board may appeal the expulsion to the county board of education (Education Code § 48919). The county board is required to hold a

hearing whenever the appeal is filed in accordance with the law. County boards have a limited scope of review of these decisions as set forth in Education Code § 48922.

1. Whether the school district board acted without jurisdiction, i.e., time period violations, expulsion not based upon acts specified in the law as forming the basis for expulsion, or expulsion not based on acts related to school activity.
2. Whether the school district board conducted a fair hearing.
3. Whether there was a prejudicial abuse of discretion by the school district governing board, i.e., procedural requirements not met, the decision to expel is not supported by the findings, or the findings are not supported by the evidence.
4. Whether relevant evidence was improperly excluded by the school district board or new evidence that could have reasonably been discovered exists. In either of these instances, the county board may remand the case to the local board for reconsideration or to hold a hearing de novo itself.

Upon the filing of an appeal, the county board of education must conduct a hearing within 20 school days and render a decision within three school days of the hearing (Education Code § 48919). This hearing must be conducted in closed session unless the student requests in writing that the hearing be conducted in a public meeting (Education Code § 48920). Depending on the decision rendered, the county board is required to either remand the matter to the district governing board for reconsideration or adoption of required findings, grant a hearing de novo, or enter an order affirming or reversing the decision of the governing board. (Education Code § 48923).

B. Interdistrict Pupil Transfer Appeals

Current law provides several means to authorize interdistrict attendance of a student who resides in one school district but wishes to attend public school in another district.

1. Interdistrict Attendance Agreements (Education Code §§ 46600, et seq.)

The first, which has been in existence since the mid-1980's related to agreement between two or more school districts for the interdistrict attendance of pupils who are residents of the respective districts; this program is described in Education Code § 46600, et seq. If there is no interdistrict attendance agreement between two districts, a parent may request that one be entered into.

If either of the school districts fails to approve a transfer or fails, upon request, to enter into an agreement within 30 calendar days, the parent may appeal the failure to the county board of education. The county board has the responsibility within prescribed timelines and subject to certain procedures to determine whether the pupil should be permitted to attend and the applicable period of time.

2. District of Choice Program (Education Code §§ 48300, et seq.)¹

¹ Added by Assembly Bill 97 (Chapter 21, Statutes of 2004).

The second program, known as the “District of Choice” program, provides that a school district may, by resolution, elect to accept up to a specified number of students from other districts (Education Code § 48301(a)). The district must select students through a “random, unbiased process” that does not account for academic or athletic performance. However, siblings of students already enrolled in the district are entitled to priority. Students accepted for transfer under the “District of Choice” program are deemed to have fulfilled the residency requirements for school attendance in a district. Thus, no interdistrict agreement is required for the transfer. However, **there is no statutory right to appeal** a denial of a transfer request under the “District of Choice” program. As a result, the county board of education does not have an appellate role; this program, which was enacted in 2004, “sunsets” on July 1, 2007.

3. Allen Bill Transfer Program (Education Code § 48204(b))

The third program which authorizes students to attend school in a district other than their “home” district is found in Section 48204 of the Education Code. In this program, known as “Allen Bill Transfers,” a student is authorized to attend school in a district where the student’s parent(s) works, rather than where the student and parent(s) reside. The district where the parent is employed must agree to this alternative and either district of residence or parental employment may prohibit the transfer if it would negatively affect a desegregation plan. Similar to the “District of Choice” program described above, **there is no statutory right to appeal** a denial of a transfer request under the “Allen Bill Transfer” program. As a result, the county board of education does not have an appellate role. This program is scheduled to “sunset” on July 1, 2007.

IV. GENERAL DUTIES OF COUNTY SUPERINTENDENTS OF SCHOOLS

Education Code § 1240² describes the general statutory duties of the county superintendent. This section was significantly amended by the legislation enacted to implement the settlement of the *Williams, et al v. State of California, et al.* lawsuit. Section 1240 states that county superintendents shall:

- (a) Superintend the schools of his or her county.
- (b) Maintain responsibility for the fiscal oversight of each school district in his or her county.
- (c) (1) Visit and examine each school in his or her county at reasonable intervals to observe its operation and to learn of its problems.
- (2) If funds are appropriated to do so, annually present a report to the governing board of each school district, county board of education, and county board of supervisors of his or her county describing the state of the schools that are ranked in deciles 1 to 3, inclusive, of the 2003 base Academic Performance Index (API) including his or her observations while visiting the schools.
 - The county superintendent of Alpine, Amador, Del Norte, Mariposa, Plumas, Sierra, and San Francisco must contract with another county office of education or an independent

² As amended by AB 139 (Chapter 620, Statutes of 2001), SB 550 (Chapter 900, Statutes of 2004), SB 1108 (Chapter 22, Statutes of 2005), AB 831 (Chapter 118, Statutes of 2005), and SB 512 (Chapter 677, Statutes of 2005).

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Revised March, 2006

auditor to conduct the required visits and make all reports required in connection with the visits to deciles 1 to 3 schools.

- Visit schools ranked in deciles 1 to 3, inclusive, on the 2003 base API at least annually and the visits must:
 - Minimize disruption to the operation of the school.
 - Be performed by individuals who meet fingerprinting requirements.
 - Consist of not less than 25% unannounced in each county to observe the condition of school repair and maintenance and the sufficiency of instructional materials.
 - The priority objective of these visits is to determine:
 - The sufficiency of textbooks;
 - The condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff; and
 - The accuracy of data reported on the school accountability report card with respect to availability of textbooks and instructional materials and the safety, cleanliness, and adequacy of school facilities, including good repair.
 - In determining whether to make a single visit or multiple visits to a decile 1 to 3 school, county superintendents must consider factors such as cost-effectiveness, disruption to the school site, deadlines, and availability of qualified reviewers.
- (d) Distribute all laws, reports, circulars, instructions, and blanks that he or she may receive for the use of the school officers.
- (e) Annually present a report to the governing board of the school district and the Superintendent of Public Instruction regarding the fiscal solvency of any school district with a disapproved budget, qualified interim certification, or a negative interim certification, or that is determined at any time to be in a position of fiscal uncertainty.
- (f) Keep in his or her office the reports of the Superintendent of Public Instruction.
- (g) Keep a record of his or her official acts, and of all the proceedings of the county board of education.
- (h) Enforce the course of study.
- (i) Enforce the use of state textbooks and instructional materials and of high school textbooks and instructional materials regularly adopted by the proper authority in accordance with Section 51050.
- (1) Specifically review schools ranked in deciles 1 to 3, inclusive, on the 2003 base API that are not currently under review by a state or federal intervention program at least annually by the fourth week of the school year.
- A county superintendent in a county with 200 or more schools ranked in deciles 1 to 3, inclusive, on the 2003 base API, may use a combination of visits and written surveys of teachers to determine sufficiency of textbooks and instructional materials. If written

surveys of teachers are used, visit the schools surveyed within the same school year to verify the accuracy of the information reported on the surveys.

- (2) If a county superintendent determines that a school does not have sufficient textbooks or instructional materials:
 - Prepare a report that specifically identifies and documents areas or instances of noncompliance;
 - Within five business days of the review, provide a copy of the report to the school district and forward the report to the Superintendent of Public Instruction;
 - Provide the school district with an opportunity to remedy the deficiency.
 - Ensure remediation of the deficiency no later than the second month of the school term.
 - If the deficiency is not remedied, request the department, with approval by the State Board of Education, to purchase the textbooks or instructional materials necessary to comply with the sufficiency requirement.
- (j) Preserve carefully all reports of school officers and teachers.
- (k) Deliver to his or her successor, at the close of his or her official term, all records, books, documents, and papers belonging to the office, taking a receipt for them, which shall be filed with the State Department of Education.
- (l) Submit two interim reports during the fiscal year to the county board of education in accordance with the following:
 - (1) (The first report shall cover the financial and budgetary status of the county office of education for the period ending October 31.
 - (2) The second report shall cover the period ending January 31.
 - (3) Both reports shall be reviewed by the county board of education and approved by the county superintendent of schools no later than 45 days after the close of the period being reported.
 - (4) As part of each report, certify in writing whether or not the county office of education is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for two subsequent fiscal years.
 - (5) Send copies of each positive, qualified, or negative certification and the report containing such certification to the Superintendent of Public Instruction at the time submitted to the county board of education.
 - (6) Send copies of each qualified or negative certification and the report containing such certification to the Controller at the time submitted to the county board of education.

- (7) Base reports and certifications on standards and criteria for fiscal stability adopted by the State Board of Education and use format and forms prescribed by the Superintendent of Public Instruction.
- (8) Make reports and supporting data available to any interested party upon request.
- (m) When so requested, act as agent for the purchase of supplies for the city and high school districts of his or her county.
- (n) Report to the Commission on Teacher Credentialing the identity of any certificated person who knowingly and willingly reports false fiscal expenditure data relative to the conduct of any educational program if based on information that gives the county superintendent reasonable cause to believe such false information has been reported.

A. Miscellaneous Reporting Duties

The county superintendent is required to:

1. Make reports, when directed by the Superintendent of Public Instruction, showing matters relating to the public schools in his or her county (Education Code § 1243);
2. Annually submit to the Superintendent of Public Instruction a complete report of the attendance credited to the public schools of the county for the school year ending June 30 (Education Code § 1244);
3. Submit additional reports as may from time to time be required by the Superintendent of Public Instruction (Education Code § 1245).

Other, more specific statutory and legal duties and powers of the county superintendent will be discussed in connection with specific functions.

V. THE COUNTY OFFICE OF EDUCATION BUDGET PROCESS AND FISCAL RESPONSIBILITIES

A. Fiscally Independent vs. Non-Fiscally Independent Counties

County education agencies are of two types: Those which are fiscally independent of the county board of supervisors pursuant to Education Code § 1080, and those which are not.

At one time, there was a department or office of education within the government of each county. Education Code § 1080 empowers the county board of supervisors to transfer various functions to the county board of education. These functions are:

1. Approval of the superintendent's estimate of anticipated revenue and expenditures;
2. Allowance of various expenses of the superintendent's office, and;
3. Performance of other educational and recreational duties otherwise required to be performed by the board of supervisors.

Even when these functions are transferred, the expenses for them remain part of the county's general fund budget unless the county board agrees to include them in a "single fund budget." When there is such a single fund budget, the county of office of education is said to be "fiscally independent." Today, the great majority of county offices are fiscally independent.

1. In those counties which are not fiscally independent, there are basically two funds from which expenses of the country board and superintendent are paid:
 - a. The general fund budget of county government which is approved by the board of supervisors (Education Code, § 1510).
 - b. The county school service fund (Education Code, § 1500).
2. In the overwhelming number of counties where fiscal independence has been agreed to, the funds are consolidated into a single county school service fund budget which is forwarded only to the State Superintendent of Public Instruction. The process for adoption is set forth in Education Code § 1620 et seq.
3. Process for Budget Adoption in Fiscally Independent Counties:
 - a. County superintendent of schools submits proposed budget to the county board of education in the form prescribed by the Superintendent of Public Instruction (Education Code §§ 1621, 14050).
 - b. On or before July 1 of each year, the board holds a public hearing on the proposed budget. The hearing must be held prior to adoption by the board and no sooner than three days after the proposed budget is made available for public inspection (Education Code, § 1620).
 - c. On or before July 1, the county board is directed to adopt and approve an annual budget and file the budget with the Superintendent of Public Instruction (Education Code, §§ 1040, 1622(a)). If the county board neglects or refuses to make a county office of education budget, the state will not appropriate any state or federal money to that county office for the fiscal year and appropriate county officials will be notified not to approve warrants issued by the county office of education (Education Code, § 42120).
 - d. On or before September 8, the county board is required to revise the budget to reflect changes made necessary by revised projections of income and expenditures and to file that budget with the Superintendent of Public Instruction, the county board of supervisors, and the county auditor. The same notice provisions applicable to the July 1 adoption apply and the Superintendent of Public Instruction must approve the revisions (Education Code § 1622(c), (d)). As an alternative to this procedure, the county board of education may substitute the procedure found in Education Code § 1622 (e) (1), (2), and (3).
4. Process in Counties That Are Not Fiscally Independent:
 - a. The county superintendent submits a proposed annual budget for approval to the county board of education. The county board must approve the proposed budget prior to submission to the county board of supervisors (Education Code, § 1040, (c)). There is no date specified, but it is generally understood that this adoption will occur on or before July

1. No specific notice requirements are in statute for this adoption, but all the Brown Act notice of meeting requirements would apply to the action of the county board.
- b. The process for adoption and approval of the county school service fund budget is identical to the process for adoption and approving the single fund budget in counties that are fiscally independent (Education Code, § 1040(d)). There are currently only three (3) counties in this category: Alpine, San Benito, and San Bernardino.

B. Other Budget Functions of the County Board of Education

The county board is permitted, but not required, to review the county superintendent of school's annual itemized estimate of anticipated revenue and expenditures before it is filed with the county auditor and make any revisions, reductions, or additions it deems advisable and proper (Education Code, §1042 (b)). This itemized estimate is a separate document from the budget.

The county board is required to review two interim financial reports submitted by the superintendent: one for the period ending October 31, and the other for the period ending January 31. Both reports must be reviewed by the board and approved by the county superintendent within 45 days of the close of the reporting period (Education Code § 1240 (l)).

The county board is required to review the report of the annual audit (Education Code § 1040 (e)).

C. Approval of Budget by Superintendent of Public Instruction. Further Review of Disapproved Budget

As noted above, the consolidated budget for fiscally independent counties and the county school service fund budget in non-fiscally independent counties must be submitted to the Superintendent of Public Instruction for examination and determination of compliance by July 1 (Education Code § 1622). The Superintendent of Public Instruction must either approve or disapprove the budget by August 15. If the budget is disapproved, it is returned to the county office of education with recommended revisions and reasons.

On or before September 8, the county board is required to respond to the Superintendent of Public Instruction recommendations. This is done at the same time that revisions are made to the budget to reflect changes in projected income and expenditures that have occurred since July 1. All revisions are then forwarded to the Superintendent of Public Instruction. If the superintendent again refuses to approve the budget; he or she calls for the formation of a budget review committee pursuant to Education Code § 1623. During the subsequent review process, the county office continues to operate on the prior year's budget (Education Code, § 1626).

D. Budget Administration

Once the budget prepared by the county superintendent is adopted by the board, it is submitted by the superintendent to the Superintendent of Public Instruction for approval. Thereafter, administration of the budget is the responsibility of the county superintendent.

No funds may be expended in excess of the total expenditures approved by the Superintendent of Public Instruction without his or her approval (Education Code § 1604). In many counties, major changes in expenditures, such as for budget augmentation, major shifts in spending priorities, and

new programs, are first presented to the county board by the superintendent. The superintendent, however, can spend within major budget categories without further approval. The necessary transfers among budget categories (e.g. object codes) may be made by the superintendent to meet necessary expenses. Budget funds cannot, however, be transferred from the unappropriated fund balance without approval of the county board. In addition, a budget revision by the county superintendent in excess of \$25,000 or a consultant contract for \$25,000 or more is required to be incorporated in the next interim financial report or other board report when the report is submitted to the county board of education for discussion and approval at a regularly scheduled public meeting (Education Code §§ 1280, 1281).³

As noted above, the county superintendent submits to the board for review two interim reports - period ending October 31 and period ending January 31. At the time of these interim reports, the board and public are informed of routine budget transfers and approval is sought from the board for budget revisions (e.g. adjustments to revenue and to total appropriation level).

E. Property Acquisition and Disposal

Subject to the myriad of laws setting forth proper procedures, county boards of education have the power to lease, lease-purchase, hold, and convey real property for the purpose of housing the offices and services of the county superintendent of schools (Education Code § 1042(c)). This power only applies, however, in those counties that have achieved fiscal independence from the county board of supervisors or have secured the right by agreement with the county board of supervisors. The power to acquire property includes the power to do so by eminent domain (Education Code, § 1047).

Authority for purchases and contracts for personal property resides with the county superintendent.

One of the discretionary powers of the county board is to acquire (including lease) and hold or convey real property to house the offices and services of the county superintendent provided that the board of supervisors has transferred the power to allow the expenses of that housing. Education Code § 1605 provides that title to all property purchased by the county superintendent from the county school service fund is in the office of the county superintendent. The general practice is for real property to be held in the name of the county superintendent and county board, and personal property (including equipment) to be held in the name of the superintendent. County boards, by a two-thirds vote, may render city and county ordinances inapplicable to certain school sites. (See Government Code § 53094)

Education Code section 1279⁴ provides a number of requirements for a county superintendent to dispose of personal property. To dispose of any item of personal property worth over \$25,000, the county superintendent must:

1. Obtain an independent valuation of the property;
2. Advertise the property for sale in a newspaper of general circulation within the district, or in any newspaper of general circulation that is regularly circulated in the district.

³ Added by AB 857 (Chapter 838, Statutes of 1999).

⁴ Added by AB 857 (Chapter 838, Statutes of 1999).

3. Bring the matter to the attention of the county board of education for discussion at a regularly scheduled public meeting; and
4. Obtain the approval of the county board of education.

To dispose of any item of personal property worth less than \$25,000, the county superintendent must certify the value of the property in a quarterly report that is submitted to the county board of education for review.

VI. FISCAL ACCOUNTABILITY AND OVERSIGHT OF SCHOOL DISTRICTS

A. All School Districts

County superintendents are required to review and approve school district budgets and ongoing expenditure patterns before they are sent to the California Department of Education (Education Code § 42127⁵). Specifically, county superintendents are required to:

1. Examine the adopted budgets of the districts within his or her jurisdiction to determine whether it complies with the standards and criteria adopted by the State Board of Education and identify any technical corrections that are necessary to bring the budget into compliance with such standards and criteria (Education Code § 42127(c)(1));
2. Determine whether the adopted budget will allow the district to meet its financial obligations during the fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments (Education Code § 42127(c)(2));
3. Review and consider studies, reports, evaluations, or audits of the school district that contains evidence of fiscal distress under the state standards and criteria and were commissioned by the district, the county superintendent, the Superintendent of Public Instruction, or state control agencies (Education Code § 42127(c)(2));
4. Consider findings by an external reviewer that more than three of the 15 most common Fiscal Crisis and Management Assistance Team (FCMAT) predictors of a school district needing intervention are present (Education Code § 42127(c)(2));
5. If these findings are made, investigate the financial condition of the school district and determine if the district may be unable to meet its financial obligations for the current or two subsequent fiscal years, or should receive a qualified or negative certification (Education Code § 42127.6(a)(1));
6. Either conditionally approve or disapprove a budget that does not provide adequate assurance that the district will meet its current and future obligations, and resolve any problems identified in the referenced studies, reports, evaluations, or audits (Education Code § 42127(c)(2));
7. On or before August 15, approve, conditionally approve, or disapprove the adopted budget for each school district (Education Code § 42127(d));

⁵ Amended by AB 2756 (Chapter 52, Statutes of 2004).

8. On or before August 15, transmit to the governing board of the school district, in writing, recommendations regarding revision of the budget and the reasons for those recommendations including amounts of budget adjustments needed before the budget could be approved (Education Code § 42127(d));
 - a. Note: The county superintendent *may* assign a fiscal adviser to assist a school district to develop a budget in compliance with the recommended revisions (Education Code § 42127(d));
9. By September 15, develop a budget for any district that does not submit one to the county superintendent as required by August 15 and transmit that budget to the district governing board (Education Code § 42127(d));
10. By September 22, provide a list to the Superintendent of Public Instruction identifying all school districts for which a budget may be tentatively disapproved (Education Code § 42127(f)).
11. Review and comment on any proposed collective bargaining agreement of a qualified or negative certified district to determine if the agreement would endanger the fiscal well-being of the district and notify the district, the county board of education, the district superintendent and governing board, each parent and teacher organization of the district within 10 days (Government Code §§ 3540.2(a), (c));
12. Issue a qualified or negative certification for the district on the next interim report if the district does not adopt all of the revisions needed to meet the costs of a collective bargaining agreement (Cal. Govt. Code § 3547.5(c));
13. Report to the Superintendent of Public Instruction on the financial condition of any school district that is certified as qualified or negative including his or her proposed remedial actions and take **all actions necessary (but at least one of the following actions)** to ensure that the district meets its financial obligations:
 - a. Assign a fiscal expert, paid for by the county superintendent, to advise the district on its financial problems;
 - b. Conduct a study of the financial and budgetary conditions of the district including a review of internal controls;
 - c. Direct the school district to submit a financial projection of all fund and cash balances of the district as of June 30 of the current year and subsequent fiscal years as he or she requires;
 - d. Require the district to encumber all contracts and other obligations, to prepare appropriate cash flow analyses and monthly or quarterly budget revisions, and to appropriately record all receivable and payables.
 - e. Direct the district to submit a proposal for addressing the fiscal conditions that resulted in the determination that the district may not be able to meet its financial obligations;
 - f. Withhold compensation from members of the governing board and the district superintendent for failure to provide requested financial information;

- g. Assign the Fiscal Crisis and Management Assistance Team (FCMAT) to review issues related to employment of teachers and provide the district with recommendations.
- i. (Education Code § 42127.6(a)(1))

14. Reimburse the Superintendent of Public Instruction for all costs if the SPI assumes the fiscal oversight responsibility of the county superintendent of schools based on a finding that the actions of the county superintendent are not effective in resolving the financial problems of a school district (Education Code § 42127.6(k));

In addition, at any time during the fiscal year, county superintendents may audit, in a timely manner, the expenditures and internal controls of school districts he or she determines to be fiscally accountable (Education Code § 1241.5(a)⁶). Furthermore, at any time during the fiscal year, county superintendents may review or audit the expenditures and internal controls of school districts in his or her county if he or she has reason to believe that fraud, misappropriation of funds, or other illegal fiscal practices have occurred that merit examination (*Id.* at 1241(b)). County superintendents are required to focus such reviews or audits on the alleged fraud, misappropriation of funds, or other illegal fiscal practices and to conduct such reviews or audits in a timely and efficient manner. If the county superintendent determines that there is evidence that fraud or misappropriation has occurred, he or she is required to notify the governing board of school district, the State Controller, and Superintendent of Public Instruction, and the local district attorney (Education Code § 42638).

B. Emergency Loan Districts

County superintendents are also required to provide specific fiscal oversight for districts that receive emergency state loans. The appointment of a State Administrator to an emergency loan district does not remove any statutory rights, duties, or obligations from the county superintendent (Education Code § 41327.2(a)⁷). County superintendents are required submit reports to the Superintendent of Public Instruction, appropriate fiscal and policy committees of the legislature, the Director of Finance, and the Secretary for Education after reviewing the district's budget and interim reports that:

1. Document the fiscal and administrative status of an emergency loan district, particularly in regard to the implementation of the fiscal and management recovery plans.
2. Determine whether the revenue streams to the district appear to be consistent with its expenditure plan, according to the most recent data available at the time of the report.

(Education Code § 41327.2(b))

Such reports are required until six (6) months after all rights, duties, and powers are returned to the school district.

Furthermore, Education Code section 41326(k)⁸ requires the Superintendent of Public Instruction to review the fiscal oversight of any emergency loan district by the county superintendent with

⁶ Amended by Assembly Bill 139 (Chapter 620, Statutes of 2001).

⁷ Added by Assembly Bill 2756 (Chapter 52, Statutes of 2004).

⁸ Added by Assembly Bill 2756 (Chapter 52, Statutes of 2004).

jurisdiction over that district and report his or her findings to the Legislature and the Department of Finance within three months. If the SPI determines that the county superintendent failed to carry out his or her responsibilities for fiscal oversight, the SPI may exercise the oversight authority of the county superintendent for the emergency loan district. Also, if the SPI finds that the county superintendent failed to take into account indicators of fiscal distress, the SPI shall further investigate whether the county superintendent failed to take those indicator into account in other districts with negative or qualified certifications and provide an additional report to the appropriate policy and fiscal committees of the Legislature and the Department of Finance on the fiscal oversight practice of the county superintendent.

VII. THE PERSONNEL FUNCTION

One of the areas that most sharply differentiates the role of county boards of education from school boards in K-12 districts and community colleges is the personnel function, such as identifying needs for personnel, hiring, disciplining, terminating, and engaging in negotiations. The superintendent is the employer charged with the responsibilities of managing personnel (*See*, 72 Ops.Cal.Atty.Gen. 25, March 9, 1989). This includes determining the need for, and creating new positions.

As in K-12 districts, employees of the county superintendent who staff the county office of education are of two types - certificated and classified. Certificated employees are those that are required by state law to have a certificate (credential) issued by the state in order to perform their functions, and classified employees are all the rest. Employees of the county schools are covered by the same collective bargaining laws which cover employees of K-12 districts; however, the superintendent, not the board, is the employer who negotiates with the unions.

The Attorney General issued an opinion in 2002 stating that a county board of education may not meet in closed session under either the “personnel exception” or the “labor negotiations exception” of the Brown Act to consider the appointment, employment, salaries, fringe benefits, evaluation of performance, discipline, or dismissal of certificated or classified employees of the county superintendent of schools since county school employees are employed by the county superintendent and not by the county board of education (85 Ops. Cal. Atty. Gen. 77, April 19, 2002). While opinions of the Attorney General are not controlling statements of law, they are generally given “great weight” by courts in determining the meaning of statutes. *See, e.g., Freedom Newspapers, Inc. v. Orange County Employees Retirement System*, 6 Cal.4th 821, 829 (1993).

A. Certificated Staff Hiring

Numerous statutory references confirm that it is the superintendent and not the board that is the employer of certificated staff. Education Code §§ 1293 and 1294 grant to the superintendent the right to employ certificated employees. The right to employ such persons in categorical programs is found in Education Code § 1294.5.

In a number of program areas, the superintendent, with the approval of the county board, is authorized to provide various services to local school district (For example, Education Code §§ 1703, 1730, 1740, 1750). Once the board grants general approval for those program areas, the superintendent retains sole authority to hire staff within budgetary constraints.

B. Classified Staff Hiring

Education Code § 1311 specifies that classified employees that are employed by the county superintendent of schools are to be employed in accordance with specified code sections applicable to K-12 and community college classified employees. Education Code § 1311 specifies the superintendent as the employer. The state attorney general has published an opinion that this activity vests the responsibility for hiring (and other personnel matters) in the hands of the superintendent and not the county board (72 Ops.Cal. Atty. Gen. 25, March 9, 1989).

C. Certificated and Classified Employee Salary Setting

Subject to the obligation to bargain with exclusive representatives of certain categories of employees, the county superintendent has the authority to set salaries and benefits of all categories of employees. However, the county superintendent may not increase the salary or bonus of any employee of the county office of education by \$10,000 or more unless the matter is brought to the attention of the county board of education for its discussion at a regularly scheduled meeting (Education Code § 1302(a)⁹). In addition, the county superintendent may not increase the retirement benefits of any employee of the county office of education unless the matter is brought to the attention of the county board of education for its discussion at a regularly scheduled meeting *and* the county board approves the increase (Education Code § 13029(b)¹⁰). The salary of the superintendent, however, is set by the county board (Cal. Const. art. IX, § 3.1 (b)).

D. Issuance of Temporary Certificates

If certificated persons meet certain conditions, as specified in Education Code § 44332, the county board of education may issue temporary certificates authorizing payment of salary to teachers or children center personnel whose credentials or permits are being processed. The board is also responsible for revoking the certificates upon notification that the certificate holder does not meet the requirements for the credential.

E. Discipline, Dismissal, Layoffs, Evaluations, and Leave

Certificated discipline, dismissal, layoffs, evaluations, and most leaves are within the purview of the county superintendent of schools, again subject to any bargaining obligation that may exist. One exception is sabbatical leaves for certificated employees which are required to be submitted to the board for approval (Education Code, § 1294).

Classified discipline and dismissal are also within the power of the county superintendent subject to the rules and procedures promulgated by a personnel commission (if there is one within the office), the collective bargaining agreement, and state law. The county superintendent is in charge of evaluation and layoffs subject to any collective bargaining agreement.

Education Code § 1295 grants to the county superintendent of schools the power to grant leaves to classified employees “with the approval of the county board of education.” However, leave for employee are a mandatory subject of collective bargaining, which is the responsibility of the superintendent as employer. On this subject, one commentator has opined as follows:

⁹ Added by AB 857 (Chapter 838, Statutes of 1999).

¹⁰ Added by AB 857 (Chapter 838, Statutes of 1999).

“The problem posed by county board authority in regard to leaves is that the superintendent alone is empowered to negotiate leave provisions in collective bargaining. I conclude that the only way to harmonize the board’s power with bargained leave policies is to permit the board to grant or deny those leave requests which are left to the employer’s discretion under the contract. Thus, if the superintendent is empowered, but not required to grant a leave, the board may give or withhold approval of a leave the superintendent has decided to grant. The board may not grant a leave which the superintendent has decided to deny.” (Memorandum from Frank J. Fekete, Attorney at Law, to Sonoma County Superintendent of Schools, October 30, 1987 - quoted by permission.)

As mentioned above, boards do have the authority to contract with or employ persons to provide special services to the board, such as legal, financial, engineering, administrative, and economic. In that case, the board has the authority to set their salaries.

F. Credential Monitoring

County superintendents are required to monitor and review school district certificated employee assignment practices as follows:

1. On an annual basis, schools and school districts that are likely to have problems with teacher misassignments and teacher vacancies based on past experience or other available information; and
2. On an annual basis, schools ranked in deciles 1 to 3, inclusive, on the 2003 base Academic Performance Index if those schools are not currently under review through a state or federal intervention program. [Note: If a school has no teacher misassignments or teacher vacancies for two consecutive years, the next review of that school may be completed on a four-year cycle, unless the school is likely to have problems with teacher misassignments and teacher vacancies based on past experience or other available information]; and
3. All other schools on a four-year cycle.

(Education Code § 44258.9(b)¹¹)

In addition, county superintendents are required to investigate school and district efforts to ensure that any credentialed teacher serving in an assignment requiring a certificate or specific training completes the necessary requirements for these certificates or completes the required training. Furthermore, county superintendents are required to submit an annual report to the Commission on Teacher Credentialing summarizing the results of all assignment monitoring and review (*Id.* at § 44258.9(c)).

In the event of a misassignment, county superintendents are required to notify, through the district superintendent, any certificated school administrator responsible for assigning a certificated person to a position for which he or she has no legal authorization of the misassignment and advise him or her to correct the assignment within 30 days (*Id.* at § 44258.9(e)). If the misassignment is not corrected within 30 days, county superintendents are required to notify the Commission on Teacher Credentialing unless the administrator describes in writing to the county superintendent the extraordinary circumstances which make this correction impossible.

¹¹ Amended by Assembly Bill 3001 (Chapter 902, Statutes of 2004).

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Revised March, 2006

County superintendents are also required to notify district superintendents which have 5% or more of all certificated teachers in secondary schools misassigned and advise him or her to correct the misassignments within 120 days. If the misassignments are not corrected within 120 days, county superintendents are required to notify the Commission on Teacher Credentialing unless the district superintendent describes in writing to the county superintendent the extraordinary circumstances which make this correction impossible.

At the direction of the Commission on Teacher Credentialing, county boards of education are authorized to conduct hearings, report findings, summarize the evidence, and recommend to the state the revocation or suspension of a credential (Education Code § 44422). However, county boards of education do not have authority to revoke licenses to teach in that county of school teachers, administrators, and other certificated employees employed by the school districts of the county or by the county superintendent of schools (67 Ops. Cal. Atty. Gen. 218, May 30, 1984).

G. Collective Bargaining

Both the Attorney General (as discussed above) and the state Public Employment Relations Board (Alameda County Board of Education, PERB order No. 323, June 30, 1983) have determined that the county superintendent is the sole employer. The conclusion to be drawn from this is that the county superintendent of schools is the sole employer for collective bargaining purposes. Agreements between the superintendent and employee unions are binding contracts and any action that interferes with their performance may constitute an unfair labor practice.

H. Other Personnel Functions

The county superintendent is required to appoint a teacher and open and keep a school if there is sufficient money in a school district's funds to maintain a free school for 175 days of actual teaching if the trustees of the district neglect or refuse to employ a teacher (Education Code § 1256).

VIII. COUNTY PROGRAMS

The following sections briefly describe the programs run by county offices, and the respective roles of the board and superintendent.

A. Regional Occupational Centers and Programs (ROC/Ps)

ROC/Ps are established to provide vocational education opportunities to students. The county superintendent, with the consent of the State Board of Education, has discretionary authority to establish and maintain an ROC/P for vocational education (Education Code § 52301). (ROC/Ps may also be established by school districts under a joint powers agreement, in which case the county superintendent is not involved.) When an ROC/P is established by the county superintendent, the county board is the governing board (Education Code § 52310.5). As such, the board shall review the program every two years for compliance with statutory requirements (Education Code § 52302.3).

The duties of the county superintendent include:

1. Providing necessary transportation for ROC/P students (Education Code § 52311);

2. Acquiring a site and buildings for the ROC/P (Education Code § 52312);
3. Accepting and expending public and private grants for vocational education (Education Code § 52313);
4. Determining the admission of pupils into ROC/P (Educational Code § 52314);
5. Meeting various reporting requirements (Education Code §§ 52324.6, 52321 (a));
6. All the duties of the employer of the employees who provide services to the ROC/P.

In general terms, the county superintendent operates and administers the ROC/P, and the county board acts as the governing board.

B. County School Service Fund Programs and Services

Pursuant to Education Code § 1700 et. seq., the county superintendent is authorized, with approval of the county board, to provide coordination of the educational programs among school districts, and to provide professional and financial assistance to school districts. Once established, the county superintendent is empowered to employ various staff to provide for coordination of services. The types of programs and services that are specified are:

1. Preparation of courses of student and development of curriculum and instructional materials for K-12 schools (Education Code § 1720);
2. Supervision of instruction (Education Code § 1730), supervision of attendance (Educational Code § 1740.), supervision of health (Education Code § 1750), and counseling and guidance services (Educational Code § 1760);
3. Establishment and maintenance of a county school library service (Education Code § 1770), youth conservation and training program (Education Code § 1780), Technical, Agricultural, and Natural Resource School (Education Code § 179.), audio and visual services facilities (Educational Code § 1830), classes or schools for prisoners in the county jail (Education Code § 1900), and emergency schools (Education Code § 1920).

It seems clear that the county superintendent has the authority to determine the necessity of providing such services and programs, and to design a program that will meet the needs of the school districts and their students.

C. County Community Schools

County community schools generally serve those students who have been removed from school districts, whether by expulsion or referral. The county board has the discretionary authority to establish these community schools (Education Code § 1980). Once established, the county superintendent administers the schools, and the county board adopts the curriculum (Education Code §§ 1982, 1983, 1984).

D. Community Day Schools

Community day schools are operated by school districts and county offices of education. Community day schools serve expelled students, students referred by a School Attendance Review Board or probation department, and other high risk youth. Education Code section 48667¹² provides that for purposes of community day schools, county offices of education are deemed to be a school district. Thus, the county board of education has discretionary authority to establish these community day schools (Education Code § 48660).

E. Special Education

The county superintendent may operate special education classes under the SELPA Local Plan and participate in the IEP process in order to develop programs suited to individual needs. Curriculum decisions and proficiency standards are the responsibility of local school districts (Education Code § 56000 et seq.).

F. Juvenile Court Schools

Education Code § 48645.2 states that the “county board shall provide for the administration and operation of juvenile court schools” either “by the county superintendent” or “by contract with the respective governing boards of the school districts in which the juvenile court school is located.” Court schools are to be conducted in a manner prescribed by the county board of education to best accomplish the statutory purpose. The board adopts the curriculum and evaluates the educational program (Education Code § 48645.3).

G. Local Child Care and Development Planning Councils

County superintendents of schools, in conjunction with the county board of supervisors, are required to establish local child care and development planning councils that provide a forum for the identification of local priorities for child care and the development of policies to meet the needs identified within those priorities (Education Code § 8499.3).

IX. CHARTER SCHOOLS

A. Establishment of Charter Schools

A county board of education may establish a charter school if:

1. The pupils to be served are pupils who would normally be provided direct education and related services by the county office of education (Education Code § 47605.5)¹³;
2. The petition has been previously denied by a local school district governing board within the county (Education Code § 47605(j)); or
3. The charter provides county-wide services that cannot be provided by a district-approved charter school (Education Code § 47605.6)¹⁴.

¹² Added by Assembly Bill 1845 (Chapter 847, Statutes of 1998).

¹³ Added by AB 544 (Chapter 34, Statutes of 1998).

¹⁴ Added by AB 1994 (Chapter 1058, Statutes of 2002).

In any case, if the county board approves the charter, it is the authorizing entity. As such, it retains the power to revoke or renew the charter, has supervisory and oversight responsibilities over the charter school, and is responsible for ensuring that all special education and related services to eligible students are provided pursuant to each student's individualized education program (Education Code § 47605.6, 47607, 47646).

A charter school petition that has been denied by the governing board of a school district must be received by the county board of education not later than 180 calendar days after the denial. Reviews by a county board of education must be completed within 60 days of receipt, but an extension of up to 30 days is possible if both parties are willing. Any petition received more than 180 calendar days after denial by a district will not be acted upon by the county board of education (5 CCR § 11967). If, upon receipt of the petition, the Board fails to act within 120 days, the petitioner(s) may seek judicial review of the district board's denial (Education Code § 47605(j)(4)).

B. Oversight of Charter Schools

County superintendents have authority to monitor and investigate the operations of any charter school located within his or her county based upon written complaints by parents or other information that justifies the investigation (Education Code § 47604.4¹⁵). In addition, beginning January 1, 2006, county superintendents have authority to review or audit the expenditures and internal controls of any charter school in his or her county, in a timely manner, if he or she has reason to believe that fraud, misappropriation of funds, or other illegal fiscal practices have occurred that merit examination (Education Code § 1241.5(c)¹⁶). The county superintendent must report the findings and recommendations to the governing board of the charter school and provide a copy of the information to the chartering-agency within 45 days.

Education Code section 47604.3 provides county offices of education with general authority to request information from a charter school. Therefore, a county office may request credential information from charter schools under their general authority. However, Education Code section 47605(l) specifically provides for the monitoring of credentials by the authorizing entity. The sections of law that generally provide the county office of education with a role in credential monitoring for districts do not apply to charter schools. Thus, a county office would only have credentialing monitoring responsibility under Education Code section 47605(l) if it were the charter authorizing entity.

Also, Education Code section 47652 provides county offices of education in which a charter-granting agency is located approval authority over the estimated average daily attendance of new charter schools in order for such charter schools to receive advanced apportionment.

X. SCHOOL DISTRICT REORGANIZATION

There is in each county, except a county that is also a city (i.e., San Francisco), a county committee on school district organization (Education Code § 4000). The county committee is the local initiator, coordinator, analyst, facilitator and arbitrator for the reorganization of school districts. It formulates plans, responds to petitions, conducts public hearings, develops and releases information, and analyzes proposals throughout the approval process of reorganization. For petitions for

¹⁵ Added by AB 1994 (Chapter 1058, Statutes of 2002).

¹⁶ Added by SB 430 (Chapter 357, Statutes of 2005).

transfers of territory, where state approval is not required, the county committee gives final approval or disapproval (Education Code §§ 35709, 35710), subject only to appeal to the State Board of Education (Education Code §§ 35710.5, 35711). The county committee also establishes or rearranges governing board trustee areas as required (Education Code § 1000).

In many counties, the county board of education serves as the county committee on school district organization by order of the State Board of Education (Education Code § 4021).

County superintendents have authority to provide assistance in connection with school district reorganizations through the services of the county committee on school district organization. For example, county superintendents may employ personnel to (1) conduct research in connection with the activities of the county committee, and (2) develop systems, procedures, and methods for applying such research findings to improve the effectiveness of those activities (Education Code § 1943). County superintendents also have authority to:

1. Provide information, coordination, and guidance to potential petitions for reorganization and to other parties about the petition process;
2. Provide procedural advice and counseling;
3. Provide information and assistance for community meetings, information and briefing sessions;
4. Provide for coordination of media and community relations;
5. Assist with processing and evaluation of multiple petitions to reorganize one or more school districts by ensuring compliance with all requirements and timelines and applying evaluation criteria;
6. Assist newly organized school districts to ensure smooth transitions with minimum disruption to students and staff and to provide advisory and consulting expertise in various areas.

(Education Code § 35700.1)

In addition, county superintendents are required inquire and ascertain whether the boundaries of the school districts and community college districts in his or her county are definitely and plainly described in the records of the county board of supervisors, and to keep a full and correct transcript of the boundaries in his or her office (Education Code § 2600).

XI. THE PERMISSIVE EDUCATION CODE

Education Code § 35160 provides “school districts” with permissive authority to:

“initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.”

Education Code § 35160.2 states that “for the purposes of § 35160, “school district shall include county superintendents of schools and county boards of education.” The Legislature received authority to grant permissive authority to school districts from a Constitutional amendment that specified only “school districts.” Some have questioned whether the Constitutional language

permitted the Legislature to extend the authority to either the county superintendents or county boards of education. To date, no one has challenged this grant of authority and educational agencies have proceeded on the basis that the extension is authorized.

XII. OTHER SERVICES PROVIDED BY COUNTY OFFICES OF EDUCATION

The following represents a sample of some of the other services authorized by law to be provided by county offices of education:

A. Professional Development

County superintendents are authorized to conduct teacher institutes for the professional development of teachers employed by school districts within the county, and to select the speakers and materials to be presented at such institutes (Education Code § 1278, 79 Ops. Cal. Atty. Gen. 109, June 20, 1996). Accordingly, county superintendent may select the speakers and materials to be presented at such teacher institutes conducted for the County offices of education are authorized to offer new teacher induction programs through the Beginning Teacher Support and Assessment (BTSA) program (Education Code §§ 44259(c), 44279.2(c)). County superintendents may establish administrator training and evaluation programs to provide school administrators support and development activities designed to improve clinical supervision skills (Education Code § 44682).

B. Business Services

County superintendents are authorized to provide fiscal, budgetary, and data-processing services through contractual agreements with school districts that have been determined to be fiscally accountable under Education Code Section 42650 (Education Code § 42650). Also, county superintendents may, with the approval of the State Superintendent of Public Instruction, the county board of education, and the county auditor, process payroll for designated school districts within the county (Education Code § 42646).

C. Child Development Programs and Centers

County superintendents may, with approval of the county board of education and the Superintendent of Public Instruction, establish and maintain child development centers and programs (Education Code § 8321).

D. Technology Leadership

County offices of education are authorized to serve as lead agencies to administer the services within each region to provide a range of technology services including staff development and technical assistance to all school districts and county offices of education with each region (Education Code § 51871). County offices of education also play an integral role in coordinating the K-12 High Speed Network which provides high-speed, high-bandwidth Internet access to all county offices of education, school districts, and schools in the state.

E. Regional System of District and School Support

County offices of education provide assistance to identified Program Improvement school districts and schools by reviewing and analyzing all facets of a school's operation, including the design and operation of the instructional program and making recommendations for improving student performance and school operations (Education Code § 52059).

F. Participation in Federal Programs

County superintendents are authorized to: (1) perform acts necessary to receive the benefits and spend funds provided by an act of Congress, and (2) cooperate with, or enter into agreements with, the federal government or any agency thereof, the State Board of Education, school districts, and private or public nonprofit organizations in order to receive the benefits and spend funds provided by the act of Congress (Education Code § 12400).

G. Scholarship Programs

County boards of education are authorized to grant scholarships and monetary awards to county students when it is acting as the governing board of a school district (85 Ops. Cal. Atty. Gen. 167, August 28, 2002).

H. Outdoor Science Education Programs

County superintendents of schools may, with approval of the county board of education, enter into agreements with school district governing boards or private schools to provide outdoor science and conservation education programs to students (Education Code §§ 8764-8765).

I. Services to Migrant Children

The Superintendent of Public Instruction is authorized to contract with county superintendents of schools (or local educational agencies) to provide services to migrant children residing in specified geographical regions (Education Code § 54444).

J. Medi-Cal Administrative Activities (MAA) Program

The Medi-Cal Administrative Activities (MAA) Program, authorized under Welfare and Institution Code Section 14132.47, provides a way for school districts to obtain federal reimbursement for the cost of certain administrative activities necessary for the proper and efficient administration of the Medi-Cal program. Local Educational Consortia (LECs) are defined in law as a local agency that is one of the service regions of the California County Superintendent Educational Services Association (Welf. and Inst. Code § 14132.47(q)(1)). County offices of education serve as lead agencies for the LECs by contracting with the Department of Health Services to operate the program, and providing services for school districts within their respective LEC.

Appendix A

CHRONOLOGY OF THE OFFICES OF THE COUNTY SUPERINTENDENT OF SCHOOLS AND COUNTY BOARDS OF EDUCATION IN CALIFORNIA

- 1849 Position of county superintendent of schools first established in Article IX of California Constitution as ex officio duty of the county assessor.
- 1852 Office of county superintendent of schools recreated (Common School Act).
- 1856 The office of county superintendent of schools is made elective as a position of county government.
- 1860 Legislature creates county boards of examination (headed by county superintendents).
- 1872 The Legislature authorizes, but repeals in 1874, that a person eligible for city or county superintendent must be a professional teacher and holder of a teacher's certificate. It was not until 1947 that professional requirements were required for county superintendents.
- 1879 New California Constitution established position of county superintendent of schools as elected constitutional office.
- 1881 Legislature created county boards of education (county superintendent and four educators appointed by the county board of supervisors).
- 1915 Responsibility for child welfare and attendance supervision.
- 1917 Responsibility for health and physical education.
- 1933 School finance law establishes three funds to support duties.
- 1939 Legislature authorizes by law the following:
1. The county board of supervisors is permitted to contract with the county superintendent of schools in order to provide health supervision of elementary school buildings and pupils enrolled in any elementary school within the county, carried out by health officers or other employees of the county health department.
 2. County superintendents are given discretion to provide for the education of physically handicapped minors who would otherwise be denied proper educational services.
 3. County superintendents are permitted, with the approval of the county boards of education, to provide for the preparation and coordination of courses of study, and for conducting and coordinating research and guidance activities for elementary and high schools under their jurisdiction.
- 1940 Additional powers granted by statute, including mandates to serve small school districts.

- 1946 Constitutional amendment authorized legislature to prescribe qualifications and fix salaries of county superintendents.
- 1947 County school service fund is created, increasing powers and duties of county superintendent.
- 1955 The Legislature enacts a law establishing elected county boards of education, consisting of five or seven members to be elected at large, and at least one member residing in each of the designated trustee areas determined by the county committee on school district reorganization.
- 1976 Constitutional amendment authorized county voters in non-chartered to choose between an elected or appointed county superintendent¹⁷, and authorizes the county board of education to fix the salary of the county superintendent.
- 1991 Assembly Bill 1200 (Chapter 1213, Statutes of 1991), which took effect on January 1, 1992, redefined and expanded county superintendents' fiscal oversight of school districts responsibilities.
- 2004 Assembly Bill 2756 (Chapter 52, Statutes of 2004), which took effect on June 21, 2004, made significant changes to the school district financial accountability statutes.
- 2004 *Eliezer Williams, et al., v. State of California, et al.* (“Williams”) settled resulting in legislative enactments which required county superintendents to conduct annual visits of underperforming schools to review sufficiency of instructional materials, adequacy of school facilities, and verify information on the school accountability report card. County superintendents also required to submit annual reports of such visits to district governing boards, county boards of education, and county boards of supervisors.

¹⁷ In 1976-1977, elections were conducted in all general law counties to determine the method of selecting the county superintendent. In all cases, the county superintendent was to be elected.

Election/Appointment Method for County Offices of Education

<u>County</u>	<u>Elected County S uperintendent</u>	<u>Appointed County Superintendent</u>	<u>Elected County Board</u>	<u>Appointed County Board</u>	<u>Single District</u>
Alameda	x		x		
Alpine	x		x		x
Amador	x		x		x
Butte	x		x		
Calaveras	x		x		
Colusa	x		x		
Contra Costa	x		x		
Del Norte	x		x		x
El Dorado	x		x		
Fresno	x		x		
Glenn	x		x		
Humboldt	x		x		
Imperial	x		x		
Inyo	x		x		
Kern	x		x		
Kings	x		x		
Lake	x		x		
Lassen	x		x		
Los Angeles		x		x	
Madera	x		x		
Marin			x		
Mariposa	x		x		x
Mendocino	x		x		
Merced	x		x		
Modoc	x		x		
Mono	x		x		
Monterey	x		x		
Napa	x		x		
Nevada	x		x		
Orange	x		x		
Placer	x		x		
Plumas	x		x		x
Riverside	x		x		
Sacramento		x	x		

Election/Appointment Method for County Offices of Education

San Benito	x			x		
San Bernardino	x			x		
San Diego			x	x		
San Francisco			x	x		x
San Joaquin	x			x		
San Luis Obispo	x			x		
San Mateo	x			x		
Santa Barbara	x			x		
Santa Clara			x	x		
Santa Cruz	x			x		
Shasta	x			x		
Sierra	x			x		x
Siskiyou	x			x		
Solano	x			x		
Sonoma	x			x		
Stanislaus	x			x		
Sutter	x			x		
Tehama	x			x		
Trinity	x			x		
Tulare	x			x		
Tuolumne	x			x		
Ventura	x			x		
Yolo	x			x		
Yuba	x			x		
58	53		5	57	1	7

7/25/2011

Schools and Programs Operated by County Offices of Education

County	Alternative Education					Charter			Special Education										Early Childhood										
	Court Schools	Community Schools	Community Day Schools	Opportunity Schools	Adult Correctional Education	Cal-Safe Program	Charter School (Dependent)	Charter School (Independent)	Charter School (Appeal)	Outdoor Science	Regional Occupational Prog.	SELPA	SDC/Severe	SDC/Non-Severe	Resource Specialist Program	Birth to 3 years old	DIS/Non-Severe	DIS/Regionalized	DIS/Severe	Regionalized Prog./Services	3 to 5 years old	Resource & Referral Program	Alternative Payment	Child Development Program	State Preschool Program	Head Start	Local Child Care Plan, Council	Migrant Education Program	Foster Youth Services
Alameda	X	X				X	X	X					X	X	X						X	X	X	X	X		X		X
Alpine				X																	X	X	X	X	X		X		X
Amador	X	X		X						X	X	X	X	X	X	X	X	X	X	X	X				X		X	X	X
Butte	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X		X	X	X
Calaveras		X	X																					X	X	X	X	X	X
Colusa	X	X		X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Contra Costa	X	X	X		X				X	X	X	X	X	X	X	X	X	X	X	X	X						X		X
Del Norte	X	X	X	X		X	X																				X		X
El Dorado	X	X	X		X	X	X			X	X	X		X	X	X	X	X	X	X	X				X	X	X	X	X
Fresno	X	X	X		X		X			X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X
Glenn	X	X		X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Humboldt	X	X						X		X	X	X	X	X	X	X	X	X	X	X	X						X		X
Imperial	X	X										X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Inyo		X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kern	X	X				X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kings	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lake	X	X	X			X				X	X				X	X	X	X	X	X	X				X	X	X	X	X
Lassen	X	X		X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Los Angeles	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X
Madera	X	X	X			X	X					X	X	X	X	X	X	X	X	X	X						X		X
Marin	X	X			X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mariposa		X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mendocino	X	X	X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Merced	X	X	X				X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Modoc	X	X		X						X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X
Mono		X	X	X								X				X	X	X	X	X	X				X	X	X	X	X
Monterey	X	X	X			X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Napa	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nevada	X	X	X			X	X	X	X			X	X	X	X	X	X	X	X	X	X				X	X	X	X	X
Orange	X	X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Placer	X	X				X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Plumas	X	X		X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Riverside	X	X			X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sacramento	X	X					X		X	X	X	X	X	X	X	X	X	X	X	X	X						X		X
San Benito	X	X		X								X	X	X	X	X	X	X	X	X	X						X		X
San Bernardino	X	X	X				X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
San Diego	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X
San Francisco	X	X			X	X				X	X		X	X															
San Joaquin	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
San Luis Obispo	X	X				X			X		X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X
San Mateo	X	X			X				X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X
Santa Barbara	X	X	X			X				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Santa Clara	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Santa Cruz	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Shasta	X	X		X			X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sierra				X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Siskiyou	X					X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Solano	X	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sonoma	X	X			X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stanislaus	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sutter		X		X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tehama	X									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Trinity	X									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tulare	X	X				X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tuolumne		X	X			X					X	X			X	X		X	X	X	X			X		X		X	X
Ventura	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Yolo	X	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Yuba	X	X		X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Human Resources Division Staffing Comparison Detail

County Office	LACOE	Riverside	Orange	Kern	San Diego
Assistant Superintendent HR/Personnel	1		1		
Chief Personnel Officer/Exec. Director		1			1
Admin Assistant	1	1	1	1	1
Director II	3	1	2		
Administrator		2	2	1	
Employment Services Supervisor					1
Credential Supervisor		1	1		1
Credential Analyst				1	
Lead Credential	1				1
Credential Tech II					2
Credentials Tech I					1
Credentials Tech		4	4	2	
Director I				1	
Director Secretary	3	1		2	
Employment Services Supervisor					1
HR Analyst					1
HR/Personnel Tech		6			1
Fingerprint Clerk				1	1
HR Clerk		2			1
Application Processor		1	1		
Teacher and Support Director I					1
BTSA Coordinator					3
Program Secretary	3		2		3
HR Operations Supervisor	1		2		1
HR Specialist	9		4		1
Benefit Specialist	2	2	1	1	1
Staff Development Assistant	2				1
STRS Counselor Supervisor				1	1
STRS Counselor			5	0.5	4
Senior Account Clerk		1			
Coordinator Personnel Services		2			
Personnel Manager		1	1		
Office Clerk	2	1		2	
School Secretary		1			
Personnel Clerk		1			
HR Technician II			2		1
Coordinator	4		1		
Coordinator II	8				
Coordinator III	1				
Project Director III	1				
Labor Relations Advocate	1				
Compensation Analyst	2				
Data Processing Specialist	2				
Senior HR Assistant	7				
HR Clerk I				1	
HR Clerk II				3	
HR Clerk III				4	
Reception	1			2	
Employee Assistance Program Specialist	1				
Employee Assistance Program Intern	1				

County Office	LACOE	Riverside	Orange	Kern	San Diego
Account Clerk II				1	
Data and Research Coordinator				1	
Risk Management Technician			1		
Administrative Assistant III			1		
Admin Assistant II			3		
HR Analyst			2		
Total Staff	57	29	37	25.5	30



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

Vision

Technology Master Plan 2010



Los Angeles County Office of Education

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Preface and Acknowledgments

Technology has become an increasingly important tool for educators, not only in the delivery of instruction, but also in the *business* of education. When LACOE set out to develop a Technology Master Plan, the intent was to clearly define our vision for how technology can be used to improve the efficiency and effectiveness of our internal processes as well as the work we do to support school districts in Los Angeles County.

The Technology Master Plan was developed by a steering committee that included representatives from all areas of LACOE. The plan that resulted from the work of the steering committee defines processes for decision-making and for the development of technology standards that apply to the application of technology in every area of the Office. It should be considered a living document that will evolve over time to meet the needs of the Office in a world that is constantly in a state of change. The result will be increased business efficiency, higher productivity, and greater accountability for technology-related practices and decisions.

I'd like to acknowledge the dedicated members of the steering committee for producing a plan that is comprehensive and practical. They have provided us with a valuable tool for improving our business efficiency and service to our clients. I enthusiastically adopt this plan as part of LACOE's standard operating procedures and as an important part of the blueprint for the future of the Office.

Darline P. Robles, Ph.D.
Superintendent

Technology Master Plan Adopted July 1, 2010

TECHNOLOGY MASTER PLAN 2007 - 2011

i

Table of Contents

Section 1 – Strategic Direction	
Plan Development.....	1
Strategic Goals.....	2
Section 2 – Service Areas	
Overview.....	6
Technology Layers.....	6
Infrastructure Support.....	8
Application Services.....	10
Informational Databases.....	11
Section 3 – Organizational Commitment	
Overview.....	12
Staffing.....	13
Chief Technology Office.....	15
Technology and Infrastructure Services.....	16
Applications Development and Integration.....	17
Project Management Office.....	18
Facilities and Equipment.....	20
Funding.....	21
Section 4 – Technology Governance	
ITIL Implementation.....	24
Technology Committees.....	25
Executive Technology Review Committee.....	29
Standards Committee.....	30
Technology Change Advisory Board.....	31
Functional Change Advisory Board.....	32
Service Desk.....	33
LACOE Service Catalog.....	34
Technology Projects.....	35
Glossary.....	36
About this Plan.....	38



Los Angeles County Office of Education
 TECHNOLOGY MASTER PLAN



Los Angeles County Office of Education

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Technology Master Plan 2010

STRATEGIC DIRECTION

STRATEGIC DIRECTION

Plan Development

The Los Angeles County Office of Education will use technology as a tool to enhance the productivity of its staff and students and services it provides to both internal and external customers when it can be shown that it is cost effective, supportable, and scalable to meet the ever-changing needs of the agency. As a taxpayer-supported government agency, it is imperative that only proven technologies that are flexible, user friendly, reliable, and in the mainstream of general use be employed to help LACOE carry out its organizational mission. To that end, this Plan will define the processes which will determine what technologies are appropriate, how decisions about technology acquisitions will be made, and how the Plan will change to meet the challenges of the future and technologies that are not yet even contemplated.

Technology, as covered by this Plan, shall include, but is not limited to, computer hardware and software, network cabling and equipment, telephone cabling and equipment, printing and reprographics, video (both analog and digital) and audio cabling and equipment, as well as any electronic device that accesses or interacts with any databases or technologies defined above.

“The new order will be defined by the flow of information, capital, technology, and goods.”

General Collin L. Powell
United States Army (Ret.)
Former U.S. Secretary of State

Mission Statement

The mission of LACOE's Technology Master Plan is to define the policies and procedures to ensure the effective use of technology for instructional, administrative, and business functions that are required to facilitate the delivery services to LACOE stakeholders and to the schools and school agencies that comprise the Los Angeles County Office of Education. The effective management of technological resources will:

- Help LACOE to meet its Strategic Opportunities;
- Facilitate, rather than complicate, the performance of required job functions;
- Provide fiscal accountability to the taxpayers and local, state, and federal agencies;
- Provide for the assessment and prioritization of new technologies based on pre-established criteria;
- Provide a comprehensive training and support program for all required to use any agency-supported technologies;
- Create high-quality, integrated, stable, secure, and reliable informational databases that can effectively be used for fiscal planning and human resources management for all LACOE customers;
- Provide the tools and information for assessing the effectiveness of LACOE policies and programs as well as the technologies themselves;
- Equitably enable the use of technology throughout the organization based on identifiable needs;
- Store information in LACOE databases that is accessible to all with legitimate need to access it.



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

STRATEGIC DIRECTION

2

Strategic Goals

LACOE has established the following strategic goals to set the standards and direction for the establishment of priorities in the allocation of precious human and fiscal resources to the acquisition and support of technology. The tactical objectives under each Goal shall provide the action plan for LACOE's Technology Services Department, which shall carry out the Mission defined previously.

**Goal I**

LACOE shall Demonstrate Leadership in the use of Technology in the Delivery of Educational Services.

Objectives

- Develop a process for internal and external customers to define needs, report problems, and submit suggestions.
- Provide research and staff development for the effective use of technology in the schools in Los Angeles County.
- Develop a process to prioritize, categorize, and communicate technology solutions to internal and external customers.
- Develop and deliver resources for professional development for teachers, administrators, and support staff in Los Angeles County.
- Conduct periodic internal and external surveys to determine customer satisfaction with the quality of LACOE-supported systems.
- Develop and deliver instructional content for students using appropriate and cost-effective technologies.



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

Goal 2

LACOE shall Demonstrate Leadership, High Quality Technology Services and Cost Effectiveness in the Delivery of Business and Administrative Services.

Objectives

- Define and deploy a process for internal and external customers to define needs, report problems, and submit suggestions.
- Publish research and analysis for business systems technologies that demonstrate cost effective (TCO) and benefits (ROI) of LACOE systems.
- Conduct periodic internal and external surveys to determine customer satisfaction with the quality of LACOE-supported systems and architecture (i.e., LAN, WAN).
- Define and deploy standards for effective project management for development, infrastructure, implementation, and maintenance of business and administrative services.
- Develop and deliver resources for professional development for administrators and support staff in Los Angeles County.

Goal 3

LACOE shall Communicate Effectively Among All of its Stakeholders and Internal and External Customers.

Objectives

- Monitor and report on the effectiveness of the communication of technology information between Technology Services and other LACOE divisions.
- Establish an oversight committee to receive updates and review plans for ongoing and new technology projects.
- Design and deploy a system for the electronic distribution and centralized availability of communications and information (e.g., reports, Information Bulletins, training manuals) to internal and external customers.
- Provide a LACOE networking and communications infrastructure (e.g., WAN) such that all LACOE employees and agents have secure access to appropriate technology.
- Provide informational resources that are accessible and easy to navigate to our target audiences.
- Monitor the use and effectiveness of LACOE communications to internal and external customers and provide for improvements as needed.
- Optimize the use of technology to communicate within LACOE, and between LACOE and external customers.



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TECHNOLOGY MASTER PLAN

STRATEGIC DIRECTION

4

Goal 4

Training in the Effective Use of all LACOE Technologies shall be Included as part of the Implementation, Deployment, and On-Going Support of those Technologies.

Objectives

- Develop on-going technology training programs and support services for all employees appropriate to their duties and skill level.
- Optimize utilization of existing technology, designated training rooms, facilities, and technology in LACOE facilities.
- Develop acquisition, deployment, and support procedures to ensure that all technology will include a comprehensive training program to ensure its proper and effective use.
- Provide for electronic delivery of user documentation and training material for all LACOE supported software applications and hardware devices.
- Ensure that skill levels related to the use of LACOE supplied and supported technologies are maintained at appropriate levels for all positions.

**Goal 5**

All technology procurements shall go through a rigorous process of needs analysis, competitive review, and a comprehensive and integrated implementation.

Objectives

- Establish and maintain an Approved Technology List of hardware and software products including cost and resource implications and guidelines for appropriate use.
- Provide a streamlined process to evaluate and justify the introduction of new technologies so that they are connectable to LACOE's network(s), compatible with other systems and databases, and supportable within the budget and resources allocated.
- Provide a process for detailed, standardized evaluation criteria to be used in assessing needs and reviewing proposed solutions.
- Establish a screening panel for consideration of project requests that includes representatives of customers/users/clients and Technology Services.
- Form project teams throughout the technology acquisition process to define requirements, assess alternatives and select, negotiate and implement solutions.
- Establish an executive oversight committee that will review policies, procedures, and priorities for technology and make recommendations for policies and funding.
- Establish standards for system documentation.



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TECHNOLOGY MASTER PLAN

Goal 6

Data in LACOE's Informational Databases shall be Managed so that Redundancy is minimized, Accuracy is Optimized, and Appropriate Access is straightforward, Secure, and Reliable.

Objectives

- Inventory and assess all of the informational databases in use and develop a plan for consolidation, coordination, and elimination of redundancies.
- The introduction of new systems and/or databases shall be coordinated with the existing databases.
- Provide appropriate and secure access to all institutional databases.



“What a computer is to me is the most remarkable tool we’ve ever come up with.”

Steve Jobs
Co-Founder and CEO
Apple Computer



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TECHNOLOGY MASTER PLAN



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Technology Master Plan

2010

SERVICE AREAS

SERVICE AREAS

6

Overview

Technology is not the primary business objective for LACOE. It is a means to support all of the various missions in all of the different divisions and departments that deliver services to the students, districts, and other agencies in Los Angeles County. Technology, then, must be broken down into services delivered to these other departments and agencies that help them carry out their various missions. From the hardware and network side, the current best industry practices include Information Technology Service Management (ITSM) using the UK-developed framework called Information Technology Infrastructure Library (ITIL). On the software side, the current industry best practice approach is to take a radically different approach to software acquisition and development called Service Oriented Architecture (SOA). In both of these methodologies, the unit of delivery is defined as a “service” which is, in turn, defined in terms of business transactions that achieve business objectives, not in terms of the technology used to provide it. This involves two critical technological components: a common repository of shared and sharable information and a web-based portal through which these services can be delivered.

**Technology Layers**

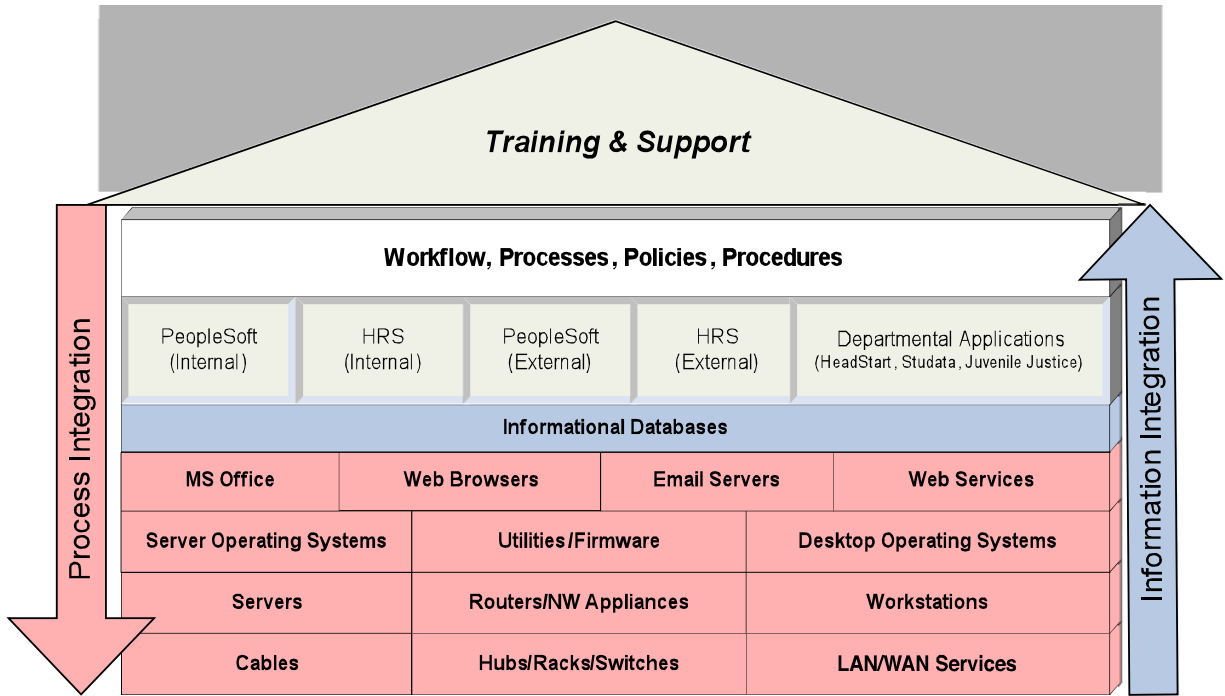
The diagram on the following page depicts a simplified overview of the layers of technology and their interdependencies. This section of the Plan will identify what is contained in each layer so that the chapters that follow can identify the resources needed to support them.



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TECHNOLOGY MASTER PLAN

Technology Layers



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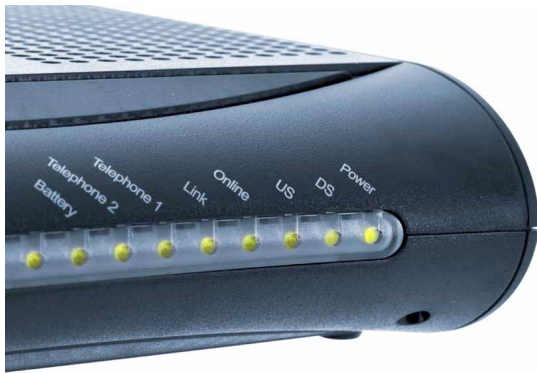
TECHNOLOGY MASTER PLAN

SERVICE AREAS

8

Infrastructure Support

This section defines the basic computing platforms on which most of the computer systems operate. The standards for these platforms are the constraints applied to any new systems introduced into LACOE since departmental applications and services should focus on business purpose rather than technology. Centralized platform support and adherence to standards ensures a stable and secure operating environment for all services supported by LACOE whether that support is provided centrally or distributed to the departments and divisions throughout the organization.



Infrastructure Support

Several areas to which this section applies are described below and on the following pages.

Technology Infrastructure

This support includes the following areas:

- **Servers**
File servers come in a variety of forms and are used for a variety of purposes. In many cases they can be shared but sometimes have to be dedicated to specific applications or functions.
- **LAN/WAN**
The local area networks and wide area networks include cabling (fiber and copper), routers, switches, hubs and contracts with telephone company and cable providers for communications services.
- **Desktop Support & Training**
Computer workstations used throughout LACOE will be acquired, set up, and supported by Technology Services. This support will include training for the use of the desktop and laptop workstations and the standard office software included with them.
- **Telephone and Telephony Services**
All of the telephone PBX and desktop systems as well as cellular or other wireless communications services will be supported by Technology Services.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

SERVICE AREAS

9

Infrastructure Support

Data Center Operations & Planning

Though technically the mainframe computer is just another server, it has unique characteristics that make the skills required to support it different than those required for supporting other servers.



Infrastructure Support

Video Multi-Media Application Services

Computer hardware and software technologies are converging with traditional audio visual technologies such that the development and support of materials for instruction, communications, and general business management are being done with software tools running on networks of file servers and workstation clients. This generally includes the following technologies:

- **Video Productions**
Streaming video captured on digital cameras is fast replacing other forms of video technologies. Computer software can now manage the creation, editing, storage, and broadcasting of video programs that support instruction, communications, and business functions.
- **Multi-Media Productions**
The integration of text, graphics, and video for any type of presentation involves the use of specialized hardware and software technologies which will be provided and supported by Technology Services.
- **Teleconferencing**
Conferencing can be done as audio (telephone), video, or web-based. Technology Services will provide the tools, equipment, and expertise to LACOE departments requiring any of these conferencing options.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

SERVICE AREAS

10

Application Services

These are all of the software applications in use throughout LACOE whether purchased and supported externally or developed and supported in-house. All applications relate to one another at some level (i.e. interfaces or integration) and some of the software includes the programs and stored procedures necessary to integrate or interface these applications to one another.

Business Services

The primary role of Technology Services at LACOE stems from the creation of the Regional Centers in County offices throughout California in the late 1960's. Originally given the state-developed software product called California Educational Information System which included business, payroll, and student systems, each county office has evolved to different products and services offered to their constituent districts and for internal business systems support. At LACOE currently, there are two major application service areas being supported that serve both internal as well as external service support requirements:

- **HR/Payroll**
Though the primary application is Payroll, this includes Human Resources information required for Payroll and Position Control applications. Payroll services are provided for all districts and agencies and internal departments, and only special circumstances allow an agency to opt out of this service. Funding comes from the Part O and Part A of the LACOE budget.

Application Services

- **Financial**
Financial systems are provided to districts and agencies on an elective fee basis for district internal business systems, but are provided as the "official" financial information system for all districts for financial control and cash management purposes. They are also used for internal LACOE business systems as well. Funding for these applications comes from Part A of the LACOE budget.

Departmental Applications

The unique nature of LACOE's business model means that there are few commercially available off-the-shelf software products that address the specific needs of each department. In many cases, these applications need to be custom developed or significantly modified in order to meet the needs of the departments. The resources necessary to support the applications that provide these departmental services can be provided by Technology Services or the departments themselves, but the standards and protocols for the planning, acquisition, and management of these applications will be governed by strategies and policies set forth in this Plan. This also means that a wide variety of different application strategies may be employed in addressing these needs that are specific to each Department's mission and function.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

SERVICE AREAS

II

Informational Databases

The consolidation and coordination of informational databases across departmental and application lines is a key function for Technology Services. Each enterprise database has a designated custodian who is responsible for determining who shall have access to the information and how, when, and by whom the data is updated. Technology Services is responsible for the security, reliability, and technical integrity of the data.

Financial Information

This database contains all of the accounting data required by law and LACOE policy associated with the financial transactions (revenue and expenditures) for the organization. The legal custodian of this information is Business Services.

Employee Information

This database contains all of the necessary employment information for employees of LACOE. The legal custodian of this information is Human Resources.

Informational Databases

Asset Information

Related to the Financial Information database, this is information about assets owned and maintained by LACOE. The legal custodian for this information is Business Services.

Student Information

This database contains relevant and required information about student-customers of LACOE associated with programs offered by LACOE. The legal custodian for this information is Educational Programs.

District Information

This database contains financial and other relevant information about the district, college, and other agency customers of LACOE. The legal custodian for this information is Business Services.



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TECHNOLOGY MASTER PLAN



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ORGANIZATIONAL COMMITMENT

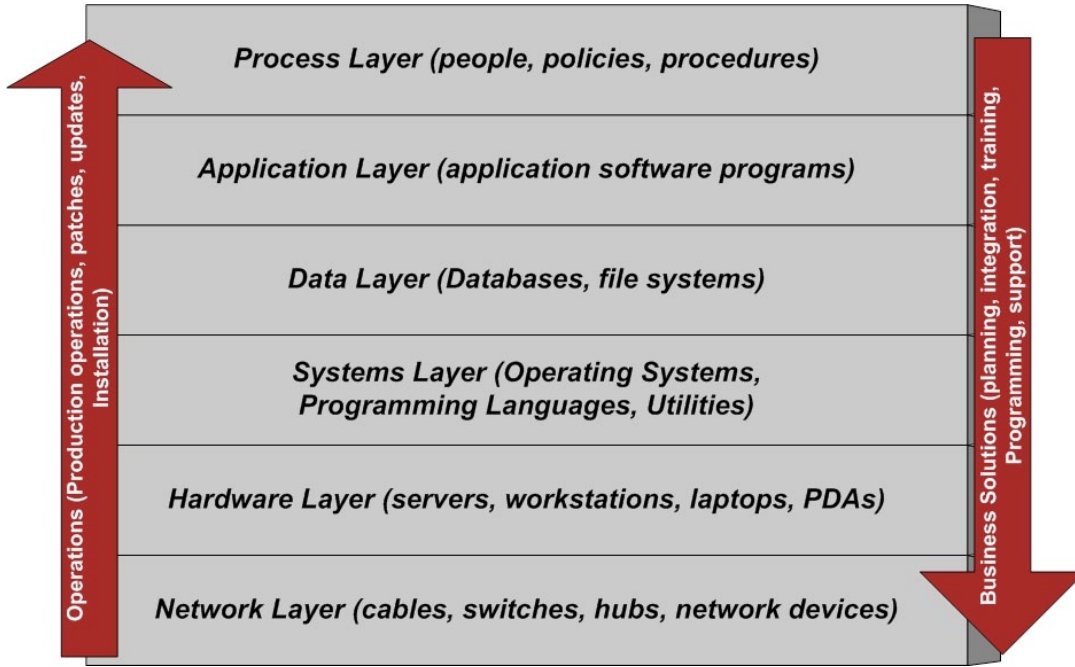
ORGANIZATIONAL COMMITMENT

Overview

In order to address the Goals and Applications identified in the previous section, LACOE will provide the resources (people, facilities, equipment, and funding) necessary to support them. In this section, the resource requirements commensurate with the prior two sections will be identified.

Overview

The previous two sections can be summed up in the following diagram which represents the “layers” of technology and their interdependencies and how the various technology departments as may be defined throughout the organization that supports them:



ORGANIZATIONAL COMMITMENT

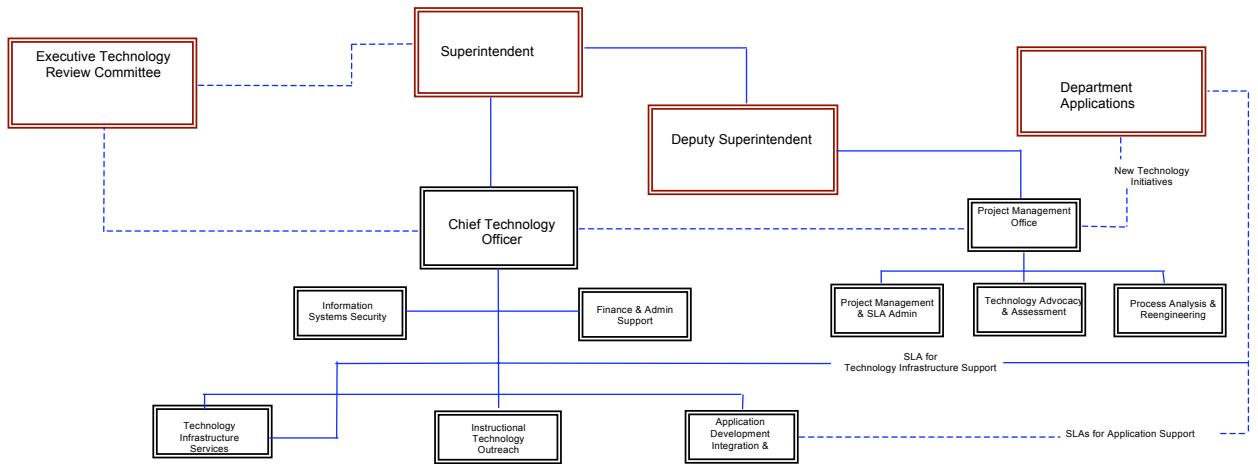
Staffing

People are the key to the success of any organization, but identifying their functional responsibilities is necessary to ensure that people with the right training, experience, and skills are put into the positions required by the organization. In this section the functional job descriptions necessary to carry out the objectives of this Plan will be defined. The actual number of employees may be more or less than the number of functional job descriptions because some can be shared by a single individual and others may have multiple people assigned. The actual organization chart and Position Control assignments will not be part of this Plan, but will be part of LACOE policies and procedures generated from this Plan.

Staffing

Because of the size and diversity of the LACOE organization, all technology support will not be centralized. Departments will be empowered to support the technologies they need with the resources appropriate to their unique needs, but all such technologies will be managed as outlined in this Plan and coordinated through a centralized Technology Services department and the appointed committees defined herein. The positions represented below signify functional job areas, not necessarily specific positions within the organization. There may be multiple positions performing in a specific job area or one position covering multiple job responsibilities.

Technology Functional Diagram



ORGANIZATIONAL COMMITMENT

Staffing

Within Technology Services Department, each major office or position contributes in some way to one or more of the six goals articulated in this plan.

Staffing

The matrix below provides an overview of the offices or positions and their relationship to the six goals.

DEPARTMENT OR POSITION	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Chief Technology Office		◆	◆		◆	◆
Information Systems Security						◆
Finance and Administration		◆				
Technology Infrastructure Services	◆		◆			
Enterprise Network, Server, Database Services						
Data Center Operations and Planning		◆				
Video/Multi-Media Applications Services	◆	◆	◆			
Apps. Development and Integration Services						
Business Systems Services		◆		◆		
Web and Applications Development Services				◆	◆	
Data Warehouse and Integration Services					◆	◆
Project Management Office						
Technology Advocacy and Assessment		◆			◆	
Process Analysis and Reengineering		◆				
Project Management and SLA Administration		◆		◆		



ORGANIZATIONAL COMMITMENT

15

Staffing – Chief Technology Office

The Technology Services department is a large service organization contained within the management structure of LACOE. It provides technology related services to all departments and develops the strategies, policies, and procedures for how, when, and where technology can be appropriately applied to help LACOE carry out its multiple missions for the County of Los Angeles.

- GOAL 1:** LACOE shall demonstrate leadership in the use of technology in the delivery of educational services.
- GOAL 2:** LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.
- GOAL 3:** LACOE shall communicate effectively among all of its stakeholders and internal and external customers.
- GOAL 4:** Training in the Effective Use of all LACOE Technologies shall be Included as part of the Implementation, Deployment, and On-Going Support of those Technologies.
- GOAL 5:** All technology procurements shall go through a rigorous process of needs analysis, competitive review, and a comprehensive and integrated implementation.
- GOAL 6:** Data in LACOE's informational databases shall be managed so that redundancy is minimized, accuracy is optimized, and appropriate access is straightforward, secure, and reliable.

Staffing – Chief Technology Office**Information Systems Security**

Security of the network, hardware platforms, applications, and data are a legal, technical, and practical concern. Technology is intended to make it easier to get to accurate and timely information, but it must also protect the information from inappropriate use or access. These issues cross over infrastructure and applications boundaries and so must be administered from the top level of the organization.

- GOAL 6:** Data in LACOE's informational databases shall be managed so that redundancy is minimized, accuracy is optimized, and appropriate access is straightforward, secure, and reliable.

Finance and Administration

Budget planning, preparation, and monitoring for such a large and complex service area are daunting and require a competent and well-trained staff, along with technology to support the acquisition of hardware, software, products and services.

- GOAL 2:** LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.



Los Angeles County Office of Education
 TECHNOLOGY MASTER PLAN

ORGANIZATIONAL COMMITMENT

16

Staffing – Technology & Infrastructure Svcs.

This group handles all of the computer and networking hardware and software utilities including servers, desktops, telephone systems and all communication systems and policies. In addition, this group develops video and multi-media products and services.

GOAL 1: LACOE shall demonstrate leadership in the use of technology in the delivery of educational services.

GOAL 3: LACOE shall communicate effectively among all of its stakeholders and internal and external customers.

Enterprise Network, Server and Database Services

This group plans and monitors LACOE's network architecture and topology to ensure an effective and reliable platform on which all of LACOE's software, information, and communication technologies run. It also includes the setup and securing of all of the hubs/routers and other network equipment and the cable plant in all facilities. Desktop and laptop workstations are set up through this group and supported. Database administration for Mainframe computers and servers is provided by this group.

In addition, this group supports Mainframe and server operating systems and production change control.

GOAL 2: LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.

Staffing – Technology & Infrastructure Svcs.**Data Center Operations and Planning**

The Mainframe on which LACOE's critical business applications run is a unique type of server requiring specialized skills and training. This group provides the platform support for the LACOE Mainframes which includes computer operations, data control, report distribution, capacity planning and disaster recovery planning.

GOAL 2: LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.

Video/Multi-Media Applications Services

The use of technology to provide the various tools for communication is a critical function for the delivery of instruction, communicating both internally and externally, and for fundamental business practices.

GOAL 1: LACOE shall demonstrate leadership in the use of technology in the delivery of educational services.

GOAL 2: LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.

GOAL 3: LACOE shall communicate effectively among all of its stakeholders and internal and external customers.

GOAL 4: Training in the Effective Use of all LACOE Technologies shall be Included as part of the Implementation, Deployment, and On-Going Support of those Technologies.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

ORGANIZATIONAL COMMITMENT

17

Staffing – Apps. Development & Integration

Because of the myriad of different application services and platforms providing the applications for LACOE departments, there are four groups performing these functions:

Business Systems Services

The primary and core function of the Technology Services department is to support the Business Services division with the Payroll /Human Resource system and Financial Management systems.

- GOAL 2:** LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.

Web Applications and Development Services

This group develops custom software, implements Web-based packages, and customizes software packages. Because of the platform independence of web browsers, most of the LACOE developed software will be Web-based.

- GOAL 5:** All technology procurements shall go through a rigorous process of needs analysis, competitive review, and a comprehensive and integrated implementation.

Staffing – Apps. Development & Integration

Data Warehouse and Integration Services

In addition to the database administration required for each unique department application, there must be a central repository for collecting sharable information from each system. This function must be carefully controlled so that information is timely, accurate, and secure.

- GOAL 5:** All technology procurements shall go through a rigorous process of needs analysis, competitive review, and a comprehensive and integrated implementation.
- GOAL 6:** Data in LACOE's informational databases shall be managed so that redundancy is minimized, accuracy is optimized, and appropriate access is straightforward, secure, and reliable.



Los Angeles County Office of Education
 TECHNOLOGY MASTER PLAN

ORGANIZATIONAL COMMITMENT

18

Staffing – Project Management Office

The key to managing technology effectively is to make good technology decisions. The PMO, operating under Project Management Institute guidelines under the leadership of a certified Project Management Professional (PMP) is responsible for setting and enforcing standards for computer system planning, acquisition, and management. All technology related purchases should go through this office and this office should provide assistance in the selection process as well as the implementation and deployment of new technologies as they are acquired.

Technology Advocacy and Assessment

This group is responsible for the needs assessment, technical and functional specifications, and participates with Contracts Administration and the project team in RFP/RFQ process, contract negotiations, and award for all computer systems at LACOE. Its primary role is to assist all departments in finding appropriate technology solutions whether they are make, buy, or outsource.

- GOAL 2:** LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.
- GOAL 4:** Training in the Effective Use of all LACOE Technologies shall be Included as part of the Implementation, Deployment, and On-Going Support of those Technologies.
- GOAL 5:** All technology procurements shall go through a rigorous process of needs analysis, competitive review, and a comprehensive and integrated implementation.

Staffing – Project Management Office**Process Analysis and Reengineering**

Technology is expected to solve problems and improve organizational efficiencies. Benefits of technology only come when processes are integrated with technology to optimize the workflow and reduce redundancies and errors. Simply automating old processes usually results in frustration and inefficiencies. This function is provided to help reengineer procedures to optimize the effectiveness of the available LACOE computer systems.

- GOAL 2:** LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.

“Products and technology are very important, but we’ve tried to understand: What is the unique customer requirement? How is value derived? How is value delivered?”

Michael Dell
Chairman and CEO
Dell Computer



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

Staffing – Project Management Office

Project Management and SLA Administration

Implementing and deploying new computer systems requires careful planning, monitoring the contracts with the vendors to be sure that the scope of the project stays on track, and balancing the need to learn new systems with keeping the old system going until the new one is tested and ready. Though this can be partially outsourced, there needs to be a LACOE advocate watching over the projects to ensure compliance with legal deliverables and keep change orders to a minimum. All technology solutions should have a Service Level Agreement defined that outlines the scope and cost for the level of service required to support the applications, whether they are provided internally or externally. This provides the accountability to ensure that adequate resources are provided to support all of the technologies at LACOE.

- GOAL 2:** LACOE shall demonstrate leadership, high quality technology services and cost effectiveness in the delivery of business and administrative services.
- GOAL 4:** Training in the Effective Use of all LACOE Technologies shall be Included as part of the Implementation, Deployment, and On-Going Support of those Technologies.

“We’re all working from the same plays, the same playbook – plays everyone’s had a chance to buy into, plays the people who will be running them helped design, plays everyone believes in, plays everyone believes can win.”

Gordon Bethune
Former CEO
Continental Airlines



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

ORGANIZATIONAL COMMITMENT

20

Facilities and Equipment

Office space for people and equipment is essential for the elements of the Plan to be carried out. Often this is taken as an after-thought rather than factored into the growth of technology throughout the organization. Therefore, formulae must be developed for each of the following categories:

Staff Office Space

Every time a new employee is hired or an outsourced consultant is engaged, they require some space for their desk and files. This formula should be included in the overhead costs associated with staff needed to support new technologies introduced into LACOE.

Staff Equipment

This formula should include equipment (workstations, peripheral devices, shared disk space) necessary for both Technology Services staff and departmental staff that uses the systems and applications supported by TS.

Equipment Space

Each new application will require some portion of an existing server or file system, network ports, and bandwidth, if not dedicated new servers. Rack space in the computer room is sometimes overlooked as are the HVAC requirements, as the number of servers and other devices grow.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

ORGANIZATIONAL COMMITMENT

21

Funding

Paying for the technology is perhaps the main philosophical struggle in the growth of technology. There is sometimes a perception that the more technology is acquired, the fewer people are needed. The fact is that the technology itself requires people to support it and if the offset in productivity in other places in the organization is not directly measurable, it will require the shifting of funds from one part of the budget to another (specifically Technology).

As with anything else, technology funding should be based on its value to the organization. Whenever there is an opportunity to use technology to improve productivity of staff or enhance the teaching/learning experience for students and teachers, it should be objectively analyzed against other alternatives including other technologies as well as non-technology solutions.

Funding

The Project Management Office contains the resources and expertise to assist departments in this analysis and make sure that, if technology is the best solution, it is the appropriate technology and not biased because of the hype and promise of aggressive marketing. Options to be considered must include outsourcing, packaged "off-the-shelf" software, or in-house development. When any one of those three solutions is selected, the PMO will create a "Service Level Agreement" which is a contract to deliver the solution, not just the technology, to the departments.



Los Angeles County Office of Education
— TECHNOLOGY MASTER PLAN —

ORGANIZATIONAL COMMITMENT

22

Funding – Enterprise Funding

By definition, an enterprise application is one which is a ubiquitous tool used by every department as part of the basic organizational toolset, much as the building that hosts the offices and the office furniture within it. In some cases, the total cost for supporting these applications is allocated based on the indirect cost rate of the organization. In most cases this represents the Technology Infrastructure group's budget not related to specific applications.

**Funding – Enterprise Funding**

The technologies that fall into this category include the following:

Basic technology Infrastructure	Cabling, network equipment, some servers, desktop and some laptop computers
System and utility software	Server and desktop OS, antivirus/anti-spam software, network management software
Basic office productivity software	Email server, email clients, word processing, spreadsheets, presentation, graphics, etc.
Administration and support	Network and security management, technicians and related clerical support
Research and testing	A significant percentage of the total budget of this section should be applied to testing and research to keep pace with changing technology and make recommendations for changing standards and practices.
Project Management Office	The staffing, software, and equipment necessary to provide the PMO services. This should be adequate to provide all project management services to all LACOE projects so that no project has to be outsourced to external vendors.
Business operations applications	The staffing, software, and equipment needed to support the internal business operations of LACOE.
Backup and security	This is the staffing, software and equipment used to protect all LACOE databases, files, and applications and provide for disaster recovery as per the agency's business continuity plan.



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

ORGANIZATIONAL COMMITMENT

23

Funding – Departmental Funding

An application purchased to support a given department's mission would be funded as part of that department's budget. Rigorous cost-justification would control the acquisition of computer systems to only those that improved departmental productivity and effectiveness commensurate with cost savings or revenue production. There may be elements of Technology Infrastructure such as networking and server support for specific applications that would pay only the incremental cost of adding these resources to the Enterprise budget.

Support for departmental systems is based on the business case for each application used by the department(s). This could include departmental staffing, software and equipment, outsourced computer services, or in-sourced computer services provided by Technology Services.

Funding – District Services Funding

Services provided to the Districts including the mandated functions like Payroll would need to be funded based on cost recovery. Mandated services must have a funding component and the use of technology to deliver those services which are constrained by the funding available. The theory is that the funds are based on a business model of a mix of resources (people, facilities, technology) that is optimized. The PMO would assist with the assessment of how best to integrate the technology with the business processes to achieve optimal benefits.

**“Ultimately, you want kids to have options.
You want them to find what they love to
do, and be able to develop those talents.”**

Keith M. Black, MD
Chairman, Department of Neurosurgery
Cedars-Sinai Hospital



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Technology Master Plan 2010

TECHNOLOGY GOVERNANCE

TECHNOLOGY GOVERNANCE

24

ITIL Implementation

The primary purpose and focus of technology use at LACOE shall be to support, facilitate, and optimize the business and instructional functions of the educational agencies in Los Angeles County. The service oriented approach for the delivery of technology to the divisions and districts that LACOE serves will follow the Information Technology Infrastructure Library (ITIL) framework. The strategy for technology governance will follow the principles and practices of Information Technology Service Management (ITSM) for support and Service Oriented Architecture (SOA) for application development.

ITIL Implementation

Technology decision making and project prioritization will occur through the actions of a variety of committees and advisory boards, including the Project Management Office (PMO). The principles of PMI/PMBOK will be employed by the PMO. The associated forms, policies, and procedures will integrate with the ITSM processes so that there is a smooth flow of information between project management and support of operational technologies.

The stages of evolution of this strategy will include establishing policies and procedures for the following ITIL categories:

LACOE ITIL IMPLEMENTATION

- **Service Catalog**
 - *Service Description*
 - *Users*
 - *Performance Metrics (for SLA)*
 - *Cost*
 - *Dependencies (for CMDB)*
- **Service Definition**
 - *Service Level Agreements*
 - *Operation Level Agreement*
- **Service Support**
 - *Service Desk*
 - *Incident Management*
 - *Problem Management*
 - *Configuration Management*
 - *Change Management*
 - *Release Management*
- **Service Delivery**
 - *Service Level Management*
 - *Availability Management*
 - *Capacity Management*
 - *IT Service Continuity Management*
- **Project Management**
 - *Project Origination*
 - *Project Initiation*
 - *Project Planning*
 - *Project Execution and Control*
 - *Project Closeout*
- **IT Financial Management**
- **Service Management**
- **Security Management**
- **Application Management**
- **Software Asset Management**
- **Business Process Integration**



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

Technology Committees

In the ITIL framework there are a number of committees to assist with the critical technology decisions that must be constantly evaluated and considered. It is imperative that these committees represent a collaboration between business and instructional strategists and the technologists so that decisions are made with full consideration of the business benefit and technological realities. The precipitating transaction for most technology related decisions will be a Request for Change channeled through the methods defined in this document which can result from a request or incident reported by virtually anyone within the LACOE organization or the Districts and agencies it serves.



Technology Committees

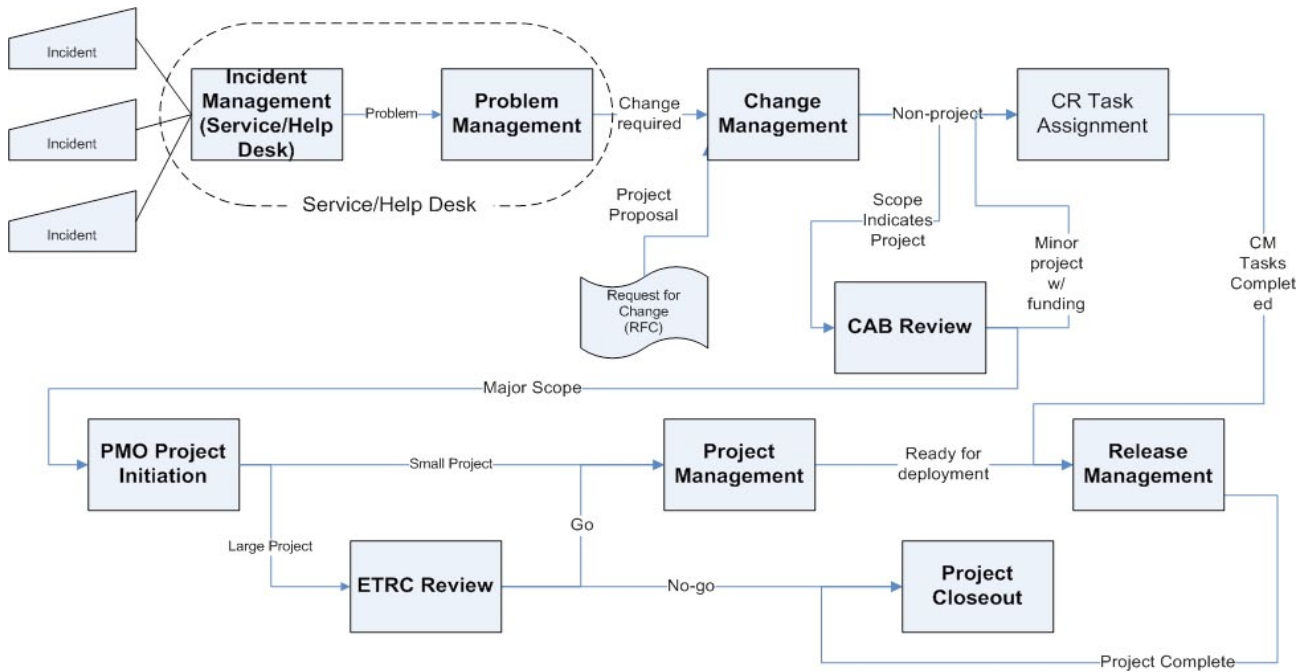
A Request for Change may originate as an Incident or Request for Service from the Service/Help Desk or may be a request for new technology or something outside the Service Catalog. The flow of the transaction is reflected in the workflow diagram on the following page:



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

Technology Committees



Technology Committees

It is not up to the requestor to determine whether their request should be a Request For Change, Incident, or Service Request. In some cases, it is obvious that new technology will be introduced because it is not in the Service Catalog and will immediately go into the Change Management process. The defined ITIL processes of Incident, Problem, and Change Management include appropriate technical and functional analysis to provide sufficient information to the relevant Change Advisory Board (CAB) so that it can make an appropriate prioritization decision.

The process for submitting a Request for Change (RFC) must include the following:

- Explanation of the purpose for the request, i.e. what precipitated this request
- Justification and/or benefit that will result and for whom
- Technical analysis of the scope of the change
- Risk assessment
- Cost estimate in time, dollars, and staff
- Testing plan
- Back out plan, i.e. how to restore status quo if the change causes unexpected results

Technology Committees

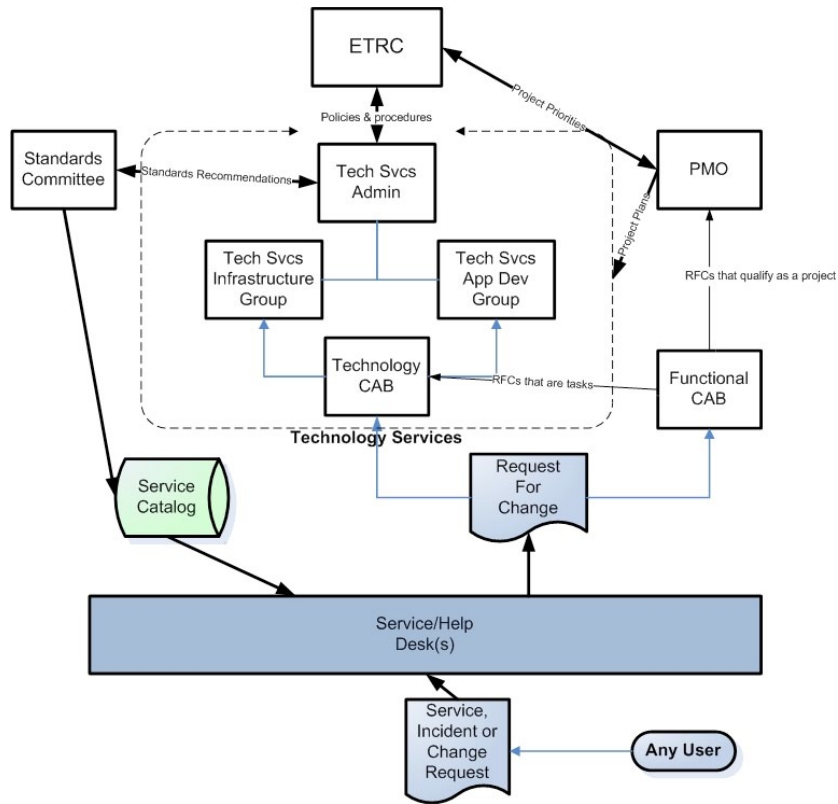
Thus, the preparation of the RFC for a CAB review will take time and effort. It will ensure the stability of the environment and allow for consideration of equity in the prioritization of tasks in processing these requests. In some cases, Emergency Approvals are necessary because of critical fixes to the environment usually resulting from an Incident or Problem that requires a Change to resolve. This determination will be jointly made by the division management responsible for the impacted system but will be reviewed by the appropriate CAB after the fact. The same information should be provided in the RFC for Emergency Approvals that is required for normal requests. While this may add some time to the process of getting changes made to various systems, it will ensure the stability of the environment and allow for consideration of equity in the prioritization of tasks in processing these requests.

Requests will filter through the appropriate functional/technical groups to become a Request for Change which is a form containing relevant information for the non-technical CABs to make priority decisions and place it in the queue for resolution as the diagram on the following page shows.

Projects must compete with the same resources used to implement changes to existing systems. The PMO must assign priorities to the submitted project so that the technical resources can organize their efforts, but often there are technical constraints on the order in which tasks associated with Requests for Change or Projects are taken. The criteria and process by which these tasks are prioritized will be dictated by the ITIL, SOA, and PMO strategies adopted by LACOE.



Technology Committees



Executive Technology Review Committee

For high level technology policies and annual distribution of technology resources LACOE-wide, there shall be a representative committee that performs the following functions no less than twice each year:

- Reviews the Technology Master Plan to see if it is still relevant to current technical, fiscal, and political realities
- Reviews the Evaluation Criteria for Request for Change (RFC)
- Allocates technology resources throughout LACOE through budget and organizational (staffing) policies
- Reviews/Approves Projects submitted through the PMO
- Reviews and approves the Service Catalog from the Standards Committee

Executive Technology Review Committee

Membership on the ETRC include, but is not limited to the following:

- LACOE Superintendent or designee
- Appointees from the Superintendent's cabinet which may be the cabinet member or their designee representing the functional areas of the entire agency
- Each organizational area represented on the Cabinet should be represented in the ETRC
- Project Management Office Director (non-voting, resource)
- Chief Technology Officer is the non-voting chair and main facilitator



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

Standards Committee

In order to provide the level of support necessary for LACOE to use its technology most effectively, certain standards must be created to reduce the number of different products and technologies for which Technology Services (or other department technology) staff must be trained. This Committee operates at the Services level, defining what will and will not become part of the agency's Service Catalog (i.e. Approved Technology List).

- Platform software such as operating systems, database engines, and software development languages and tools
- Desktop software such as word processing, spreadsheets, presentation and graphics, email and calendaring software
- Hardware brands and models for servers, desktop workstations, laptops, printers and copiers
- Version control and obsolescence for determining when to upgrade to newer versions of standard products and retiring older versions
- Hardware replacement policies for replacing hardware when it reaches its end of life
- Maintain the Obsolete Technology List for products that are being phased out

Standards Committee

Membership on the Standards Committee will include representatives from:

- Operations Analysis & Planning
- Instructional Technology Outreach
- Internal Business Systems
- Human Resource Services (Facilitator)
- HRS
- Network Engineering & Applications
- Technology Services, Administration
- Technical Support
- Applications Development & Support
- Educational Technologies Network
- Personal Computing Support
- Divisional Technology Representatives

Meetings will be held no less than quarterly. Submissions to the Committee will come through the Technology Change Advisory Board for Change Requests that suggest a change in the environment and/or standards that would impact all of LACOE.



Technology CAB

Many of the standards to be adopted by LACOE through the Standards Committee are highly technical and relate to the platforms on which the software applications (the primary vehicle for delivery of services) operate. These standards would include hardware, operating systems, utilities, database engines and programming languages. In many cases this may limit the choice of specific application software products, so the decision to adopt a new platform must be made with careful technical analysis and cost/benefit before it is introduced into the organization.

Virtually every technology project involves the use of technology assets and resources. The allocation of these resources to the project and adherence to the standards is the role of the Technology CAB. The content of the Tech CAB meetings will include:

- Selection/recommendation of platform software such as operating systems, database engines, and software development languages and tools
- Selection/recommendation of enterprise software that will affect or integrate with multiple other systems across the agency
- Selection/recommendation of desktop software such as word processing, spreadsheets, presentation and graphics, email and calendaring software

Technology CAB

- Selection/recommendation of hardware brands and models for servers, desktop workstations, laptops, printers and copiers
- Version control and obsolescence for determining when to upgrade to newer versions of standard products and retiring older versions
- Review of projects and RFCs and allocation of resources according to assigned priorities and technological constraints

Membership on the Technology CAB will include representatives from:

- Operations Analysis & Planning
- Network Engineering & Applications
- Technology Services, Administration
- Technical Support
- Applications Development & Support
- Educational Technologies Network
- Personal Computing Support

Meetings will be held weekly to review both Requests for Change and Projects. The charter of this committee will be established through the ITIL implementation and the PMO guidelines.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

Functional Change Advisory Boards

The unique organizational structure of LACOE does not lend itself to traditional business models. However, one of the distinguishing characteristics of the ITIL framework is that it is adaptable to any environment. ITIL implementation is a long iterative process that usually evolves over several years. Rather than attempt to define the most appropriate structure for change management for technology in LACOE, this strategic document merely sets the course for beginning the process to establish the various CABs to serve the various functional areas of the organization. A CAB should be established to allocate technical resources that are shared among several different departments or divisions. In addition to equitably balance the limited shared resources between the various groups they support, projects need to be prioritized based on the best overall benefit to LACOE on an objective basis.

The types of requests typically considered by these CABs are:

- New modules or extensions to the systems used by the various departments and divisions
- Modifications to existing features
- Interfaces with external products
- Corrections to discovered logic flaws in the systems

Functional Change Advisory Boards

Membership in Functional CABs will include:

- Technology Services Application Development & Support
- Technology Services Database Administration
- Business Analysts
- Functional Subject Matter Experts

Meetings will be held monthly and will review and prioritize change request projects and/or pass requests on to consideration for major projects and funding.



Los Angeles County Office of Education
 TECHNOLOGY MASTER PLAN

Service Desk/Help Desk

Providing a service focused environment means that technology is secondary to the functional requirements of the users. This means that when a user encounters a problem with an application that is part of the LACOE technology network, they do not always know which technician is best suited to help resolve it. A consolidated Service Desk/Help Desk is the most efficient way to provide timely and quality support to the user community. The call center technicians are trained to handle all calls, do initial troubleshooting, and diagnosis, and take ownership of the call to ensure that it gets handled and resolved as quickly as possible. This “Call Center” can quickly resolve simple problems and escalate complex problems to the appropriate Tier 2 and Tier 3 support resources.

This consolidated Service Desk also handles requests that may become Requests for Change or Projects, again involving the appropriate resources in the process but retaining ownership of the call to see it through to resolution.



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN

LACOE Service Catalog

As part of the ITSM strategy, a catalog of services will be published and maintained by LACOE Technology Services that will include all of the available systems, services, and standards supported by LACOE. This is essentially the Approved Technology List as established by the Standards Committee and, by implication, Obsolete Technology List which governs what hardware and software should not be purchased throughout LACOE unless specific justification is demonstrated.

The Service Catalog is an output of the Standards Committee, identifying all of the supported technologies at LACOE. This will not only include the services provided by the Technology Services department, but any and all technology related services provided by departments outside of Technology Services.

- Note: The initial Service Catalog will be developed as an inventory of current services. The Standards Committee will review these services to see if there is duplication or if consolidation will better serve the needs of the agency. For those services moved to the Obsolete Technology List, a migration strategy will be developed to minimize any disruption during transition.

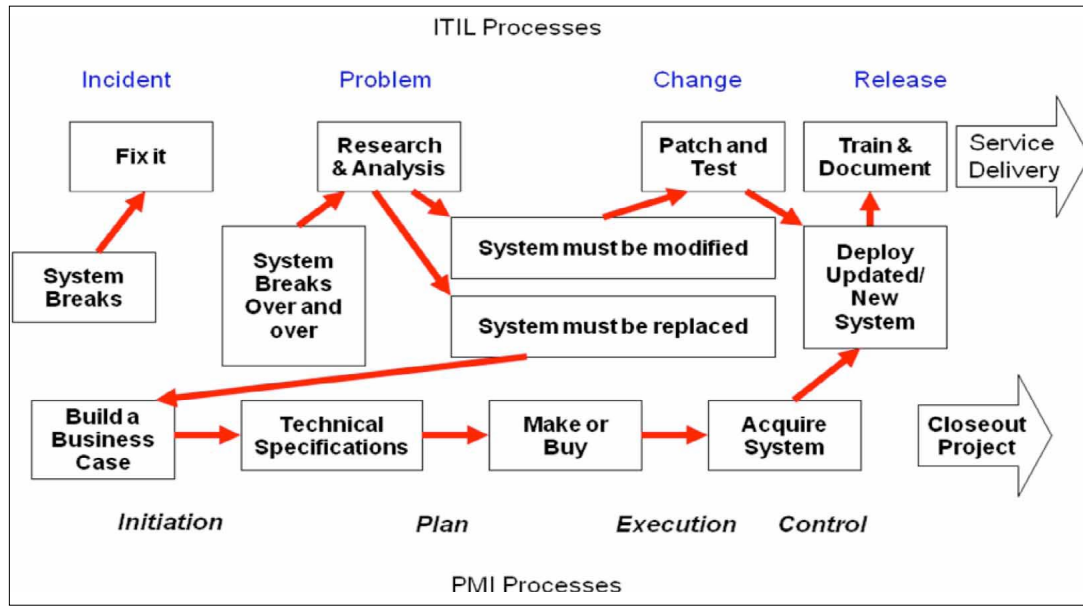


Technology Projects

Change Management and Project Management become the driving force for the creation of technology based services at LACOE. Their focus is for the betterment of the business and instructional functions of the departments and districts within the LACOE sphere of influence, and are prioritized and managed according to the policies and procedures adopted by the ETRC.

Technology Projects

The relationship of Projects, which are temporary collections of tasks organized to complete a specified result, and ITIL, which is an on-going set of processes designed to stabilize the computing environment can be represented as follows:





Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

Technology Master Plan

2010

GLOSSARY

Acronym	Meaning	Definition
CAB	Change Advisory Board	<p>Any proposed change must be approved in the change management process. While change management makes the process happen, the decision authority is the Change Advisory Board (CAB), which is made up, for the most part, of people from other functions within the organization. The main activities of the change management are:</p> <ul style="list-style-type: none"> • Filtering changes • Managing changes and the change process • Chairing the CAB and the CAB/Emergency committee • Reviewing and closing of Requests for Change (RFCs) • Management reporting and providing management information
ITIL	Information Technology Infrastructure Library	<p>The Information Technology Infrastructure Library (ITIL) is a set of concepts and policies for managing the Information Technology (IT) services (ITSM), developments and operations.</p> <p>ITIL gives a detailed description of a number of important IT practices with comprehensive checklists, tasks, and procedures that any IT organization can tailor to its needs. ITIL is published in a series of books, each of which covers an IT management topic. The names ITIL and IT Infrastructure Library are registered trademarks of the United Kingdom's Office of Government Commerce (OGC).</p>



GLOSSARY

Acronym	Meaning	Definition
PMBOK	Project Management Body of Knowledge	<p>A Guide to the Project Management Body of Knowledge (PMBOK Guide) is a project management guide, and an internationally recognized standard that provides the fundamentals of project management as they apply to a wide range of projects including construction, software, engineering, automotive, etc.</p> <p>The PMBOK Guide is process-based, meaning it describes work as being accomplished by processes. This approach is consistent with other management standards such as ISO 9000 and the Software Engineering Institute's CMMI. Processes overlap and interact throughout a project or its various phases. Processes are described in terms of:</p> <ul style="list-style-type: none"> • Inputs (documents, plans, designs, etc.) • Tools and Techniques (mechanisms applied to inputs) • Outputs (documents, products, etc.)
PMI	Project Management Institute	<p>The Project Management Institute (PMI) is a non-profit, professional organization with the purpose of advancing state-of-the-art of project management. [2] The organization is a professional association for the project management profession.</p>
SOA	Service Oriented Architecture	<p>In computing, service-oriented architecture (SOA) provides a set of principles or governing concepts used during phases of systems development and integration. Such an architecture will package functionality as interoperable services. Several different organizations may integrate or use such services — software modules provided as a service — even if their respective client systems are substantially different. It is an attempt to develop yet another means for software module integration. Rather than defining an API, SOA defines the interface in terms of protocols and functionality.</p>



Los Angeles County Office of Education

TECHNOLOGY MASTER PLAN



Los Angeles County Office of Education

Leading Educators ▪ Supporting Students ▪ Serving Communities

Technology Master Plan 2010

ABOUT THIS PLAN

ABOUT THIS PLAN

38

Background

The development of this Technology Master Plan was a collaborative effort between various stakeholders within the Los Angeles County Office of Education.

About the Los Angeles County Office of Education

The Los Angeles County Office of Education is a regional public education institution which acts as an intermediary between the California Department of Education and public school districts in Los Angeles County.

LACOE provides specialized educational programs, such as incarcerated youth, pregnant teens, and other special education programs directly to students within Los Angeles County. LACOE also provides teacher professional development, school reform, leadership training, and distance learning services to districts.

Additionally, LACOE provides human resources, payroll, financial management, and other business technology services to all but three Los Angeles County School Districts. LACOE issues in excess of 100,000 payroll checks for district employees each month.

Legal and Contact

This plan is made publically accessible to further the understanding of technology within LACOE and how LACOE, the districts, and students it serves benefit from technology.

No part of this plan is intended to promote any service, organization, person, intellectual, or creative property contained herein. The use of this plan for commercial purposes is strictly prohibited.

All contents of this plan are owned by the Los Angeles County Office of Education.

All photographs contained herein are used subject to various license agreements with their authors or distributors and may not be used for commercial purposes.

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On the Web

www.lacoed.edu



Los Angeles County Office of Education
TECHNOLOGY MASTER PLAN

OFFICE OF GENERAL COUNSEL

<i>Goal</i>	<i>Efficiency</i>	<i>Estimated Savings</i>
Reorganize the Office of General Counsel to better serve the needs of LACOE	<ul style="list-style-type: none"> • Implement oversight of all outside counsel litigation, including risk management to maximize recovery. • Send out RFQ for all of the attorney firm contracts to ensure we are getting the best rate for the services in employment, special ed and civil cases. • Implement a better system of oversight so that all cases have a discovery plan and the strategy of the case is clear from the outset. Consultation takes place at appropriate times with the appropriate individuals. • Represent LACOE in all of the noncomplex cases and continue to play an active role in other litigation. • Restrict costs to staff cases as leanly as possible (i.e., no more than two (2) attorneys per case.) • Expand staff to include a litigation attorney if appropriate. • Build in better risk management strategies by ensuring that post litigation steps to limit liability are taken by appropriate management and that training is conducted. • Develop more proactive pre-litigation strategies to limit liability in key areas. 	\$1,200,000 (in process) undetermined \$2,938,500
Ensure the delivery of high quality training to OGC staff and LACOE administrators	<ul style="list-style-type: none"> • Ensure staff of the Office of General Counsel receive required/necessary training. • Provide in-house training to principals, assistant principals, directors and LACOE staff on issues that may expose LACOE to liability (i.e., Intellectual Property, Policies, Classroom Suspensions and Brown Act). 	\$2,000
Reduce travel and operations costs	<ul style="list-style-type: none"> • Keep materials and supplies cost to a minimum. • Keep travel and conference expenses to a minimum. • Maintain a policy of no overtime. 	undetermined
Ensure that outside billing is accurate and appropriate	<ul style="list-style-type: none"> • Careful review and scrutiny of invoices of law firms contracted by the Office of General Counsel. 	\$6,000
Reduce reliance on outside counsel	<ul style="list-style-type: none"> • Perform certain aspects of litigation to minimize cost of outside law firms including: <ul style="list-style-type: none"> ○ Court filings ○ Investigations ○ Meetings and interviews with LACOE staff ○ Responding to Discovery requests ○ Preparing witnesses for deposition ○ Gathering of documents ○ Copying and Bates stamping ○ Filing of documents with the Court by staff of the Office of General Counsel; and, ○ Delivery of documents to law firms by staff of the Office of General Counsel. • Provide counsel and representation on Special Education due process matters, including settlement. • Ensure attorneys of the Office of General Counsel are more accessible to 	\$2,500 \$7,800

	internal clients thereby eliminating the need to seek advice from outside law firms. <ul style="list-style-type: none">• Explore other cost effective ways of representation (i.e., representation for portion of the case, co-representation) including subpoenas.	\$24,450
Estimated Office Of General Counsel Savings		\$4,181,250

**California County Superintendents Educational
Services Association (CCSESA)**

Classification of Counties 2011

2009-2010		
County	P2 ADA	% of ADA Statewide
CLASS I (Over 750,000 ADA)		
Los Angeles	1,532,539	25.86%
CLASS II (140,000 - 749,999 ADA)		
Alameda	203,764	3.44%
Contra Costa	159,919	2.68%
Fresno	183,192	3.09%
Kern	164,998	2.78%
Orange	484,328	8.17%
Riverside	400,834	6.76%
Sacramento	225,522	3.80%
San Bernardino	395,637	6.67%
San Diego	473,133	7.98%
Santa Clara	254,369	4.29%
CLASS III (60,000 - 139,999 ADA)		
Monterey	67,152	1.13%
Placer	65,289	1.10%
San Joaquin	128,625	2.17%
San Mateo	87,478	1.48%
Santa Barbara	62,750	1.06%
Solano	61,939	1.04%
Sonoma	67,401	1.14%
Stanislaus	99,693	1.68%
Tulare	91,684	1.55%
Ventura	134,851	2.28%
CLASS IV (30,000 - 59,999 ADA)		
Imperial	34,527	0.58%
Merced	53,279	0.90%
San Francisco	54,034	0.91%
San Luis Obispo	32,662	0.55%
Santa Cruz	36,846	0.62%
CLASS V (15,000 - 29,999 ADA)		
Butte	29,660	0.50%
El Dorado	27,082	0.46%
Humboldt	17,103	0.29%
Kings	27,005	0.46%
Madera	28,114	0.47%

Marin	28,740	0.48%
Napa	19,490	0.33%
Shasta	26,129	0.44%
Sutter	19,372	0.33%
Yolo	27,933	0.47%

CLASS VI (7,000 - 14,999 ADA)

Lake	8,660	0.15%
Mendocino	12,163	0.21%
Nevada	11,906	0.20%
San Benito	10,811	0.18%
Tehama	10,329	0.17%
Yuba	13,274	0.22%

CLASS VII (1,000 - 6,999 ADA)

Amador	4,317	0.07%
Calaveras	5,870	0.10%
Colusa	4,275	0.07%
Del Norte	4,077	0.07%
Glenn	5,460	0.09%
Inyo	2,636	0.04%
Lassen	4,781	0.08%
Mariposa	2,001	0.03%
Modoc	1,525	0.03%
Mono	1,562	0.03%
Plumas	2,229	0.04%
Siskiyou	5,709	0.10%
Trinity	1,582	0.03%
Tuolumne	6,582	0.11%

CLASS VIII (Under 1,000 ADA)

Alpine	149	0.00%
Sierra	445	0.01%

TOTAL ADA 5,927,220

County classifications are based on prior year P-2, K-12 average daily attendance which includes districts, county operated programs, and charter schools. For the sole purpose of the Association, these calculations do not include ROC/P, adult education or community colleges. These calculations are intended for use by CCSESA only.

AGREEMENT



Los Angeles County
Office of Education



**LOS ANGELES COUNTY
BOARD OF EDUCATION AND
SUPERINTENDENT OF SCHOOLS**

and


**LOS ANGELES COUNTY
EDUCATION ASSOCIATION
(LACEA)**

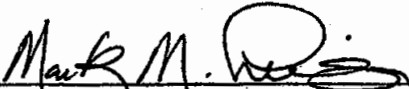
**2003-2004
and
2004-2005**

BRIDGING DOCUMENT AGREEMENT AND
2002-2003 SETTLEMENT, May 7, 2004


LOS ANGELES COUNTY OFFICE OF EDUCATION
(LACOE)


LOS ANGELES COUNTY EDUCATION
ASSOCIATION (LACEA, AN AFFILIATE OF
THE CTA AND NEA)

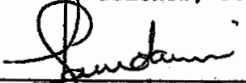
By 
RENE GAGNON
Director Labor Relations

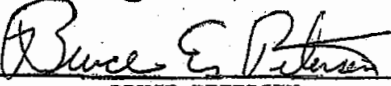
By 
MARK LEWIS
President, LACEA


By 
DR. ROBERT BARNER
Assistant Superintendent, Ed Programs

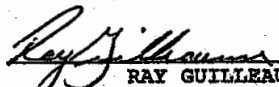
By 
MORRIS FREEDMAN
Teacher, JCS


By 
LARRY SPRINGER
Director, JCS


By 
SAMINA FARIDANI
Speech Pathologist, Special Education

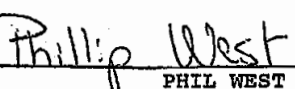
By 
BRUCE PETERSEN
Principal, Alternative Education


By 
JOSIE NAVA
Teacher, Special Education

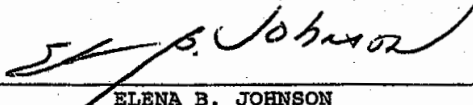
By 
RAY GUILLEAUME
Area Administrator, Special Education

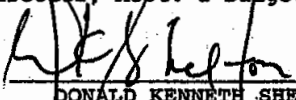
By 
PAUL SCOTT
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Teacher, JCS

By 
DONALD KENNETH SHELTON
Assistant Superintendent, Bus. Svcs.

By 
TERRI HOWARTH
Executive Director

By 
JEFF HORTON
Senior Program Specialist, HRS



Los Angeles County
Office of Education



BRIDGING DOCUMENT



**An agreement between
The Los Angeles County Office of Education
and
The Los Angeles County Education Association**

**This agreement resolves the negotiations between these two parties for the
fiscal year 2002-03 which came to impasse on May 1, 2003.**

Table of Contents.....	Page	2
Background & Introduction		3
Section 1		4
The Contract		
List of Tentative Agreements		5
Compensation 2002-03		6
The Substantive Agreements		
Subsequent Negotiations		7
I. Budget Committees		7
II. Budgeting Cycle		7
III. Negotiations Priorities		8
IV. New Revenues Defined		8
V. Negotiations Process		8
LACOE Business Model		9
Section 2		10
The Relationship Compact		11-12
Aspirations		12
Relationship Maintenance Team		13
Accountability (including Grievance Handling)		14
Section 3		15
Transforming the Culture/Relationship		16
Statement of Intent		16
Staff Development		17
Communications		18
Glossary of Terms		19-20

BACKGROUND & INTRODUCTION.....

This document represents the settlement of an impasse in collective bargaining negotiations between the Los Angeles County Office of Education (LACOE) and the exclusive representative of the bargaining unit of the Los Angeles County Education Association (LACEA). The parties reached an impasse in their negotiations regarding the 2002-2003 fiscal year contract on May 1, 2003. The Public Employment Relations Board referred the impasse to the State Mediation Service for resolution. As a consequence of these proceedings the parties and the mediator agreed to utilize the principles of "interest based negotiations".

In the Fall of 2003 the parties initiated their collaborative, interest based approach to the impasse negotiations. Over the course of a total of 8 separate days of facilitated meetings the parties identified and dealt with the fundamental, underlying, and substantive issues creating this impasse. It became clear to the negotiators that the impasse itself and their inability to reach agreement on the substance of the issue of compensation was intimately connected to a long history of acrimony and mistrust between the parties. Accordingly, this agreement addresses all three variables: compensation and other working conditions, the decision making practices/behavior of the parties, and relationship issues such as communication, trust, and respect.

Termed the "Bridging Document" this agreement contains three principal sections. The first of these sections details the substantive agreements between the parties regarding compensation and other terms and conditions of employment. The second section describes and sets forth the commitment of the parties to develop and practice a collaborative or interest-based approach to decision-making and negotiations. This section contains the parties "Relationship Compact". The third section of the agreement describes and sets forth the commitment of the parties to transform the culture of the organization from its historical, authoritarian character to a more participatory, interactive, and democratic one.

In pursuit of the contents set forth in this agreement the parties recognize that its success is dependent upon a combination of their commitment, the investment of energy, money, and time, and upon being held accountable when the terms of the agreement are not being honored. The title of the document is intended to convey that its contents describe a collection of commitments and initiatives designed to enable and assist the parties in transforming their relationship and the organization into one that is preferred, more responsive, and effective in meeting the needs of all employees, students, and clients.

Section 1:**A. The Contract**

- **List of Tentative Agreements**
- **Compensation**

B. Substantive Agreements

- **Subsequent Negotiations**
 - I. Budget Committees**
 - II. Budgeting Cycle**
 - III. Negotiations Priorities**
 - IV. New Revenues Defined**
 - V. Negotiations Process**

List of Tentative Agreements:

The tentative agreements reached by the parties during the negotiations prior to the declaration of impasse are hereby declared part of the final agreement. These agreements are to be immediately implemented according to their terms.

1. Personal Necessity Leave
2. Bereavement Leave
3. Personal Leave
4. Jury Duty Leave
5. Corrections-Article VII, B3a, Bb, C4
6. Maternity leave
7. Remove Section C2, Page 47
8. Class Size, Article XII, Section J2

Compensation....

SALARY

The parties agree that there will be no adjustment to this aspect of the contract for the 2002-2003 school year.

LACOE received a 2% COLA from the State of California for the 2002-2003 school year. The Office spent the money as follows:

- ❖ *1%- Increased employer contribution to the Los Angeles County Schools Joint Benefits Trust*
- ❖ *.75%- To the step and column increase on salary schedule*
- ❖ *.25%-Used to partially defray cost of Special Education services provided by LACOE SELPA.*

Subsequent Negotiations...

I. BUDGET COMMITTEE:

The parties agree to establish a multi-stakeholder Budget Committee. This Committee shall have as its express purpose the task of developing and producing a consensus around a budget recommendation that shall be referred to the Superintendent for consideration. Further, the work of the budget committee shall, through consensus, include the development of recommendations regarding appropriate reserve requirements, salary and health and welfare benefits. The work of this committee shall commence with the 2004-05 budget year and be sustained for subsequent budget years.

Budget committee process:

- The budget committee shall utilize the principles of an "interest based approach" to its decision-making.
- The budget committee will be formed and commence its work within three weeks of the signing and adoption of this Bridging Document by the parties.
- The budget committee shall consist of a total of 8 participants (2 from LACOE mgt, 2 from LACEA, 2 from CSEA, 2 from SEIU) with non-sitting participants being invited to advise and assist upon consensus of the committee
- Participants to the budget committee shall be named by the above listed stakeholder groups
- The budget committee shall meet to determine its calendar and mode of operation
- Training in interest based decision making is a pre-requisite to serving on the budget committee
- The Superintendent will assign staff as resources to the committee.
- The budget committee will include in its recommendations to the Superintendent percent adjustments regarding compensation

II. BUDGETING CYCLE:

The parties have concluded that previously the budgeting cycle and the timing of negotiations regarding terms and conditions of employment have been such as to lead to unnecessary difficulty in negotiations and suspicion about the credibility of the budget itself. Accordingly, it is agreed that the budget committee recommendations shall indicate the timing for the start of the negotiation cycle on fiscal aspects.

III. NEGOTIATIONS PRIORITIES

It is acknowledged by the parties that an effective educational program is the consequence of reaching a balance among a number of variables. These variables include human, physical, and material assets. With regard to terms and conditions concerning compensation the parties agree that the following priorities of mutual interests shall be followed:

- Current levels of health and welfare medical benefits shall be negotiated utilizing an interest based approach in the Trust and contract negotiations
- Maintaining quality and competitive compensation to be negotiated utilizing an interest based approach in the budget process and contract negotiations.
- Developing and maintaining a prudent and appropriate reserve

IV. "NEW REVENUES" DEFINED:

The parties have agreed that an understanding of the definition of "new revenues" is appropriate and helpful to their negotiations and other deliberations. Accordingly, the term "new revenues" refers to:

- 1) funds received from the local, state, and federal which exceeds previous levels,
- 2) monies realized through operational and structural innovations and practices which are considered to be "savings.",
- 3) other balances realized from innovative and/or entrepreneurial or intrapreneurial approaches to doing business.

V. NEGOTIATIONS PROCESS:

The parties agree that for the purposes of addressing the 2003-04 budget year, negotiations shall commence within 1 month of the signing of this Bridging Document.

- The parties agree and commit to utilizing an interest-based approach as their negotiations model.
- At least one member (preferably both) of the negotiations team representing each party shall also serve on the budget committee.
- The negotiations teams representing LACOE and LACEA shall meet monthly at a minimum or more often as needed to accomplish their tasks.
- The negotiations teams will work in concert with the Relationship Maintenance Team and other committees created by this Bridging Document to identify issues arising, which have an impact upon the terms and conditions of employment.

The LACOE Business Model...

THE BUSINESS MODEL COMMITTEE:

While the parties are reluctant to create new committees, it is obvious that "change" within the organization is required. The parties resolve and agree that a proactive role in this regard is appropriate. The parties agree to utilize Relationship Maintenance Team (RMT) to form a multi-stakeholder committee that will serve the purpose of stimulating and engaging in the exploration and understanding of change, and the best practices in education and organizational management.

It is the initial finding of the parties to this Bridging Document that as an organization the Office is overly hierarchical, vertically stratified in "silos," and lacks a collaborative decision making culture. This Bridging Document seeks to address these observations by the creation of the Business Model Committee and the adoption of the cultural transformation strategy outlined in this agreement under the heading "Transformation Initiative".

THE ORGANIZATIONAL TRANSFORMATION INITIATIVE:

It is the consensus of the parties to this document that the culture of the Office has at times been overly confrontational, adversarial, positional, and contentious. The parties agree to sustain an Interest-based approach to negotiation and problem solving. The details of this strategy are outlined in Section 3 of the Bridging Document.

Section 2

The Relationship Compact

Containing:

- **Relationship Maintenance Team created**
- **Commitment to Interest Based Approach**
- **Using IBA in SDM**
- **On-going meetings of Negotiating team**
- **Accountability Scheme**

**RELATIONSHIP COMPACT
BETWEEN
LOS ANGELES COUNTY OFFICE OF EDUCATION
AND
The LOS ANGELES COUNTY EDUCATION ASSOCIATION**

Intentions:

The leadership of the Los Angeles County Office of Education and the Los Angeles County Education Association, on behalf of their members and constituents, wish to establish an ongoing, formalized relationship which will survive differences and conflicts in interests, changes in leadership, and, rapid changes in the community served by the organization. To support this formalized relationship, we have chosen to develop this **Relationship Compact**.

The Compact is a statement of the intent to adopt, formalize, and practice principles of a healthy labor-management relationship and collaborative, non-adversarial decision-making process. The Compact is not intended to replace traditional, contractual obligations. Rather, it is meant to define and shape the behaviors of the parties to the Compact, which relate to and extend beyond those legal and contractual requirements.

We seek to create a relationship that encourages and supports the parties to help each other understand and meet the mutual and separate interests of each. We acknowledge that it is our joint responsibility to utilize resources effectively, maintain a balanced budget, and ensure the success of the Office to support student learning. We further agree to base our relationship on the following principles:

- We agree to use an **"interest based approach"** in problem solving.
- We agree that the introduction and utilization of an "interest based approach" to decision making shall become a priority for the **"Shared Decision Making"** initiative/program throughout LACOE.
- We recognize that each group has an equal right to seek accommodation of their respective interests, and can advocate on behalf of those interests.
- We understand that trust is the foundation of our relationship.
- We will seek to establish outcomes that are acceptable to both parties.
- Active listening and clear communication are the fundamentals of understanding. We will avoid sending confused and mixed messages. We will avoid surprises and always inform and consult before deciding.

- Mistakes are considered part of growth. We understand that mistakes will occur, and we will learn from mistakes in order to build a stronger relationship and organization.
- We recognize that much of the actual work of this relationship is and will be conducted in the environment of a "meeting". We agree to conduct meetings under the following set of ground rules which encourage and further the principles of IBB:
 - Actively listen
 - Use brief, concise statement
 - Focus on issues, not personalities
 - Disagree constructively
 - Work to create decisions all can support
 - No side conversations
 - Keep to the point
 - No interruptions
 - Participate fully
 - Agreement to attend is commitment to remain for permanent members
 - We will assume a charitable intent in the breach of these meeting principles

Aspirations:

We recognize that our current reality and our desired future are different. We have identified a set of substantive and process goals to move us toward creating a healthy future. Many of these goals are specifically outlined and operationalized elsewhere in the "Bridging Document". Generally speaking, however, our commitment to creating our desired future reflects the following:

Where we are now....

Uncertain and unstable financial resources with inconsistent planning and implementation processes.

Limited staff training opportunities and lack of time/support for follow-through of new program implementation

Where we want to be...

Financial Sustainability grounded in trust and providing integrated, coordinated planning and implementation.

Comprehensive staff training for integrated, coordinated implementation of new programs.

Where we are now....

Unsafe environment, materials, technology and supplies inadequate for the learning process.

Management to staff ratios that are perceived with suspicion and with skepticism.

Quality employees whose compensation is at risk due to constantly changing external variables, especially medical costs, over which we have little control or influence .

Where we want to be...

Safe environment, adequate materials, technology, and supplies to provide solid academic program.

Flexible and appropriate staffing and management ratios reflecting open, horizontal, and more organizational model.

Quality employees whose compensation is competitive and sustained in as whole a manner as possible.

Managing the relationship and agenda of issues:

The parties to the Compact, in their commitment to a collaborative problem identification and solving process, will continue to meet regularly (monthly as a minimum) during the course of this agreement.

We agree to create a "Relationship Maintenance Team" (RMT) consisting of three designees from each party. The RMT shall have the responsibility of:

- 1) designing and implementing an effective and visible means of identifying issues
- 2) articulating those issues to the appropriate venue for resolution,
- 3) holding the parties accountable for such resolution
- 4) communicating the work of the RMT (Relationship Maintenance Team) to the constituencies represented by the parties

The principal focus of the RMT shall be:

- 1) service and facilitation of good process.
- 2) Develop a positive and sustainable relationship.
- 3) the RMT is not a central decision making body
- 4) the RMT is a "clearinghouse" in service to sustaining and implementing the "Bridging Document".

Holding ourselves accountable to each other and our constituents:

The parties to this Compact recognize and expect that they may disagree with and question each other's commitment. The parties agree that unless otherwise set forth in the Bridging Document they agree to pursue the following pattern of accountability:

- The parties agree to conduct a "pre-grievance" meeting utilizing the principles of an interest based approach to problem solving to attempt to resolve the presenting issue without resorting to a formal grievance.
- In the event that a grievance is filed the grievance handling process shall follow the principles of an interest-based approach.
- Mediation in the interest-based paradigm shall be the preferred means of any further resolution of a grievance in the event that the formal process is unsuccessful in resolving the grievance.
- Without relinquishing their legal right to file a lawsuit in the appropriate venue the parties further agree that before such a step is taken any dispute between them shall, be submitted to an arbitrator of mutual agreement between the parties.
- In furtherance of their accountability to this agreement, the terms within it, and to their respective constituencies the parties agree to begin and sustain a means of recording, tracking and periodically & effectively publishing their activities in pursuit of this agreement. Such an accounting and communication shall be within the providence of the RMT to accomplish.

We have chosen to use the preceding principles and ground rules in our relationship and in our practices. We will likewise abide by these principles as we expand or modify this compact based upon our learning. The parties also agree to review and address recommitment to the process as part the regular, annual, or specified negotiations process.

Section 3:**Transforming the Culture**

- **Statement of intent**
- **Staff Development**
- **Communications**

Credentialed Unit Members' Training Requirements

The unit member's training shall determine the column of Salary Schedule A, B, or D on which the unit member is assigned. The training requirements for each column shall be those set forth below:

With Permit or Waiver, But No Credential:

- Column A Bachelor's Degree
- Column B Bachelor's Degree plus 15 semester units.
- Column C Bachelor's Degree plus 30 semester units.

With Credential:

- Column I Bachelor's Degree
- Column II Bachelor's Degree plus 15 semester units.
- Column III Bachelor's Degree plus 30 semester units.
- Column IV Bachelor's Degree plus 45 semester units or a Master's Degree.
- Column V Bachelor's Degree plus 60 semester units or a Master's Degree plus 15 semester units.
- Column VI Bachelor's Degree plus 75 semester units including a Master's Degree, or a Master's Degree plus 30 semester units, or a Doctoral Degree.

Unit members in service authorized by a Provisional or Emergency Permit shall be limited to placement on Columns A, B, or C only, unless the unit member also holds a regular credential.

All units credited for column placement shall represent appropriate upper division or graduate work subsequent to receiving the Bachelor's or Master's Degrees. All units and degrees shall have been earned at an accredited college or university.

Lower division course work related to the unit member's assignment or credential(s), may be credited for salary schedule column advancement on Schedules A, B, and D (see contract provisions).

Adopted by the Los Angeles County Board of Education 5/23/2000

STAFF DEVELOPMENT:

- It is agreed that the parties to this Bridging Document seek to implement an "interest based approach" to decision making throughout the organization. Both individual employees and groups are encouraged to practice "Integrity in the moment of choice." LACOE/LACEA agree to undertake a staff development initiative to introduce all employees to IBB principles and to support and practice them.
- This staff development initiative shall include :
 - A basic, 5 day introductory training for all employees
 - The development of a cadre of facilitators (derived from both parties to this agreement) to assist in the training of others as well as the utilization of the principles in work units and committees as envisioned in this Bridging Document and throughout the organization
 - The selection of participants shall be deliberate and maximize effectiveness. For example the initial staff persons to be trained should include the immediate constituencies of the negotiations teams thence to union site representatives and managers and so on. As another example it is effective to introduce intact work groups all at the same time; so such opportunities should be sought out
 - Periodic "refresher" opportunities
 - Budgeting appropriate funds
 - The search for funding for this training initiative to seek outside the Office such as foundation grants, to supplement or replace budgeted funds
 - Management and supervisor training consistent with the principles of the interest based approach to decision making,
 - The development and modification of this and other training initiatives and other engagements which can foster and illustrate the nexus of the interest based approach to decision making with other staff development initiatives being undertaken by the Office
 - The recognition that these elements are not mutually exclusive and can/should be designed to support one another.

COMMUNICATION:

The parties to this Bridging Document are acutely aware of the importance and difficulty of accomplishing effective communication and practicing effective communications behaviors in a complex organization. Accordingly they are agreed that to the extent possible and upon collaboratively designing and reaching consensus they will:

- Jointly communicate the outcome of this agreement to their respective constituencies and to the public at large.
- Develop a means of sustaining an effort to jointly communicate the process and elements of subsequent negotiations
- Develop a means of sustaining an effort to jointly communicate the various elements of this Bridging Document and the progress being achieved in pursuit of it those elements.
- Utilize a variety of communications modalities and styles to convey their commitment to the intent and principles of this Bridging Document.

GLOSSARY OF TERMS

ALTERNATIVES What either party to a negotiation can do *without* the agreement of the other. What can be done in the event that no agreement can be reached. Feel like threats when perceived by the other party. Don't take your gun out of the holster unless you intend to use it.

BATNA The Best Alternative To a Negotiated Agreement

CONSENSUS When the parties to the negotiation can say that at the very least the option is one that they can live with and support for now. Note that so long as a party to the negotiation is saying "no" consensus doesn't exist. However the "naysaying" participant is obliged to explain "why", so that the "naysayer" and other participants can continue to focus on creative solution designing.

CRITERIA Objective standards of measurement. When agreed to by the parties, serve to compare against options. Work product of brainstorming and research. Often externally derived or imposed by control agencies or funding sources. Presenting practitioners with a paradox in that they are also options. There is no one "magic" criteria for any issue.

CULTURE An unconscious systematic decision making process used by a group of people

EVALUATION The comparison of possible solutions (options) to criteria, interests, and the issue or problem. "How well does this option meet our mutual and separate interest, fit the criteria, and solve the problem." This exercise is accomplished without commitment.

INTERACTIVE MEETING A facilitated meeting of a group of people. Utilizes a non-conventional format in setting and process.

INTERESTS The motives of the parties to the negotiation. What people or groups need. Derived and reflective of heritage, culture, and stories of the group. Can even be arranged in a hierarchy or priority as with the research of Maslow. A condition sought, a state of being.

INTRAPRENEURIAL What a company does internally to organize, manage, and assume the risk of business or enterprise.

LEGITIMACY The psychological condition of ownership or support for a decision. A consequence of using reason(s) and participation rather than power, coercion, or leverage as the basis for a decision.

OPTIONS Possible solutions. In order to operationalize will need the agreement of the parties to the negotiation. The work product of brainstorming without commitment or evaluation. The "other" right answers per John Glaser.

POSITIONS, DEMANDS, PROPOSALS The solution to which one party is committed. Due to the nature of our familiarity and comfort with the conventional model of offer-acceptance negotiations, these often invite evaluation... usually in the form of judging the interests of the party presenting the proposal.

UNCONSCIOUS COMPETENCE People assuming a set of rules based on habit.

Force Account

definition: In general construction, a term used when work is ordered to be done without prior agreement as to lump sum or unit price cost thereof and is to be billed for at cost of labor, materials and equipment, insurance, taxes, etc., plus an agreed percentage for overhead and profit (aka, T&M [Time and Materials]). In public works this term occurs when a public project is conducted by a public office using its own labor, material and equipment.

Public Contract Code §20111.

- (a) The governing board of any school district, in accordance with any requirement established by that governing board pursuant to subdivision (a) of Section 2000, shall let any contracts involving an expenditure of more than fifty thousand dollars (\$50,000) for any of the following:
- (1) The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district.
 - (2) Services, except construction services.
 - (3) Repairs, including maintenance as defined in Section 20115, that are not a public project as defined in subdivision (c) of Section 22002.

The **contract** shall be let to the lowest responsible bidder who shall give security as the board requires, or else reject all bids.

- (b) The governing board shall let any **contract** for a public project, as defined in subdivision (c) of Section 22002, involving an expenditure of fifteen thousand dollars (\$15,000) or more, to the lowest responsible bidder who shall give security as the board requires, or else reject all bids. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security:

- (1) Cash.
- (2) A cashier's check made payable to the school district.
- (3) A certified check made payable to the school district.
- (4) A bidder's bond executed by an admitted surety insurer, made payable to the school district.

Upon an award to the lowest bidder, the security of an unsuccessful bidder shall be returned in a reasonable period of time, but in no event shall that security be held by the school district beyond 60 days from the time the award is made.

- (c) This section applies to all equipment, materials, or supplies, whether patented or otherwise, and to contracts awarded pursuant to subdivision (a) of Section 2000. This section shall not apply to professional services or advice, insurance services, or any other purchase or service otherwise exempt from this section, or to any work done by day labor or by force account pursuant to Section 20114.
- (d) Commencing January 1, 1997, the Superintendent of Public Instruction shall annually adjust the dollar amounts specified in subdivision (a) to reflect the percentage change in the

annual average value of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the prior fiscal year. The annual adjustments shall be rounded to the nearest one hundred dollars (\$100).

Public Contract Code §20114.

- (a) In each school district, the governing board may make repairs, alterations, additions, or painting, repainting, or decorating upon school buildings, repair or build apparatus or equipment, make improvements on the school grounds, erect new buildings, and perform maintenance as defined in Section 20115 by day labor, or by force account, whenever the total number of hours on the job does not exceed 350 hours. Moreover, in any school district having an average daily attendance of 35,000 or greater, the governing board may, in addition, make repairs to school buildings, grounds, apparatus, or equipment, including painting or repainting, and perform maintenance, as defined in Section 20115, by day labor or by force account whenever the total number of hours on the job does not exceed 750 hours, or when the cost of material does not exceed twenty-one thousand dollars (\$21,000).
- (b) For purposes of this section, day labor shall include the use of maintenance personnel employed on a permanent or temporary basis.

Participating Agencies

Agency Type: City

City of Adelanto	City of Corcoran
City of Alameda	City of Corning
City of Anderson	City of Corona
City of Angels	City of Coronado
City of Antioch	City of Corte Madera
City of Arcata	City of Costa Mesa
City of Arroyo Grande	City of Cupertino
City of Artesia	City of Daly City
City of Atascadero	City of Davis
City of Atwater	City of El Centro
City of Auburn	City of El Monte
City of Azusa	City of El Segundo
City of Belmont	City of Emeryville
City of Belvedere	City of Fairfield
City of Benicia	City of Farmersville
City of Beverly Hills	City of Fontana
City of Blue Lake	City of Fort Bragg
City of Bradbury	City of Foster City
City of Brea	City of Fountain Valley
City of Brentwood	City of Fremont
City of Brisbane	City of Fullerton
City of Buellton	City of Galt
City of Burlingame	City of Garden Grove
City of California City	City of Goleta
City of Calistoga	City of Gonzales
City of Camarillo	City of Greenfield
City of Campbell	City of Gridley
City of Canyon Lake	City of Gustine
City of Carlsbad	City of Half Moon Bay
City of Carpinteria	City of Hawthorne
City of Cathedral	City of Hemet
City of Ceres	City of Highland
City of Chino Hills	City of Hillsborough
City of Chowchilla	City of Hughson
City of Claremont	City of Imperial Beach
City of Cloverdale	City of Indio
City of Coachella	City of Industry
City of Colma	City of Ione
City of Colusa	City of Irvine

Agency Type: City

City of Kerman	City of Rancho Santa Margarita
City of La Mesa	City of Redding
City of La Verne	City of Redlands
City of Lafayette	City of Rio Dell
City of Laguna Hills	City of Rio Vista
City of Laguna Niguel	City of Riverbank
City of Lake Forest	City of Rohnert Park
City of Lancaster	City of Ross
City of Larkspur	City of San Carlos
City of Lathrop	City of San Clemente
City of Lompoc	City of San Gabriel
City of Los Altos Hills	City of San Jacinto
City of Los Banos	City of San Joaquin
City of Lynwood	City of San Juan Capistrano
City of Martinez	City of San Luis Obispo
City of Menifee	City of San Marino
City of Menlo Park	City of San Pablo
City of Mill Valley	City of Santa Clarita
City of Monte Sereno	City of Santa Fe Springs
City of Moorpark	City of Santa Maria
City of Moraga	City of Santa Paula
City of Moreno Valley	City of Saratoga
City of Morro Bay	City of Scotts Valley
City of Murrieta	City of Seaside
City of Norwalk	City of Simi Valley
City of Novato	City of Solvang
City of Oakdale	City of Sonoma
City of Orange	City of South El Monte
City of Orinda	City of South Gate
City of Oxnard	City of South San Francisco
City of Pacifica	City of Stanton
City of Palm Springs	City of Suisun City
City of Patterson	City of Susanville
City of Perris	City of Tehama
City of Pico Rivera	City of Temecula
City of Pittsburg	City of Thousand Oaks
City of Pleasant Hill	City of Tiburon
City of Pleasanton	City of Tracy
City of Portola	City of Turlock
City of Rancho Mirage	City of Tustin
City of Rancho Palos Verdes	City of Twentynine Palms

Agency Type: City

City of Ukiah
City of Vacaville
City of Victorville
City of Villa Park
City of Vista
City of Walnut
City of Watsonville
City of West Covina
City of West Hollywood
City of Westlake
City of Willits
City of Woodland
City of Woodside
City of Yorba Linda
City of Yountville
City of Yuba City
City of Yucaipa
City of Yucca Valley
Crescent City
El Paso de Robles

City Total: 180

Agency Type: Community College District

Cabrillo Community College District
Chabot-Las Positas Community College District
Chaffey College Community College District
Citrus Community College District
College of the Sequoias Community College District
Compton Community College District
Contra Costa Community College District
Desert Community College District
Kern Community College District
Los Angeles Community Colleges District
Mendocino-Lake Community College District
Merced Community College District
MiraCosta Community College District
Monterey Peninsula Community College District
Mt. San Antonio Community College
Mt. San Jacinto Community College District
Napa Valley College
Ohlone Community College District
Palomar Community College District
Rancho Santiago Community College District
Riverside Community College District
San Bernardino Community College District
San Luis Obispo Community College District
San Mateo County Community College District
Santa Clarita Community College District
Santa Rosa Junior College District
Shasta-Tehama-Trinity Joint Community College District
Sierra Joint Community College District
Siskiyou Joint Community College District
West Hills Community College District
West Kern Community College District
West Valley - Mission Community College District

Community College District Total: 32

Agency Type: County

Alpine County
Butte County
Calaveras County
Contra Costa County
County of Napa
County of Siskiyou
Del Norte County
El Dorado County
Fresno County
Glenn County
Humboldt County
Imperial County
Kings County
Lake County
Madera County
Marin County
Mendocino County
Mono County
Orange County
Riverside County
Sacramento County
San Bernardino County
San Luis Obispo County
San Mateo County
Santa Barbara County
Santa Clara County
Shasta County
Sonoma County
Stanislaus County
Trinity County
Tulare County
Tuolumne County
Ventura County
Yolo County
Yuba County

County Total: 35

Agency Type: School District

Alisal Union School District	Delano Joint Union High School District
Alta Vista Elementary School District	Delano Union School District
Alum Rock Union Elementary School District	Denair Unified School District
Anderson Union High School District	Dinuba Unified School District
Antelope Valley Joint Union High School District	Dublin Unified School District
Antioch School District	Eastern Sierra Unified School District
Apple Valley Unified School District	Empire Union School District
Armona Union Elementary School District	Escalon Unified School District
Atwater Elementary School District	Eureka Union School District
Auburn Union Elementary School District	Evergreen School District
Bakersfield City School District	Evergreen Union Elementary
Barstow Unified School District	Exeter Union High School District
Beaumont Unified School District	Exeter Union School District
Bend Elementary School District	Fairfield-Suisun Unified School District
Berkeley Unified School District	Fallbrook Union High School
Big Pine Unified School District	Folsom Cordova Unified School District
Bonsall Union School District	Fontana Unified School District
Brentwood Union School District	Franklin-McKinley School District
Bret Harte Union High School District	Fresno County Office of Education
Briggs Elementary School District	Fruitvale Elementary
Buena Vista Elementary School	Garvey School District
Butte County Office of Education	Gilroy Unified School District
Byron Union Elementary	Gold Trail Union School District
Calistoga Joint Unified	Gravenstein Union Elementary
Cambrian School District	Great Valley Charter School
Campbell Union School District	Greenfield Union School District
Cardiff School District	Grossmont Union High School District
Castro Valley Unified School District	Hayward Unified School District
Center Joint Unified School District	Helendale School District
Chaffey Joint Union High School District	Hemet Unified School District
Chico Unified School District	Hermosa Beach School District
Clovis Unified School District	Hesperia Unified School District
Coast Union High School District	Hickman Community Charter District
Colton Joint Unified School District	Hollister School District
Columbia Union School District	Hughson Unified School District
Compton Unified School District	Jefferson School District
Conejo Valley Unified School District	Jefferson Union High School District
Contra Costa County Office of Education	John Swett Unified School District
Corcoran Unified School District	Joint Union School District
Cutler-Orosi Joint Unified School District	Keppel Union School District
Del Norte County Unified School District	Kern Union High School District

Agency Type: School District

Keyes Union School District	Moreland School District
King City Joint Union High School District	Moreno Valley Unified School District
King City Union School District	Mountain View-Los Altos Union High School District
Kings Canyon Joint Unified	Mountain View-Whisman School District
Kings County Office of Education	Mt. Diablo Unified School District
Kings River Union Elementary School District	Murrieta Valley Unified School District
Laguna Beach Unified School District	Nevada Joint Union High School District
Laguna Salada Union Elementary	New Haven Unified School District
Lake Elsinore Unified School District	Newark Unified School District
Lakeside Union School District	Newhall School District
Lancaster School District	Norris School District
Las Virgenes Unified School District	North Monterey County Unified School District
Latrobe School District	Oak Grove Elementary School District
Lemoore Union High School District	Oakdale Joint Unified School District
Liberty Elementary School	Oakland Unified School District
Liberty Elementary School District	Oakley Union Elementary School District
Linden Unified School District	Ocean View School District
Lindsay Unified School District	Ocean View School District
Loma Prieta Elementary School District	Ocean View School District
Los Banos Unified School District	Ontario-Montclair School District
Los Gatos Unified School District	Oro Grande Elementary School District
Los Gatos-Saratoga High School District	Oxnard Elementary School District
Los Molinos Unified School District	Oxnard School District
Lucerne Valley Unified School District	Oxnard Union High School District
Lucia Mar Unified School District	Pajaro Valley Unified School District
Lynwood Unified School District	Palm Springs Unified School District
Madera Unified School District	Palmdale School District
Manteca Unified School District	Palo Alto Unified School District
Maricopa Unified School District	Panama-Buena Vista Union School District
Martinez Unified School District	Parlier Unified School District
Menlo Park City School District	Pasadena Unified School District
Merced City School District	Paso Robles Joint Unified School District
Merced County Office of Education	Perris Union High School District
Metropolitan Education District	Piner-Olivet Union School District
Middletown Unified School District	Pittsburg Unified School District
Milpitas Unified School District	Placer County Office of Education
Modesto City School District	Placer Union High School District
Modoc Joint Unified School District	Pollack Pines Elementary School District
Modoc Joint Unified School District	Ravenswood City Elementary School District
Monterey Peninsula Unified School District	Red Bluff Joint Union High School District
Moraga School District	Red Bluff Union School District

Agency Type: School District

Redwood City School District	Silver Fork School District
Reef-Sunset Unified School District	Silver Valley Unified School District
Rescue Union School District	Snowline Joint Unified School District
Rialto Unified School District	Soledad Unified School District
Richgrove Elementary School District	Somis Union School District
Richland School District	Sonoma Valley Unified School District
Rincon Valley Union Elementary School District	Sonora Union High School District
Rio School District	Soquel Union Elementary School District
Riverside Unified School District	South Bay Union School District
Rosedale Union School District	South Pasadena Unified School District
Roseland School District	Spencer Valley School District
Roseville City School District	Springville Union School District
Rowland Unified School District	Standard School District
Sacramento City Unified School District	Stanislaus County Office of Education
Salinas City Elementary School District	Stockton Unified School District
San Bruno Park School District	Summerville Union High School District
San Carlos Elementary School District	Sundale Union Elementary School District
San Jacinto Unified School District	Tahoe Truckee Unified School District
San Jose Unified School District	Tehachapi Unified School District
San Juan Unified School District	Templeton Unified
San Lorenzo Unified School District	Tracy Unified School District
San Luis Coastal Unified School District	Tulelake Basin Joint Unified School District
San Luis Obispo County Office of Education	Twin Rivers Unified School District
San Marino Unified School District	Twin Rivers Unified School District
San Mateo-Foster City School District	Two Rock Union Elementary School
San Miguel Unified School District	Valley Center-Pauma Unified School District
San Pasquel Union School District	Victor Elementary School District
San Rafael City Elementary School District	Victor Valley Union High School District
San Rafael City High School	Visalia Unified School District
San Ramon Valley Unified School District	Visalia Unified School District
Santa Barbara School Districts	Walnut Creek Elementary School
Santa Clara Unified School District	Walnut Creek School District
Santa Cruz City Schools	Waugh Elementary School
Santa Maria Joint Union High School District	Weaver Union School District
Santa Maria-Bonita School District	Windsor Unified School
Santa Monica-Malibu Unified School District	Woodlake Union Elementary School District
Santa Paula Elementary School District	Woodlake Union High School District
Saugus Union School District	Yuba City Unified School District
Sequoia Union High School District	Yuba County Office of Education
Sierra Sands Unified School District	
Sierra Unified School District	

School District Total: 244

Agency Type: Special District

Alameda County Resource Conservation District	Fulton-El Camino Recreation & Park District
Alameda County Waste Management Authority	Gilsizer Drainage District
American River Fire Protection	Glenhaven Lighting District
American River Flood Control District	Golden Hills Community Services
Anderson Springs Lighting District	Groveland Community Services District
Arden Manor Recreation and Park District	Hamilton Branch Community Services
Arden Park Recreation & Park	Happy Camp Community Services
Bethel Island Fire Protection	Honey Lake Valley Resource Conservation
Brooktrails Community Services	Humboldt Waste Management Authority
Calaveras Public Utilities	Irish Beach Water District
California Fair Services Authority	Isla Vista Recreation & Park
Cameron Estates Community Services	Jamestown Sanitary District
Carmichael Recreation & Park	Kelseyville County Waterworks District
Castro Valley Sanitary District	Kelseyville Lighting District
Central Marin Sanitation Agency	Kern County Water District
Chester Public Utilities	Keyes Fire Protection District
City of Galt, Redevelopment Agency	Lake County Air Quality Management District
Clearlake Oaks Lighting District	Lake County Flood Control District #5
Clovis Cemetery District	Lake County Flood Control District Zone #1
Conejo Recreation & Park District	Lake County Flood Control District Zone #4
Contra Costa County Fire Protection	Lake County Flood Control District Zone #6
Contra Costa County Flood Control & Water Conservation	Lake County General Flood Control District
Contra Costa County Sanitation #19	Lake County Sanitation District
Contra Costa County Sanitation #5	Lake County Service Area #1
Contra Costa County Sanitation #6	Lake County Service Area #13
Cordova Recreation and Parks District	Lake County Service Area #16
Corinthian Bay Sanitation District	Lake County Service Area #18
Crescent City Harbor District	Lake County Service Area #19
Crockett-Carquinez Fire Protection	Lake County Service Area #2
Cupertino Sanitary District	Lake County Service Area #20
Del Norte Solid Waste Management Authority	Lake County Service Area #21
Descanso Community Water	Lake County Service Area #22
Desert Water Agency	Lake County Service Area #3
East Diablo Fire Protection	Lake County Service Area #6
East Palo Alto Sanitary	Lake County Service Area #7
Ebbetts Pass Veterans Memorial District	Lands End Sanitation District
Elk Grove Community Service	Livermore Area Recreation & Park
Estero Municipal Improvement District	Los Altos Hills County Fire District
Fair Oaks Recreation & Park	Los Altos Hills County Fire District
Florin Resource Conservation District	Lower Lake Lighting District
Fresno Metro Flood Control	Lucerne Lighting District

Agency Type: Special District

Madera County Flood Control & Water Conservation	Madera County Maintenance District No. 46 - Ahwahnee Country Club
Madera County Maintenance District No. 1	Madera County Maintenance District No. 47 - Spook Lane
Madera County Maintenance District No. 10	Madera County Maintenance District No. 48 - Thornberry Estates
Madera County Maintenance District No. 100 - Cattle Way	Madera County Maintenance District No. 49
Madera County Maintenance District No. 101 - Old Corral	Madera County Maintenance District No. 5
Madera County Maintenance District No. 11	Madera County Maintenance District No. 50 - Morava
Madera County Maintenance District No. 13	Madera County Maintenance District No. 51 - Quail Ridge
Madera County Maintenance District No. 14	Madera County Maintenance District No. 52 - Lindy Lane
Madera County Maintenance District No. 15	Madera County Maintenance District No. 53 - Knolls Junction
Madera County Maintenance District No. 16	Madera County Maintenance District No. 54 - Happy Hollow
Madera County Maintenance District No. 17	Madera County Maintenance District No. 55 - Woodland Pond
Madera County Maintenance District No. 18	Madera County Maintenance District No. 56 - River Crest
Madera County Maintenance District No. 19	Madera County Maintenance District No. 57 - Adobe
Madera County Maintenance District No. 2 - Oakhurst Area	Madera County Maintenance District No. 58 - Sierra Highlands
Madera County Maintenance District No. 20	Madera County Maintenance District No. 59 - Eagle
Madera County Maintenance District No. 21	Madera County Maintenance District No. 6
Madera County Maintenance District No. 22	Madera County Maintenance District No. 60 - Dillon Estates
Madera County Maintenance District No. 23	Madera County Maintenance District No. 61 - Vista Del Rio
Madera County Maintenance District No. 24	Madera County Maintenance District No. 62 - Jennifer Lane
Madera County Maintenance District No. 25	Madera County Maintenance District No. 63 - Coarsegold South
Madera County Maintenance District No. 26	Madera County Maintenance District No. 64 - Little Creek
Madera County Maintenance District No. 27	Madera County Maintenance District No. 65
Madera County Maintenance District No. 28	Madera County Maintenance District No. 66 - Bushy Knob
Madera County Maintenance District No. 29	Madera County Maintenance District No. 67 - Whiskey Creek
Madera County Maintenance District No. 30	Madera County Maintenance District No. 68 - Bisset Station
Madera County Maintenance District No. 31	Madera County Maintenance District No. 69 - Oak Junction
Madera County Maintenance District No. 32	Madera County Maintenance District No. 7
Madera County Maintenance District No. 33	Madera County Maintenance District No. 70 - Blueberry Hill
Madera County Maintenance District No. 35	Madera County Maintenance District No. 71 - Thornberry Mountain
Madera County Maintenance District No. 36	Madera County Maintenance District No. 72 - North Oakhurst
Madera County Maintenance District No. 37 - La Vina	Madera County Maintenance District No. 73 - Quartz Mountain
Madera County Maintenance District No. 38	Madera County Maintenance District No. 74 - Munson Lane
Madera County Maintenance District No. 39	Madera County Maintenance District No. 75 - Fairlane Court
Madera County Maintenance District No. 40	
Madera County Maintenance District No. 41	
Madera County Maintenance District No. 42	
Madera County Maintenance District No. 43	
Madera County Maintenance District No. 44 - Stillmeadow Road	
Madera County Maintenance District No. 45 - River Knolls	

Agency Type: Special District

Madera County Maintenance District No. 76 - River Falls Road	Madera County Service Area No. 2A
Madera County Maintenance District No. 77 - Whittensburg Road	Madera County Service Area No. 3
Madera County Maintenance District No. 78 - San Ramone	Madera County Service Area No. 5
Madera County Maintenance District No. 79 - Serpa Canyon	Madera County Service Area No. 6
Madera County Maintenance District No. 8	Madera County Service Area No. 7
Madera County Maintenance District No. 80 - City View	Madera County Service Area No. 8
Madera County Maintenance District No. 81 - Blue Oak	Madera County Service Area No. 9
Madera County Maintenance District No. 82 - Poison Switch	Manila Community Services
Madera County Maintenance District No. 83 - Lone Olive	Marin County Flood Control & Water Conservation
Madera County Maintenance District No. 84 - Mill Creek	Marin County Open Space District
Madera County Maintenance District No. 85 - Valeta	Marin County Sanitary District
Madera County Maintenance District No. 86 - Hidden Meadow	Maxwell Parks & Recreation
Madera County Maintenance District No. 87 - Madera South-East	McCloud Community Services District
Madera County Maintenance District No. 88 - Safari World	McFarland Recreation & Park
Madera County Maintenance District No. 89 - Silver Spur	McKinleyville Community Services
Madera County Maintenance District No. 9	Middletown Lighting District
Madera County Maintenance District No. 90 - Raymond North	Middletown Sanitation
Madera County Maintenance District No. 91 - Hensley East	Mission Oaks Recreation & Park
Madera County Maintenance District No. 92	Mission Resource Conservation
Madera County Maintenance District No. 93 - Wilcox	Mokelumne Hill Sanitary
Madera County Maintenance District No. 94 - Deadwood	Monterey Peninsula Airport District
Madera County Maintenance District No. 95 - Ranchos East	Moorpark Mosquito Abatement
Madera County Maintenance District No. 96 - Garnel Creek	Moraga Fire Protection
Madera County Maintenance District No. 97 - Cascadel Heights	Moreno Valley Community Redevelopment
Madera County Maintenance District No. 98 - Pine Meadows	Moreno Valley Community Services
Madera County Service Area No. 1	Napa Sanitation District
Madera County Service Area No. 10	North Highlands Recreation & Park
Madera County Service Area No. 12	Novato Sanitary District
Madera County Service Area No. 13	Oakley Fire Protection
Madera County Service Area No. 14	Occidental County Sanitation District
Madera County Service Area No. 15	Ojai Valley Sanitary District
Madera County Service Area No. 16	Orange County Fire Authority
Madera County Service Area No. 18	Orange County Sanitation #1
Madera County Service Area No. 19	Orange County Sanitation #11
Madera County Service Area No. 20	Orange County Sanitation #13
Madera County Service Area No. 21	Orange County Sanitation #2
Madera County Service Area No. 22	Orange County Sanitation #3
	Orange County Sanitation #5
	Orange County Sanitation #6
	Orange County Sanitation #7
	Orange Redevelopment Agency

Agency Type: Special District

Orangevale Recreation & Park	Trinity County Resource Conservation
Orinda Fire Protection	Truckee Donner Public Utility
Oro Loma Sanitary District	Upper Lake Lighting District
Palomar Pomerado Health	Valley Springs Public Utility
Pico Rivera Redevelopment	Ventura County Fire Protection
Plumas Eureka Community Services District	Ventura County Flood Control
Point Dume Community Service	Ventura River County Water
Port of San Diego Unified Port District	Ventura Waterworks District #1
Public Agency Risk Sharing Authority of California	Ventura Waterworks District #16
Quincy Community Services District	Ventura Waterworks District #17
Redevelopment Agency of the City of Belmont	Ventura Waterworks District #19
Rio Linda Elverta Recreation and Park District	Ventura Waterworks District #8
Riverside County Flood Control & Water Conservation	Victor Valley Wastewater Reclamation Authority
Riverside County Redevelopment Agency	Western Shasta Resource Conservation District
Riverside-Coloma Resource Conservation District	Willow County Water
Russian River Flood Control & Water Conservation Improvement District	Yolo County Flood Control & Water Conservation District
Sacramento County Water Agency	Yuba County Water
San Benito County Water District	
San Bernardino County Special & County Service Areas	
San Bernardino Flood Control	
San Joaquin Regional Rail Commission	
San Luis Obispo County Flood Control and Water Conservation District	
Santa Clarita Redevelopment Agency	
Santa Cruz Harbor	
Simi Valley Community Development Agency	
Sky View County Water District	
Smith River Community Resources District	
Solano County Water Agency	
Sonoma County Water Agency	
Sonoma Valley County Sanitation District	
South Park County Sanitation District	
Southern Marin Fire District	
Southern Marin Fire Protection District	
Southgate Recreation & Park	
Sunrise Recreation & Park	
Tahoe City Public Utility	
Templeton Community Services	
Three Valleys Municipal Water District	
Tranquility Irrigation	
	Special District Total: 288

Agency Type: Special District

Total Participating Agencies: 779

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MOBJ2	Object Description	Budget (1/31/2011)	2nd Interim (1/31/2011)	Filled Positions	Vacant Positions	Total Position Control	Payroll "M" Jan. 2011	Variance 2nd Interim / PC	Variance PC / PR
1	1110 Teachers Salaries (Credentialed)	162,187	160,184	153,300		153,300	153,300	6,884	0
	1115 Teachers/Arts	720,224	713,891		589,278	589,278		124,613	589,278
	1130 Teachers - Limited Term	226,931	226,931			0	47,742	226,931	(47,742)
	1160 Teachers - Substitute	24,786	2,390			0		2,390	0
	1211 Counselors	1,855,149	1,855,149	1,762,406	21,516	1,783,922	1,667,662	71,227	116,260
	1230 Certif'd Pupil Support - LT	126,323	126,323			0		126,323	0
	1310 Principals, Asst. Principals	35,571	35,571	20,261	15,310	35,571	20,261	0	15,310
	1311 Admins Consults Coord-Instruct	5,176,420	4,698,547	4,671,188	241,119	4,912,307	4,718,138	(213,760)	194,169
	1315 Directors-Instruc/Non Instruc	2,463,328	2,463,328	2,009,735	119,693	2,129,428	2,009,735	333,900	119,693
	1316 Superintendents and Asst Super	744,226	752,778	507,068		507,068	507,068	245,710	0
	1330 Administrators - Limited Term	290,968	282,456			0	106,868	282,456	(106,868)
	1912 Program Specialists	239,500	239,500	191,592	42,366	233,958	191,592	5,542	42,366
	1914 Teacher - Other Than Classroom	0	0			0	175,954	0	(175,954)
	1930 Program Specialists-Limitd Term	1,531,045	1,561,045			0		1,561,045	0
	1960 Program Specialists-Substitute	0	0			0		0	0
1 Total		13,596,658	13,118,093	9,315,550	1,029,282	10,344,832	9,598,320	2,773,261	746,512
2	2111 Paraeducators	8,112	0			0		0	0
	2210 Classified Support Salaries	754,577	754,577	654,358	149,241	803,599	697,584	(49,022)	106,015
	2211 Other Classified Supp Salaries	2,595,893	2,595,893	2,505,078	71,348	2,576,426	2,548,484	19,467	27,942
	2212 Professional Experts-Class Sup	8,070	8,070			0		8,070	0
	2221 Transportation Assistants	593,167	566,021	354,895	161,368	516,263	343,690	49,758	172,573
	2230 Classified Support-LT	45,000	45,000			0		45,000	0
	2240 Classified Support-Overtime	69,026	69,026			0		69,026	0
	2260 Classified Support-Substitute	235,316	235,316			0		235,316	0
	2310 Class'd Supervisors/Administrs	7,024,735	7,024,735	5,780,250	772,229	6,552,479	6,292,680	472,256	259,799
	2312 Board, Commissions, Committees	43,650	43,650		43,650	43,650		0	43,650
	2330 Class'd Supers, Administrs-L/T	684,600	684,600			0	659,513	684,600	(659,513)
	2410 Technical, Clerical & Oth-Mgmt	24,468,942	20,637,298	22,565,772	1,018,714	23,584,486	23,163,377	(2,947,188)	421,109
	2411 Technical, Clerical & Other	19,490,867	19,463,012	18,025,676	763,027	18,788,703	18,404,930	674,309	383,773
	2412 Tech/Clerical Profess Expert	350,209	350,209			0		350,209	0
	2413 Clerical-Management Confidential	976,558	976,558	898,861		898,861	970,491	77,697	(71,630)
	2420 Technical Clerical Off Trainee	417,912	417,912		416,238	416,238		1,674	416,238
	2430 Technical Clerical, Office-L/T	950,903	928,403			0	237,414	928,403	(237,414)
	2440 Non-management - O/T	273,804	273,804			0		273,804	0
	2910 Other Classified Salaries-Mgmt	87,884	87,884	87,784		87,784	87,784	100	0
	2912 Classif'd Professional Expert	373,785	373,785			0		373,785	0
	2920 Student Workers	190,286	190,286	189,286		189,286		1,000	189,286
	2940 Other Classified Salaries - OT	0	0			0		0	0
	2960 Other Classified Salaries-Subs	0	0			0		0	0
2 Total		59,643,296	55,726,039	50,872,674	3,585,101	54,457,775	53,405,947	1,268,264	1,051,828
Grand Total		73,239,954	68,844,132	60,188,224	4,614,383	64,802,607	63,004,267	4,041,525	1,798,340

EARNING_ID REG
 FD 01
 U/R U
 ACC_DT_END (Multiple Items)
 ACC_DT_BEG (Multiple Items)

Sum of Annual Row Labels	Column Labels D	H	M	Grand Total
1				
1110			153,300	153,300
1115		286,207		286,207
1130		9,341	47,742	57,083
1211			1,667,662	1,667,662
1310			20,261	20,261
1311			4,718,138	4,718,138
1315			2,009,735	2,009,735
1316			507,068	507,068
1330	152,160	16,877	106,868	275,905
1912			191,592	191,592
1914			175,954	175,954
1930		346,080		346,080
1960	4,546,168	58,070		4,604,238
1 Total	4,698,328	716,575	9,598,320	15,013,223
2				
2210			697,584	697,584
2211			2,548,484	2,548,484
2221			343,690	343,690
2260		226,263		226,263
2310			6,292,680	6,292,680
2312	24,600			24,600
2330			659,513	659,513
2410			23,163,377	23,163,377
2411			18,404,930	18,404,930
2412		266,408		266,408
2413			970,491	970,491
2420		113,133		113,133
2430		413,108	237,414	650,522
2440			0	0
2910			87,784	87,784
2912		155,205		155,205
2920		123,388		123,388
2960		2,243,621		2,243,621
2 Total	24,600	3,541,127	53,405,948	56,971,674
Grand Total	4,722,928	4,257,702	63,004,268	71,984,897

Type		PC Annual	PC Pay Rate	March Payroll	Variance
CD1 - No Earnings January - March	5	209,078	28,208		(28,208)
CD2 - Late Hire coding (March)	7	473,482	48,222	21,476	(26,746)
CD3 - No Payroll (February - March)	1	73,230	6,657		(6,657)
CD5 - Difference in Monthly Pay (PC/PR)	187	8,961,494	821,740	836,252	14,512
CD6 - Early Termination code (January)	2	158,722	15,808	15,741	(67)
CD7 - Early Termination code (March)	3	193,103	17,842	(7,807)	(25,649)
CD8 - No March Payroll	3	169,503	15,617		(15,617)
CD9 - Earnings code other than Monthly	3	118,225	12,459	291	(12,168)
Total	211	10,356,837	966,553	865,954	(100,599)

Notes: Position Control data is as of April 28, 2011.
Positions flagged as "Active" vs "Regular" Payroll Earnings.

		PC Annual	PC Pay Rate	March Payroll	Variance
Status L - Leave of Absence					
CD2 - Late Hire March	1	55,641	7,949	535	(7,414)
CD 5 - Difference in Monthly Pay (PC/PR)	18	660,551	118,537	134,789	16,252
CD10 - February Early/Late Hire	1	28,935	7,234	7,555	321
Status T - Terminated					
CD2 - Late Hire March	1	127,116	10,593	4,870	(5,723)
CD 5 - Difference in Monthly Pay (PC/PR)	4	159,719	13,388	19,566	6,178
CD11 - March VAC PO LMP	3	143,988	16,149	9,849	(6,300)
CDBLK - Not on Position Control (4/28/2011)					
CD2 - Late Hire March	1			5,988	5,988
CD4 - Late Hire January	2			12,458	12,458
CD12 - Late Hire February	3			19,491	19,491
CD13 - Regular Earnings (January - March)	4			22,657	22,657
Total	38	1,175,950	173,850	237,759	63,909

Position Control codes other than "Active" with "Regular" payroll earnings.

SSC School District and County Office Financial Projection Dashboard School Finance and Management Conference (July 14, 2011)

This version of SSC's Financial Projection Dashboard is based on the Adopted 2011-12 State Budget. We have updated the COLA, CPI, and ten-year T-bill factors per the latest economic forecasts. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are, at best, general guidelines.

Factor	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Statutory COLA (applies to K-12 and COE Revenue Limits)	-0.39%	2.24%	3.10%	2.80%	3.00%	3.20%
K-12 Revenue Limit Deficit %	17.963%	19.754% ¹	19.754%	19.754%	19.754%	19.754%
COE Revenue Limit Deficits %	18.250%	20.041%	20.041%	20.041%	20.041%	20.041%
Net Revenue Limit Change: K-12	5.17%	0.00%	3.10%	2.80%	3.00%	3.20%
COEs	5.17%	0.00%	3.10%	2.80%	3.00%	3.20%
Special Education COLA (on state and local share only)	0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
State Categorical Funding (including adult education and ROC/P)						
Tier I						3.20%
Tier II					3.00%	
Tier III	0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
	0.00%	0.00%	3.10%	2.80%		
	0.00%	0.00%	3.10%	2.80%	3.00%	3.20%
California CPI	1.80%	3.20%	2.80%	3.00%	3.10%	3.30%
California Lottery						
Base	\$111.75	\$111.75	\$111.75	\$111.75	\$111.75	\$111.75
Proposition 20	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00	\$17.00
Interest Rate for Ten-Year Treasuries	3.10%	3.50%	4.00%	4.10%	4.20%	4.40%

ESTIMATED STATEWIDE AVERAGE BASE REVENUE LIMITS PER ADA "UNDEFICITED"

Year	Elementary	High School	Unified
2010-11 Statewide Average (est.)	\$6,110	\$7,340	\$6,392
2011-12 Inflation Increase @ 2.24% COLA	\$137	\$164	\$143
2011-12 Statewide Average (est.)	\$6,247	\$7,504	\$6,535

2011-12 BUDGET ACT ESTIMATED CHARTER SCHOOL RATES

	K-3	4-6	7-8	9-12
General Purpose Block Grant (will change at each apportionment)	\$5,077	\$5,153	\$5,306	\$6,148
Categorical Block Grant (est.) ²	\$410	\$410	\$410	\$410
Total	\$5,487	\$5,563	\$5,716	\$6,558

- 1 The Budget Act provides for trigger reductions if state revenues fall short of projections. However, school districts are prohibited from budgeting for this. The average maximum reductions are about \$260 per ADA for unified school districts, \$300 per ADA for high school districts, and \$250 per ADA for elementary school districts
- 2 The Charter School Categorical Block Grant rates do not include Economic Impact Aid funding, which is provided separately. In addition, charter schools that began operation in or after 2008-09, there is an additional amount per ADA in supplemental categorical block grant funding.

Program Funding Detail

REVENUE LIMIT SOURCES		2010-11 2nd Interim	2010-11 FCMAT	Change	% Change
0000	State Aid	\$ 66,724,044	\$ 71,263,612	\$ 4,539,568	6.80%
0000	Taxes	84,642,127	80,093,459	\$ (4,548,668)	-5.37%
0000	PERS Reduction	(573,284)	(552,759)	\$ 20,525	-3.58%
0000	Property Tax Transfers	(607,617)	-	\$ 607,617	-100.00%
		\$ 150,185,270	\$ 150,804,312	\$ 619,042	0.41%

FEDERAL REVENUE SOURCES		2010-11 2nd Interim	2010-11 FCMAT	Change	% Change
0000	Pass Through Federal Revenue	\$ 20,000,000	\$ 27,447,538	\$ 7,447,538	37.24%
0000	Other Federal Revenue	1,958,547	2,968,707	1,010,160	51.58%
3010	Title 1 Part A IASA Neglected	12,834,441	12,883,156	48,715	0.38%
3011	Title 1 Part A Basic-ARRA	4,944,299	4,974,903	30,604	0.62%
3020	Title 1 School Support	2,499,893	2,629,015	129,122	5.17%
3025	Title 1 Part D	13,540,736	13,471,595	(69,141)	-0.51%
3026	Title 1 Part D Delinquent ARRA	4,878,918	4,878,918	-	0.00%
3030	Reading First	318,154	435,643	117,489	36.93%
3060	Migrant Education	6,098,521	6,098,521	-	0.00%
3061	Migrant Education Summer Program	1,062,635	1,065,459	2,824	0.27%
3110	Migrant Ed Even Start	322,327	322,327	-	0.00%
3200	State Federal Stimulus Funds	-	1,974,547	1,974,547	100.00%
3205	Federal Education Jobs Fd-SB 847	4,053,493	4,053,493	-	0.00%
3310	PL94-142 Special Education	75,697,879	93,337,740	17,639,861	23.30%
3311	Special Education IDEA Part B	26,998	63,634	36,636	135.70%
3313	Federal Stimulus-Spec. Ed. IDEA Local	41,971,959	42,132,366	160,407	0.38%
3314	Federal Stimulus-Private School-ESGV	30,806	30,806	-	0.00%
3315	Federal Preschool	2,492,875	2,922,983	430,108	17.25%
3316	Preschool Desired Results-SW	40,000	40,000	-	0.00%
3319	Federal Stimulus-Spec. Ed. IDEA Preschool	1,499,654	1,661,224	161,570	10.77%
3320	Presch Loc Entitl	4,730,575	5,835,900	1,105,325	23.37%
3324	Federal Stimulus-Spec. Ed. IDEA Preschool Local	2,643,598	2,677,076	33,478	1.27%
3327	SpEd: IDEA Mental Hlth Alloc Plan,Part B,Sec 611	15,235,678	15,235,678	-	0.00%
3345	Sp Ed Idea Pres Staff Dev	22,767	45,127	22,360	98.21%
3385	Spec Ed: IDEA : Early Interven	1,262,860	-	(1,262,860)	-100.00%
3386	Spec Ed: IDEA Quality Assur	5,982	5,981	(1)	-0.02%
3395	Sp Ed Alternative Dispute	15,084	15,000	(84)	-0.56%
3410	Transition Partnership (TPP)	1,500,132	1,500,132	-	0.00%
3510	Perkins IV Tech Prep	100,000	100,000	-	0.00%
3550	Voc & Tech Educ Act	174,583	169,667	(4,916)	-2.82%
3555	Voc Prog Postsec & Adult	136,399	136,399	-	0.00%
3710	Drug Free Schools	88,711	88,711	-	0.00%
4035	Title II - Teacher Quality	275,690	275,690	-	0.00%
4045	Title II - Technology	115,579	65,549	(50,030)	-43.29%
4047	Federal Stimulus-EETT Formula Grant	176,441	217,470	41,029	23.25%
4110	Innovative Strategies	13,238	13,238	-	0.00%
4123	21st Century Comm Learning Ctr	400,984	529,818	128,834	32.13%
4203	Title III - Limited English	560,917	560,917	-	0.00%
4204	Title III Year 4 Tech. Asst G1	423,528	423,528	-	0.00%
4810	Federal Stimulus-Head Start Quality Improv	3,733,458	3,733,438	(20)	0.00%
4811	Federal Stimulus-Early Head Start Quality Improvement	215,549	215,549	-	0.00%
4812	Federal Stimular-Head Start COLA	1,028,698	1,028,698	-	0.00%
4813	Federal Stimulus-Early Head Start COLA	32,122	32,121	(1)	0.00%
4814	Hd Start Basic-Exp-CFDA 93.708	5,551,767	5,551,767	-	0.00%
4815	Hd Start T&TA-Exp-CFDA 93.708	122,973	122,973	-	0.00%
4816	Early Hd Start Exp-CFDA 93.709	9,135,205	9,135,205	-	0.00%
4817	Early HdSt T&TA-Exp-CFDA93.708	326,218	326,218	-	0.00%
4818	Federal Stimulus-Early Learnng Mentor Coach	225,000	225,000	-	0.00%
4820	Federal sTimulus-WrkFrc Inv Act (WIA) Sumi	1,032,870	1,102,469	69,599	6.74%
4830	Federal Stimulus-Transition Partnership (JCS)	240,343	342,083	101,740	42.33%
5035	State Preschool - C & I Mats	50,000	50,000	-	0.00%
5037	Federal Stimulus-Child Dev: Quality Improv	1,006,777	1,006,777	-	0.00%
5210	Head Start Basic	204,600,066	202,457,591	(2,142,475)	-1.05%
5211	Head Start TTA	1,570,891	1,539,319	(31,572)	-2.01%
5212	Early Head Start	9,370,555	9,336,394	(34,161)	-0.36%
5213	Early Head Start TTA	227,309	223,972	(3,337)	-1.47%
5310	Child Nutrition: School Prog	912,304	1,229,951	317,647	34.82%
5575	Cal-Serve TTA	71,774	57,371	(14,403)	-20.07%
5610	Wrkfrnc Inv Act (WIA) YrRcd	1,075,590	1,075,590	-	0.00%
5630	Edu Of Homeless Childn & Youth	156,830	159,217	2,387	1.52%
5635	Federal Stimulus-Educ for Homeless Childre	652,142	652,142	-	0.00%
5640	Medi-Cal Billing Option	967,094	2,096,450	1,129,356	116.78%
5828	Law and Soc. in Modern America	225,962	225,961	(1)	0.00%
5830	ASSETs Statewide Tech. Assist.	50,000	50,000	-	0.00%
5860	Expansion-TeachStar Online Aca	45,769	45,805	36	0.08%
9039	GROW-Transition Services	4,874,646	4,880,046	5,400	0.11%
9043	HOP - Healthy Kids	157,500	157,500	-	0.00%
9047	Nutrition Network	2,586,844	3,061,549	474,705	18.35%
9049	FNL Youth Leadership Devel	169,659	169,659	-	0.00%
9056	Voc. Assessment 1/1 to 3/31/10	15,452,109	15,095,574	(356,535)	-2.31%
9058	Friday Night Live Social Actn	239,771	239,771	-	0.00%
9066	Youth Tobacco Education	-	900,000	900,000	100.00%
9610	Emergency Preparedness & Response Services	-	50,000	50,000	100.00%
9625	Federal Stimulus-Phys Ed Prof Dev & Joint Use	-	1,800,000	1,800,000	100.00%
9643	FNL Monitoring Seatbelt Safety	53,452	19,952	(33,500)	-62.67%
9712	Federal Stimulus-K-12 High-Speed Network	344,555	341,555	(3,000)	-0.87%
		\$ 488,662,452	\$ 520,027,892	\$ 31,365,440	6.42%

STATE REVENUE SOURCES		2010-11 2nd Interim	2010-11 FCMAT	Change	% Change
0000	8311-Other State Apportionment	\$ 1,215,918	\$ 549,147	\$ (666,771)	-54.84%
0000	8319-Other State Apportionment-Prior Year	1,500,000	24,074	(1,475,926)	-98.40%
0000	8550-Mandated Cost Reimbursements	331,238	682,680	351,442	106.10%
0000	8590-Other State Revenue	55,237,502	49,103,908	(6,133,594)	-11.10%
1100	Lottery	2,330,589	2,136,884	(193,705)	-8.31%
2430	Comm Day Schls - 1st-4th hrs	-	130,270	130,270	100.00%
2430	Comm Day Schls - 1st-4th hrs	-	2,597	2,597	100.00%
3385	Spec Ed: IDEA : Early Interven	-	1,273,714	1,273,714	100.00%
5310	Child Nutrition: School Prog	72,675	112,826	40,151	55.25%
6010	After School Education & Safety	652,175	635,944	(16,231)	-2.49%
6030	Charter School Facilities Leas	749,700	940,943	191,243	25.51%
6300	Lottery: Prop 20 Instructional Materials	228,233	325,074	96,841	42.43%
6355	ROC/P: Trg & Cert Comm Care	230,000	259,845	29,845	12.98%
6500	Special Education	194,771,264	203,587,551	8,816,287	4.53%
6510	Special Ed - Infant Program	1,154,789	2,977,625	1,822,836	157.85%
6515	Infant Discretionary-Admin	87,719	25,957	(61,762)	-70.41%
6520	L.A. County ROP Workability	499,176	499,176	-	0.00%
6530	Low Incidence-SPED	72,904	91,588	18,684	25.63%
6535	Personnel Staff Dev.-SPED	179,261	219,900	40,639	22.67%
6660	TUPE	5,466	5,466	-	0.00%
6680	Tobacco Use Prev Ed COE Adm Gr	376,703	376,703	-	0.00%
7090	EIA - SEC	656,646	-	(656,646)	-100.00%
7091	EIA - LEP	-	766,404	766,404	100.00%
7240	Transportation: Spec Edu	2,704,260	2,715,617	11,357	0.42%
7340	AVID Goals 2000	1,365,956	2,037,420	671,464	49.16%
7366	Countywide Foster Youth Svcs	3,451,520	3,451,520	-	0.00%
7367	Foster Youth Juvenile Detentio	143,801	143,801	-	0.00%
7400	QEIA Assistance Center Granti	728,546	806,340	77,794	10.68%
7831	Rehabilitation - Bell	47,142	39,360	(7,782)	-16.51%
7880	Lanterman State Hospital	180,591	281,424	100,833	55.84%
7885	Community Challenge Grant	210,000	210,000	-	0.00%
9066	Youth Tobacco Education	561,280	-	(561,280)	-100.00%
9111	Early Mental Health Initiative	38,220	20,721	(17,499)	-45.78%
9625	Federal Stimulus-Phys Ed Prof Dev & Joint Use	1,303,994	-	(1,303,994)	-100.00%
9647	Friday Night Live Events	33,075	33,075	-	0.00%
		\$ 271,120,343	\$ 274,467,554	\$ 3,347,211	1.23%

LOCAL REVENUE SOURCES		2010-11 2nd Interim	2010-11 FCMAT	Change	% Change
0000	8632 - Sale of Publications	\$ 295,832	\$ 36,714	\$ (259,118)	-87.59%
0000	8660-Interest	1,030,000	573,483	(456,517)	-44.32%
0000	8677-Interagency	26,350,000	20,392,368	(5,957,632)	-22.61%
0000	8689-Other Fees & Contracts	11,289,611	11,515,148	225,537	2.00%
0000	8699-Other Local Revenue	4,850,998	4,275,256	(575,742)	-12%
2410	Juvenile Court	3,666	15,531	11,865	324%
2420	County Community Schools	-	80	80	100%
2420	County Community Schools	-	36,568	36,568	100%
2430	Comm Day Schls - 1st-4th hrs	6,200	5,108	(1,092)	-18%
2430	Comm Day Schls - 1st-4th hrs	-	5,772	5,772	100%
2430	Comm Day Schls - 1st-4th hrs	178,474	163,174	(15,300)	-9%
2900	Other Restricted Revenue Limit Sources	164,673	233,852	69,179	42%
3020	Title 1 School Support	32,000	324,860	292,860	915%
3205	Federal Education Jobs Fd-SB 847	-	100	100	100%
4123	21st Century Comm Learning Ctr	40,130	108,754	68,624	171%
5210	Head Start Basic	1,000	100	(900)	-90%
5310	Child Nutrition: School Prog	1,500	9,420	7,920	528%
5828	Law and Soc. in Modern America	-	2,217	2,217	100%
6500	Special Education	78,307,273	42,308,294	(35,998,979)	-46%
6510	Special Ed - Infant Program	1,046,091	852,204	(193,887)	-19%
7240	Transportation: Spec Edu	3,640,667	2,520,315	(1,120,352)	-31%
7340	AVID Goals 2000	1,524,171	1,608,374	84,203	6%
7880	Lanterman State Hospital	6,540	6,540	-	0%
9043	HOP - Healthy Kids	-	(1)	(1)	100%
9056	Voc. Assessment 1/1 to 3/31/10	-	2,400	2,400	100%
9060	CTE Teach 2010-11 Pilot Site	24,865	24,950	85	0%
9076	Family Litrcy Init Enhnc & Exp	2,302,874	1,590,473	(712,401)	-31%
9079	Schiff-Cardenas Court Liaison	121,927	121,927	-	0%
9260	Employee Asst Service Ed-EASE	497,760	501,614	3,854	1%
9270	DMH-Suicide Prevention Prog	255,000	255,000	-	0%
9319	ED Workshop	8,500	2,416	(6,084)	-72%
9325	Sp Ed Donation-Fairvalley PAU	600	900	300	50%
9327	Spec Ed Donation-Buena Vista	-	750	750	100%
9370	LACHSA Foundation Contribution	709,813	1,010,410	300,597	42%
9546	Regional Counseling Center	815,329	726,060	(89,269)	-11%
9566	Crossing Guards	2,135,291	1,886,300	(248,991)	-12%
9567	Community Redevelopment	-	765,219	765,219	100%
9618	Safe Schools Training	25,892	25,710	(182)	-1%
9623	Resource & Development Manager	50,000	20,200	(29,800)	-60%
9632	CCESAs Arts Initiative	17,341	17,339	(2)	0%
9637	LA Co Center for Arts in Ed	13,650	200	(13,450)	-99%
9638	Advance Network Uses-(K12HSN)	125,000	125,000	-	0%
9647	Friday Night Live Events	8,200	2,695	(5,505)	-67%
9651	CCESAs Dist Fiscal Plan Grnt	677,036	835,287	158,251	23%
9666	Student Recognn Proj-ROP Stpnd	22,900	22,118	(782)	-3%
		\$ 136,580,804	\$ 92,931,199	\$ (43,649,605)	-31.96%

Federal Programs with Projected Carryover Balances

FEDERAL REVENUE SOURCES		ENDING FUND BALANCE		
		2010-11	2011-12	2012-13
3010	Title I Part A IASA Neglected	4,217,570.46	-	-
3011	Title I Part A Basic-ARRA	2,818,726.80	-	-
3020	Title I School Support	880,443.67	448,104.96	-
3025	Title I Part D	6,276,906.24	2,994,973.54	-
3026	Title I Part D Delinquent ARRA	1,646,642.64	-	-
3030	Reading First	169,303.66	-	-
3031	Title I Part B Reading First Sp.	-	-	-
3060	Migrant Education	1,105,886.18	481,388.55	-
3061	Migrant Education Summer Program	133,350.32	69,067.76	-
3110	Migrant Ed Even Start	-	-	-
3185	Program Improvement Corr. Actn.	-	350,000.00	350,000.00
3200	State Federal Stimulus Funds	1,396,214.07	-	-
3205	Federal Education Jobs Fd-SB 847	1,844,413.42	-	-
3310	PL94-142 Special Education	19,833,880.45	20,587,457.04	21,233,156.29
3311	Special Education IDEA Part B	-	-	-
3313	Federal Stimulus-Spec. Ed. IDEA Local	5,738,364.82	-	-
3314	Federal Stimulus-Private School-ESGV	-	-	-
3315	Federal Preschool	547,016.15	472,972.12	396,893.68
3316	Preschool Desired Results-SW	-	-	-
3319	Federal Stimulus-Spec. Ed. IDEA Preschool	395,621.00	-	-
3320	Presch Loc Entitl	1,126,265.71	100,377.08	870,054.65
3324	Federal Stimulus-Spec. Ed. IDEA Preschool Local	343,758.00	-	-
3327	SpEd: IDEA Mental Hlth Alloc Plan,Part B,Sec 611	-	-	-
3345	Sp Ed Idea Pres Staff Dev	20,083.33	35,133.14	50,163.93
3385	Spec Ed: IDEA : Early Interven	300.00	-	300.00
3386	Spec Ed: IDEA Quality Assur	-	-	-
3395	Sp Ed Alternative Dispute	10,665.23	20,808.67	30,535.40
3410	Transition Partnership (TPP)	95,285.88	93,103.48	71,735.79
3510	Perkins IV Tech Prep	1,047.00	-	-
3550	Voc & Tech Educ Act	34,296.59	29,040.94	20,821.65
3555	Voc Prog Postsec & Adult	36,085.74	22,864.75	5,653.36
3710	Drug Free Schools	69,167.21	-	-
3715	IASA Drug Free Progr Dev	157.75	-	-
4035	Title II - Teacher Quality	174,590.45	87,122.42	-
4036	Title II - Principal Training	-	-	-
4045	Title II - Technology	45,823.66	-	-
4047	Federal Stimulus-EETT Formula Grant	118,994.22	-	-
4110	Innovative Strategies	0.52	-	-
4123	21st Century Comm Learning Ctr	315,341.89	289,647.63	254,915.52

FEDERAL REVENUE SOURCES		ENDING FUND BALANCE		
		2010-11	2011-12	2012-13
4203	Title III - Limited English	173,885.85	-	-
4204	Title III Year 4 Tech. Asst Gr	150,758.70	-	-
4810	Federal Stimulus-Head Start Quality Improv	39,202.21	-	-
4811	Federal Stimulus-Early Head Start Quality Improvement	2,416.86	-	-
4812	Federal Stimulus-Head Start COLA	13,434.90	-	-
4813	Federal Stimulus-Early Head Start COLA	222.22	-	-
4814	Hd Start Basic-Exp-CFDA 93.708	1,590,755.47	-	-
4815	Hd Start T&TA-Exp-CFDA 93.708	50,842.00	-	-
4816	Early Hd Start Exp-CFDA 93.709	3,567,665.54	150,650.99	-
4817	Early HdSt T&TA-Exp-CFDA93.708	177,260.00	68,579.78	-
4818	Federal Stimulus-Early Learnng Mentor Coach	154,926.65	-	-
4820	Federal Stimulus-WrkFrc Inv Act (WIA) Sumr	476,650.11	-	-
4830	Federal Stimulus-Transition Partnership (JCS)	10,822.54	-	-
5035	State Preschool - C & I Matls	4,094.99	46,146.95	88,002.38
5037	Federal Stimulus-Child Dev: Quality Improv	86,002.07	-	-
5210	Head Start Basic	6,007,318.00	6,117,873.31	5,905,574.35
5211	Head Start TTA	215,847.45	154,199.22	65,392.16
5212	Early Head Start	163,445.41	190,792.95	205,259.82
5213	Early Head Start TTA	48,757.70	41,407.29	30,432.77
5310	Child Nutrition: School Prog	234,956.36	473,735.93	683,858.93
5575	Cal-Serve TTA	9,841.35	-	-
5610	Wrkfrnc Inv Act (WIA) YrRd	109,824.45	95,934.85	69,665.29
5630	Edu of Homeless Childn & Youth	12,589.22	-	-
5635	Federal Stimulus-Educ for Homeless Childre	31,311.34	-	-
5640	Medi-Cal Billing Option	3,390,088.36	3,281,972.70	3,118,053.04
5828	Law and Soc. in Modern America	-	-	-
5830	ASSETs Statewide Tech. Assist.	7,536.72	-	-
5860	Expansion-TeachStar Online Aca	-	-	-
		\$66,126,659.53	\$36,703,356.05	\$33,450,469.01

ATTACHMENT C-1

Principal Apportionment Schedule - EC 14041(a)(1)(2)(3)(4)

	2011-12												2012-13		
	Advance												P-2		
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	5.00%
Education Code Section 14041(a)(1)(2)(3)(4)	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.00%	5.00%
Percentage Paid in Current Month	0.00%	0.00%	9.00%	0.00%	9.00%	9.00%	0.50%	0.00%	1.09%	1.50%	0.00%	5.00%	5.00%	5.00%	
Deferred from July Advance			2.70%			2.30%									
Deferred from August Advance						5.00%									
Deferred from October Advance						9.00%									
Deferred from February P-1	0.10%	5.73%	2.32%									8.50%			
Deferred from March P-1									3.51%				5.49%		
Deferred from April P-1		2.77%	1.71%									1.79%	6.12%		
Deferred from May P-1		3.61%	3.07%									3.31%	4.19%		
Deferred from June P-2	9.00%											9.00%			
Total Received from Current Year	0.00%	0.00%	11.70%	0.00%	9.00%	9.00%	25.30%	0.50%	0.00%	4.60%	1.50%	0.00%	5.00%	5.00%	
Total Received from Prior Year	9.10%	12.10%	7.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	22.60%	15.80%	
Grand Total Received	9.10%	12.10%	18.80%	0.00%	9.00%	9.00%	25.30%	0.50%	0.00%	4.60%	1.50%	0.00%	27.60%	20.80%	

Cumulative E.C. Section 14041 5/5/9	80.79%	92.90%	100.00%
2010-11 Cumulative Principal Apportionments			
Difference			

Cumulative E.C. Section 14041	5.00%	10.00%	19.00%	28.00%	37.00%	46.00%	55.00%	64.00%	73.00%	82.00%	91.00%	100.00%
2011-12 Cumulative Principal Apportionments	0.00%	0.00%	11.70%	11.70%	20.70%	29.70%	55.00%	55.50%	60.10%	61.60%	84.20%	100.00%
Difference	-5.00%	-10.00%	-7.30%	-16.30%	-16.30%	-16.30%	0.00%	-8.50%	-17.50%	-21.90%	-29.40%	-38.40%

Assumptions:

(1) For 2011-12, we assume that your 2011-12 Advance Apportionment is fixed for the entire 2011-12 fiscal year.

Legend:

- Orange: one-time 2011-12 Intra-Year Deferrals (SB82, Government Code Section 16326(a)(2))
- Purple: one-time modification for February 2011 to July 2011 deferral (SB 70). Separates into three deferrals.
- Blue: ongoing Inter-Year Deferrals (Education Code Sections 14041.5, 14041.6)
- Green: one-time modification of Inter-Year Deferrals (SB 70, Education Code Section 14041.65)
- Yellow Highlight: Percentage of Principal Apportionment payments deferred across fiscal years.

Source: School Services of California (SSC)

ATTACHMENT C-2

Principal Apportionment Schedule - EC 14041(a)(7)

	2011-12												2012-13		
	Advance						P-1						P-2		
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	15.00%
Education Code Section 14041(a)(7)	15.00%	15.00%	15.00%	15.00%	0.00%	0.00%	6.00%	6.80%	6.80%	6.80%	6.80%	6.80%	15.00%	15.00%	15.00%
Percentage Paid in Current Month	0.00%	0.00%	15.00%	0.00%	0.00%	0.00%	6.00%	0.40%	0.00%	0.82%	1.10%	0.00%	15.00%	15.00%	15.00%
Deferred from July Advance		8.10%				6.90%									
Deferred from August Advance						15.00%									
Deferred from October Advance						15.00%									
Deferred from February P-1	0.08%	4.33%	1.75%										6.40%		
Deferred from March P-1										2.68%				4.12%	
Deferred from April P-1		2.09%	1.29%											1.36%	4.62%
Deferred from May P-1		3.08%	2.46%											2.54%	3.16%
Deferred from June P-2	6.80%													6.80%	
Total Received from Current Year	0.00%	0.00%	23.10%	0.00%	0.00%	0.00%	42.90%	0.40%	0.00%	3.50%	1.10%	0.00%	15.00%	15.00%	15.00%
Total Received from Prior Year	6.88%	9.50%	5.51%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.68%	0.00%	0.00%	17.10%	11.90%	
Grand Total Received	6.88%	9.50%	28.61%	0.00%	0.00%	0.00%	42.90%	0.40%	0.00%	6.18%	1.10%	0.00%	32.10%	26.90%	

Cumulative E.C. Section 14041	84.99%	94.49%	100.00%
2010-11 Cumulative Principal Apportionment			
Difference			

Cumulative E.C. Section 14041	15.00%	30.00%	45.00%	60.00%	60.00%	60.00%	60.00%	66.00%	72.80%	79.60%	86.40%	93.20%	100.00%
2011-12 Cumulative Principal Apportionment	0.00%	0.00%	23.10%	23.10%	23.10%	23.10%	23.10%	66.00%	66.40%	66.40%	69.90%	70.99%	88.10%
Difference	-15.00%	-30.00%	-21.90%	-36.90%	-36.90%	-36.90%	0.00%	0.00%	-6.40%	-13.20%	-16.50%	-22.21%	-29.01%

Assumptions

(1) For 2011-12, we assume that your 2011-12 Advance Apportionment is fixed for the entire 2011-12 fiscal year.

Legend:
 Orange: one-time 2011-12 Intra-Year Deferrals (SB82, Government Code Section 16326(a)(2))
 Purple: one-time modification for February 2011 to July 2011 deferral (SB 70). Separates into three deferrals.
 Blue: ongoing Inter-Year Deferrals (Education Code Sections 14041.5, 14041.6)
 Green: one-time modification of Inter-Year Deferrals (SB 70, Education Code Section 14041.65)
 Yellow Highlight: Percentage of Principal Apportionment payments deferred across fiscal years.

Source: School Services of California (SSC)

ATTACHMENT C-3

Principal Apportionment Schedule - EC 14041(a)(8)

	2011-12												2012-13		
	Advance						P-1						P-2		
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	15.00%
Education Code Section 14041(a)(8)	15.00%	30.00%	30.00%	15.00%	0.00%	0.00%	6.00%	0.00%	0.00%	0.00%	0.00%	4.00%	15.00%	15.00%	15.00%
Percentage Paid in Current Month	0.00%	0.00%	30.00%	0.00%	0.00%	0.00%	6.00%	0.00%	0.00%	0.00%	0.00%	0.00%	15.00%	15.00%	15.00%
Deferred from July Advance		8.10%					6.90%								
Deferred from August Advance							30.00%								
Deferred from October Advance							15.00%								
Deferred from February P-1	0.00%		0.00%										0.00%		
Deferred from March P-1										0.00%					0.00%
Deferred from April P-1		0.00%												0.00%	0.00%
Deferred from May P-1		0.00%												0.00%	0.00%
Deferred from June P-2	4.00%													4.00%	
Total Received from Current Year	0.00%	0.00%	38.10%	0.00%	0.00%	0.00%	57.90%	0.00%	0.00%	0.00%	0.00%	0.00%	15.00%	15.00%	15.00%
Total Received from Prior Year	4.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.00%	0.00%	0.00%
Grand Total Received	4.00%	0.00%	38.10%	0.00%	0.00%	0.00%	57.90%	0.00%	0.00%	0.00%	0.00%	0.00%	19.00%	15.00%	15.00%

Cumulative E.C. Section 14041
 2010-11 Cumulative Principal Apportionment 100.00%
 Difference

Cumulative E.C. Section 14041	15.00%	45.00%	75.00%	90.00%	90.00%	90.00%	90.00%	96.00%	96.00%	96.00%	96.00%	96.00%	96.00%	100.00%
2011-12 Cumulative Principal Apportionment	0.00%	0.00%	38.10%	38.10%	38.10%	38.10%	38.10%	96.00%	96.00%	96.00%	96.00%	96.00%	96.00%	100.00%
Difference	-15.00%	-45.00%	-36.90%	-51.90%	-51.90%	-51.90%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-4.00%

Assumptions

(1) For 2011-12, we assume that your 2011-12 Advance Apportionment is fixed for the entire 2011-12 fiscal year.

Legend:

- Orange: one-time 2011-12 Intra-Year Deferrals (SB882, Government Code Section 16326(a)(2))
- Purple: one-time modification for February 2011 to July 2011 deferral (SB 70). Separates into three deferrals.
- Blue: ongoing Inter-Year Deferrals (Education Code Sections 14041.5, 14041.6)
- Green: one-time modification of Inter-Year Deferrals (SB 70, Education Code Section 14041.65)
- Yellow Highlight: Percentage of Principal Apportionment payments deferred across fiscal years.

Source: School Services of California (SSC)

2006-07 County Office of Education Enrollment Data

COUNTY	Court Schools				Community Schools				Community Day Schools				Total COE Alternatives			
	CBEDS	ADA	Served (a)	Served (b)	CBEDS	ADA	Served (a)	Served (b)	CBEDS	ADA	Served (a)	Served (b)	CBEDS	ADA	Served (a)	Served (b)
Alameda	297	372.12	2,452	3,427	196	197.21	605	691	0	0	0	0	493	569	3,057	4,118
Alpine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amador	0	0	0	0	88	104.72	262	378	0	0	0	0	88	105	262	378
Butte	53	69.49	334	517	74	63.78	196	446	0	0	0	0	127	133	530	963
Calaveras	0	0	0	0	146	137.46	386	556	0	0	0	0	146	137	386	556
Colusa	49	77.76	160	162	9	12.14	31	34	0	0	0	0	58	90	191	196
Contra Costa	273	338.64	1,565	2,429	36	156.67	478	597	36	29.38	106	131	345	525	2,149	3,157
Del Norte	34	48.34	188	281	28	8.13	17	29	7	20.87	77	203	69	77	282	513
El Dorado	238	331.89	392	419	630	26.92	98	150	23	608.31	853	886	891	967	1,343	1,455
Fresno	536	643.86	4,636	6,181	157	110.43	1,556	2,074	129	205.51	514	689	822	960	6,706	8,944
Glenn	15	21.56	178	292	0	0	0	0	0	0	0	0	15	22	178	292
Humboldt	29	56	294	464	243	235	488	787	0	0	0	0	272	291	782	1,251
Imperial	103	101.41	673	1,046	328	324.58	756	1,221	0	0	0	0	431	426	1,429	2,267
Inyo	0	0	0	0	46	8.86	22	29	9	31.96	78	90	55	41	100	119
Kern	466	626.8	3,194	7,858	1,488	2,104.24	5,918	10,577	0	0	0	0	1954	2,731	9,112	18,435
Kings	94	100.31	486	7,063	152	85.18	323	465	0	0	0	0	246	185	809	1,518
Lake	43	47.11	208	269	80	43.91	120	158	0	3.76	18	18	123	95	346	445
Lassen	13	18.45	90	100	24	30.36	70	77	0	0	0	0	37	49	160	177
Los Angeles	3,388	4,297.39	15,048	51,181	284	281.56	933	1,088	2,585	2,780.55	4,837	6,353	6,257	7,360	20,818	58,622
Madera	82	112.42	611	779	91	86.62	276	464	21	20.68	57	69	194	220	944	1,312
Marin	37	37.19	395	724	121	142.9	375	452	0	0	0	0	152	180	770	1,176
Mariposa	2	0	5	11	0	0	0	0	0	0	0	0	2	0	5	11
Mendocino	64	95.6	430	575	124	87.8	329	405	9	9.37	33	45	197	193	792	1,025
Merced	102	150.92	830	1,535	755	1,005.81	4,710	5,790	236	230.92	667	937	1,093	1,388	6,207	8,262
Modoc	29	34.09	73	77	15	4.36	11	11	0	0	0	0	44	38	84	88
Mono	0	0	0	0	8	12.6	35	38	6	6.69	17	17	14	19	52	55
Monterey	140	224.56	833	1,558	310	324.47	792	1,252	0	1.03	7	7	450	550	1,632	2,817
Napa	49	56.43	264	571	148	150.3	406	585	0	0	0	0	197	207	670	1,156
Nevada	73	17.12	75	163	20	46.6	91	131	0	0	0	0	33	64	166	294
Orange	1,104	1,497.19	5,148	7,374	5,422	8,184.81	14,909	17,998	0	0	0	0	6526	9,682	20,057	25,372
Placer	55	65.17	543	901	129	153.55	343	605	0	0	0	0	184	219	886	1,506
Plumas	0	0	0	0	7	5.26	17	24	0	0	0	0	7	5	17	24
Riverside	268	613.35	3,497	5,169	820	1,170.64	3,764	4,671	0	0	0	0	1088	1,784	7,261	9,840
Sacramento	575	503.72	3,438	6,844	203	192.42	631	810	0	0	0	0	778	696	4,069	7,654
San Benito	19	16.96	95	136	0	30.61	123	140	0	0	0	0	19	48	218	276
San Bernardino	480	640.41	3,713	8,145	192	48.41	216	264	935	805.22	3,496	5,787	1607	1,494	7,425	14,196
San Diego	1,226	1,694.98	5,537	14,527	1,478	1,727.71	4,231	6,760	303	347.45	1,034	1,227	3007	3,770	10,802	22,514
San Francisco	0	116	780	1,310	263	130.75	497	545	0	0	0	0	263	247	1,277	1,855
San Joaquin	296	312.41	2,038	2,948	1,060	955.27	2,425	3,181	0	0	0	0	1356	1,268	4,463	6,129
San Luis Obispo	49	53.76	430	820	304	237.88	519	904	0	0	0	0	353	292	949	1,724
San Mateo	339	223.39	1,180	1,759	0	161.73	487	669	0	0	0	0	339	385	1,667	2,428
Santa Barbara	222	229	1,231	1,696	294	268.9	889	901	4	4.9	11	15	520	503	2,131	2,612
Santa Clara	310	429.48	2,377	5,615	220	199.11	830	914	101	153.3	548	583	631	782	3,755	7,112
Santa Cruz	39	86.65	340	537	474	523.39	1,184	1,771	0	0	0	0	513	610	1,524	2,308
Shasta	106	217.28	518	1,740	381	312.02	933	4,894	0	0	0	0	487	529	1,451	6,634
Sierra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Siskiyou	15	18.34	117	174	0	0	0	0	0	0	0	0	15	18	117	174
Solano	138	167.34	1,157	1,417	44	53.14	166	282	0	0	0	0	182	220	1,323	1,699
Sonoma	174	245.82	1,100	1,516	378	297.42	651	885	0	0	0	0	552	543	1,751	2,401
Stanislaus	157	202.17	1,051	1,173	625	735.84	2,409	3,554	13	0	0	0	795	938	3,460	4,727
Sutter	0	0	0	0	0	0	0	0	109	133.3	426	477	109	133	426	477
Tehama	52	43.24	239	519	22	26.97	66	95	0	0	0	0	74	70	305	614
Trinity	11	15.47	65	140	14	14.42	38	55	0	0	0	0	25	30	103	195
Tulare	196	279.73	1,389	4,094	287	221.2	474	639	0	0	0	0	483	501	1,863	4,733
Tuolumne	0	0	0	0	8	9.86	17	20	11	9.7	23	25	19	20	40	45
Ventura	200	242.09	696	1,634	132	123.59	142	358	0	0	0	0	332	366	838	1,992
Yolo	48	68.69	645	1,715	79	63.78	193	452	0	0	0	0	127	132	838	2,167
Yuba	56	63	344	505	30	37.01	120	154	0	0	0	0	86	100	464	659
TOTAL	12278	15925.1	71082	154080	18467	21678.3	55558	80030	4537	5402.9	12802	17559	35282	43006.3	139442	251669
Percent of CBEDS		130%	579%	1255%		117%	301%	433%		119%	282%	387%		122%	395%	713%
Percent of ADA			446%	968%			256%	369%			237%	325%			324%	585%
Mult. Enrollments				217%				144%				137%				180%

Juvenile Court, Community and Community Day School CBEDS Data for 2007-2010

	Enrollment			Administrators			Teachers			Pupil Services		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Alameda	516	514	449	2	0	2.5	37.8	33.4	37.5	1	0.5	0.5
Contra Costa	472	431	402	2	2	1.3	29.1	29	29	2	0	0
Fresno	841	752	505	7.7	7.5	6	68.5	67.6	57.9	0	0	0
Kern	2064	2126	1932	9.6	12	11	119	123.5	125	5	7	6
Orange	6,542	6,165	5750	30.5	33.6	24	341.6	319.7	231.2	15	15.9	35.1
Riverside	1741	1493	1354	0	7	5	77.8	71.2	62	0	0	0
Sacramento	706	652	450	5.4	4	4	42.6	39.9	29	3	3	3
San Bernardino	1671	1535	1260	11	11	9	99.7	85.2	78.2	3	3	6
San Diego	2,743	2,635	2,773	6	9	8	162	158	166	18	12	9
Santa Clara	914	753	591	1.2	3	2	46.8	52	54	2	5	4
Class II Totals	18210	17056	15466	75.4	89.1	72.8	1025.3	979.6	869.8	49	46.4	63.6
Class II 3 Year Avg		16911			79.1			958.2			53.0	
Class II Ratios					214 to 1			17.6 to 1			319 to 1	
Class II Ratios 09-10						212 to 1			17.8 to 1			243 to 1
Los Angeles	4,582	4,473	3,812	51	51	51	316	290	335	83	96	70
LACOE 3 Year Avg		4289			51.0			314			83	
LACOE Ratios					84 to 1			12.4 to 1			52 to 1	
LACOE Ratios 09-10						75 to 1			11.4 to 1			54 to 1

Source: CBEDS Data drawn from Ed-Data website

Juvenile Court School CBEDS Data for 2007-2010

	Enrollment			Administrators			Teachers			Pupil Services		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Alameda	325	331	249	2	0	1.5	22.1	22.9	25.5	1	0.5	0.5
Contra Costa	266	255	240	1	0	1	14	17	18	2	0	0
Fresno	514	489	285	4.7	5.2	4	44.6	44.1	34.9	0	0	0
Kern	480	490	365	3.6	5	5	32.5	35.1	30	1	1	2
Orange	1,245	1,217	918	6	8	5	89.3	101	61.9	1	1	5.9
Riverside	492	347	339	0	6	4	26	22	19	0	0	0
Sacramento	479	505	306	3.4	3	2	32.5	31.9	23	2	2	2
San Bernardino	505	407	232	3	3	3	32.4	28	23	1	1	3
San Diego	1,104	1,019	1,030	3	4	2	77	78	78	8	3	3
Santa Clara	441	398	272	0	1	1	20	23	20	0	2	3
Class II Totals	5851	5458	4236	26.7	35.2	28.5	390.6	403	333.3	15.9	10.5	19.4
Class II 3 Year Avg		5182			30.1			375.6			15.3	
Class II Ratios					172 to 1			13.8 to 1			339 to 1	
Class II Ratios 09-10						149 to 1			12.7 to 1			218 to 1
Los Angeles	3,279	3,278	2,745	40	39	38	223	218	239	70	81	53
LACOE 3 Year Avg		3101			39.2	72.23684		226			68	
LACOE Ratios					79 to 1			13.7 to 1			46 to 1	
LACOE Ratios 09-10						72 to 1			11.5 to 1			52 to 1

Source: CBEDS Data drawn from Ed-Data website

Community and Community Day School CBEDS Data for 2007-2010

	Enrollment			Administrators			Teachers			Pupil Services		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Alameda	191	183	200	0.0	0.0	1.0	15.7	10.5	12.0	0.0	0.0	0.0
Contra Costa	206	176	162	1.0	2.0	0.3	15.1	12.0	11.0	0.0	0.0	0.0
Fresno	327	263	220	3.0	2.3	2.0	23.9	23.5	23.0	0.0	0.0	0.0
Kern	1584	1636	1567	6.0	7.0	6.0	86.5	88.4	95.0	4.0	6.0	4.0
Orange	5,297	4,948	4832	24.5	25.6	19.0	252.3	218.7	169.3	14.0	14.9	29.2
Riverside	1249	1146	1015	0.0	1.0	1.0	51.8	49.2	43.0	0.0	0.0	0.0
Sacramento	227	147	144	2.0	1.0	2.0	10.1	8.0	6.0	1.0	1.0	1.0
San Bernardino	1166	1128	1028	8.0	8.0	6.0	67.3	57.2	55.2	2.0	2.0	3.0
San Diego	1,639	1,616	1,743	3.0	5.0	6.0	85.4	80.1	88.0	10.0	9.0	6.0
Santa Clara	473	355	319	1.2	2.0	1.0	26.8	29.0	34.0	2.0	3.0	1.0
Class II Totals	12359	11598	11230	48.7	53.9	44.3	634.9	576.6	536.5	33.0	35.9	44.2
Class II 3 Year Avg		11729			49.0			582.7			37.7	
Class II Ratios					240 to 1			20.1 to 1			311 to 1	
Class II Ratios 09-10						253 to 1			20.9 to 1			254 to 1
Los Angeles	1,303	1,195	1,067	11	12	13	93	72	96	13	15	17
LACOE 3 Year Avg		1188			12.0			87			15	
LACOE Ratios					99 to 1			13.7 to 1			80 to 1	
LACOE Ratios 09-10						82 to 1			11.1 to 1			63 to 1

Source: CBEDS Data drawn from Ed-Data website

CBEDS Definition for Pupil Services Staffing

Pupil services: The number of pupil services personnel at the school as reported on the CBEDS Report. These are certificated employees who provide direct services to students but are not teachers, for example counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel. The number is also calculated as a full time equivalent (FTE). To the extent one or more of the pupil services personnel at the school does not work full time or that other staff perform pupil services duties, the FTE number will be smaller or larger than the number of pupil services personnel. Pupil services personnel are only to be reported at one school, so if he or she works at two or more schools, these numbers on the profile may be slightly distorted.

Los Angeles County Attendance Data

	Population	Enrollment	Attendance
JUVENILE HALLS			
Central	2,190	2,117	2,045
Los Padrinos	2,123	2,022	1,732
Nidorf	1,567	1,556	1,217
Sub-Total	5,880	5,695	4,994
		96.9%	
CAMPS			
Afferbaugh-Paige	564	517	490
Gonzales	462	403	393
Jarvis	424	378	373
Kilpatrick	522	491	474
Kirby	367	354	353
McNair	441	412	399
Mendenhall	492	444	435
Miller	503	470	446
Munz	498	451	426
Onizuka	335	310	301
Resnik	438	401	390
Rockey	302	274	248
Scobee	401	351	345
Scott	267	231	210
Scudder	238	202	182
Smith	442	416	411
Sub-Total	6696	6105	5876
		91.2%	
TOTAL PROGRAM			
	12,576	11,800	10,870
		93.83%	
INVERSE RATES			
		6.17%	

Due to conflicting data provided by LACOE for the test week, Annual attendance data was used in study instead.

County Residential Court School Attendance Data (April 4-8, 2011)												
	School: <u>Afferbaugh-Paige Camp School</u>				School: <u>SHU</u>				School: <u>Gonzales Camp School</u>			
Day/Date	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School
(M) 4/4/2011	210	112	104	97			3	3	105	91	80	78
(T) 4/5/2011		113	100	94			2	1		90	80	79
(W) 4/6/2011		114	101	94			4	4		92	80	77
(T) 4/7/2011		113	105	100			2	2		101	83	79
(F) 4/8/2011		112	107	105			4	3		88	80	80
Notes:												

County Residential Court School Attendance Data (April 4-8, 2011)												
	School: <u>Holton School</u>				School: <u>Challenger Jarvis Camp School</u>				School: <u>Dorothy Kirby Camp School</u>			
Day/Date	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School
(M) 4/4/2011	0	0	0		110	85	74	73			72	72
(T) 4/5/2011		0	0			85	76	76		71	70	
(W) 4/6/2011		0	0			85	77	76		70	70	
(T) 4/7/2011		0	0			84	77	75		71	71	
(F) 4/8/2011		0	0			85	74	73		70	70	
Notes:												

County Residential Court School Attendance Data (April 4-8, 2011)												
	School: Kilpatrick Camp School				School: Mendenhall Camp School				School: Munz Camp School			
Day/Date	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School
(M) 4/4/2011	112	102	98	95	105	99	92	89	105	99	91	87
(T) 4/5/2011		105	97	93		100	88	86		99	91	84
(W) 4/6/2011		105	100	96		98	87	86		99	85	80
(T) 4/7/2011		105	98	96		97	90	88		100	91	87
(F) 4/8/2011		105	98	94		98	87	86		101	93	88
Notes:												

County Residential Court School Attendance Data (April 4-8, 2011)												
	School: Miller Camp School				School: Challenger McNair Camp School				School: Challenger Onizuka Camp School			
Day/Date	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School
(M) 4/4/2011	105	101	93	89	110	88	82	81	80	67	61	61
(T) 4/5/2011		102	92	90		89	84	79		67	61	59
(W) 4/6/2011		99	95	90		89	83	82		67	62	60
(T) 4/7/2011		101	95	94		86	83	78		68	64	62
(F) 4/8/2011		100	95	83		89	80	79		66	62	59
Notes:												

County Residential Court School Attendance Data (April 4-8, 2011)												
	School: <u>Rockey Camp School</u>				School: <u>Challenger Scobee Camp School</u>				School: <u>Challenger Resnik Camp School</u>			
Day/Date	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School
(M) 4/4/2011	60	61	55	51	101	80	70	70	101	89	81	80
(T) 4/5/2011		61	54	48		81	70	70		89	81	76
(W) 4/6/2011		60	55	49		80	72	69		88	81	81
(T) 4/7/2011		60	56	50		80	70	67		86	80	79
(F) 4/8/2011		60	54	50		80	69	69		86	78	74
Notes:												

County Residential Court School Attendance Data (April 4-8, 2011)												
	School: <u>Scott Camp School</u>				School: <u>Scudder Camp School</u>				School: <u>Challenger Smith Camp School</u>			
Day/Date	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School	Institution Capacity	Ward Population in Facility	Students Enrolled in School	Students Attending School
(M) 4/4/2011	115	53	50	45	68	47	36	35	105	91	84	84
(T) 4/5/2011		54	45	41		48	39	38		89	84	84
(W) 4/6/2011		53	45	41		48	42	37		89	83	82
(T) 4/7/2011		53	45	40		47	44	35		87	83	81
(F) 4/8/2011		54	46	43		48	41	37		86	82	80
Notes:												

Kern County Residential Court School Attendance Data - Week of 4/4/2011 to 4/8/2011																		
Day/Date	Juvenile Hall/Central School						Camp Owen/Erwin Owen H.S.						Crossroads/Redwood H.S.					
	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load
(M) 4/4/2011	198	196	183	175	96%	18.3	125	124	124	122	98%	31	80*	80	80	79	99%	20
(T) 4/5/2011		198	198	189	95%	19.8		125	120	115	96%	30		80	80	79	99%	20
(W) 4/6/2011		198	194	183	94%	19.4		125	125	123	98%	31		80	80	79	99%	20
(T) 4/7/2011		194	188	178	95%	18.8		123	123	120	98%	31		80	80	80	100%	20
(F) 4/8/2011		194	194	186	96%	19.4		125	123	120	98%	31		80	80	78	98%	20

Notes:

- Juvenile Hall includes 158 juvenile hall beds + 40 treatment program beds.
- Crossroads has building capacity of 120 beds but only 80 beds are active.
- Camp Owens/Erwin Owen H.S. is a work program honor camp in which there are two school shifts (morning and afternoon), and teachers work approximately 1 1/2 shifts.
- There were a total of 9 independent study students in Court School. IS apportionment = 35 of 41 days possible at 85% attendance rate (included in count).
- Aide support in Juvenile Court Schools is 1 aide for every two teachers in Juvenile Hall and Redwood, 3 aides for 4 teachers at Camp Owens

San Bernardino County Residential Court School Attendance Data - Week of 4/4/2011 to 4/8/2011																		
Day/Date	Central Juvenile Crt School						High Desert Juvenile Crt School						City/School:					
	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load
(M) 4/4/2011	300	238	230	218	95%	17.7	180	116	115	107	93%	14.38						
(T) 4/5/2011		231	229	214	93%	17.6		114	115	104	90%	14.38						
(W) 4/6/2011		230	221	210	95%	17		112	112	106	95%	14						
(T) 4/7/2011		236	218	213	98%	16.8		113	111	104	94%	13.88						
(F) 4/8/2011		236	225	212	94%	17.3		116	113	108	96%	14.13						

Notes:

This data represents the dates requested. The figures represent a recent upward change in population trends
 Institution populations have risen sharply above the levels which we have encountered for the previous 18 months
 Attendance Rate is calculated as a percentage of attendance by enrolled students
 Ave. Stud. Load - Because of probation security policy we are required to maintain classroom that conform to "classification policy
 This negatively impacts the Ave. Student Load since we are constrained from mixing population in the classrooms.

San Diego County Residential Court School Attendance Data - Week of 4/4/2011 to 4/8/2011																		
Day/Date	Kearney Mesa JDF JH/Sarah Anthony School						East Mesa JDF Juvenile Hall/East Mesa School						Girls Rehabilitation Facility/Sierra Vista School					
	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load
(M) 4/4/2011	359	263	262	261	100%	11.9	290	227	222	219	99%	12.9	50	50	50	49	98%	16.3
(T) 4/5/2011		255	262	261	100%	11.9		228	222	220	99%	12.9		50	50	49	98%	16.3
(W) 4/6/2011		265	265	263	99%	12.0		226	221	216	98%	12.7		50	49	48	98%	16.0
(T) 4/7/2011		256	258	255	99%	11.6		227	218	215	99%	12.6		50	50	49	98%	16.3
(F) 4/8/2011		251	252	250	99%	11.4		224	218	215	99%	12.6		50	49	48	98%	16.0

Notes:

1. The caps listed are Board of Correction caps and are higher than they are staffed to serve, multiple units are closed and rotated
2. All wards attend school - even those who have graduated and passed the GED. These counts are reduced as appropriate for ADA claimed
3. Wards in Facility reflects the midnight population report, wards continue to be booked after midnight and sent to school that day at KMJDF.

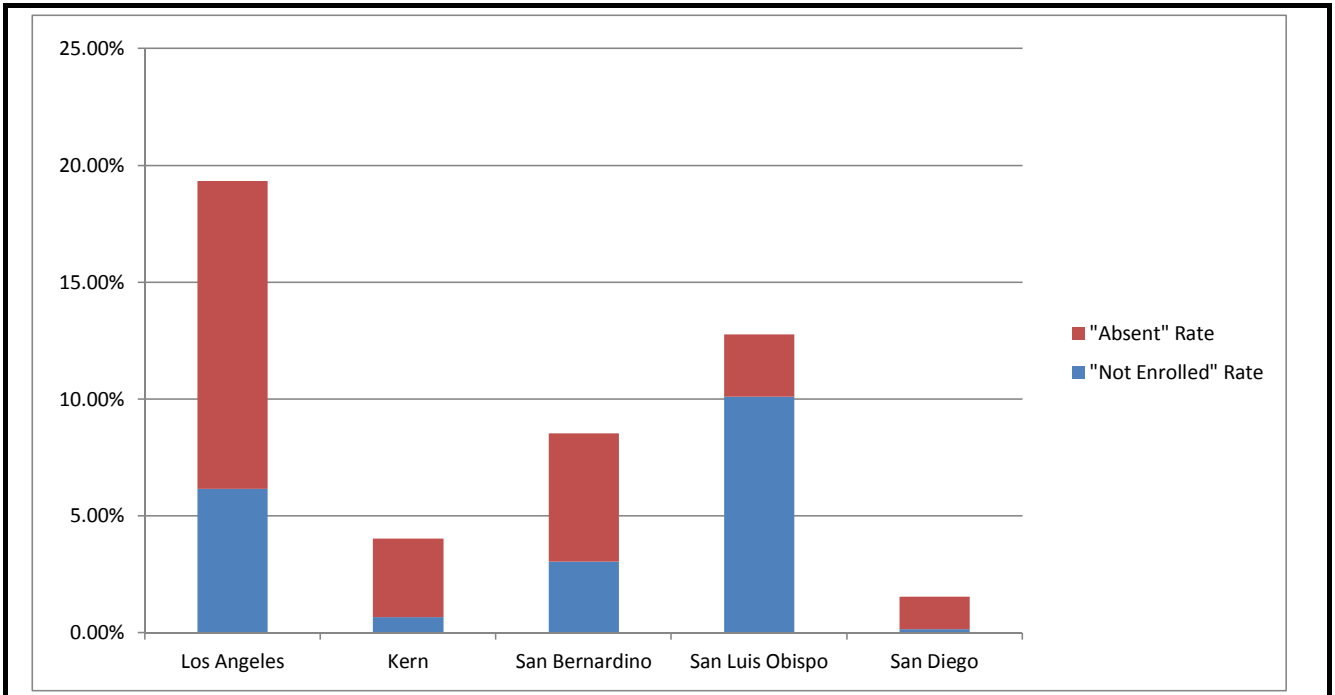
San Diego County Residential Court School Attendance Data - Week of 4/4/2011 to 4/8/2011																		
Day/Date	Juv Ranch/Rancho del Campo High School						Camp/Barrett High School						Facility/School:					
	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load
(M) 4/4/2011	135	134	131	130	99%	16.3	135	135	126	122	97%	15.25						
(T) 4/5/2011		135	133	132	99%	16.5		136	126	122	97%	15.25						
(W) 4/6/2011		134	131	131	100%	16.4		135	128	123	96%	15.38						
(T) 4/7/2011		133	132	132	100%	16.5		135	128	123	96%	15.38						
(F) 4/8/2011		134	128	127	99%	15.9		135	128	123	96%	15.38						

Notes:

1. Juvenile Ranch Facility is comprised of two camp facilities, Rancho del Campo & Rancho del Rayo served by Rancho del Campo High School
2. The institution cap of 135 is due to staffing limits which led to closing dorms. These facilities had served higher numbers in past years
3. Wards in Facility reflects the midnight population report, wards released or transferred prior to school effect school count:
4. All wards attend school - even those who have graduated and passed the GED. These counts are reduced as appropriate for ADA claimed

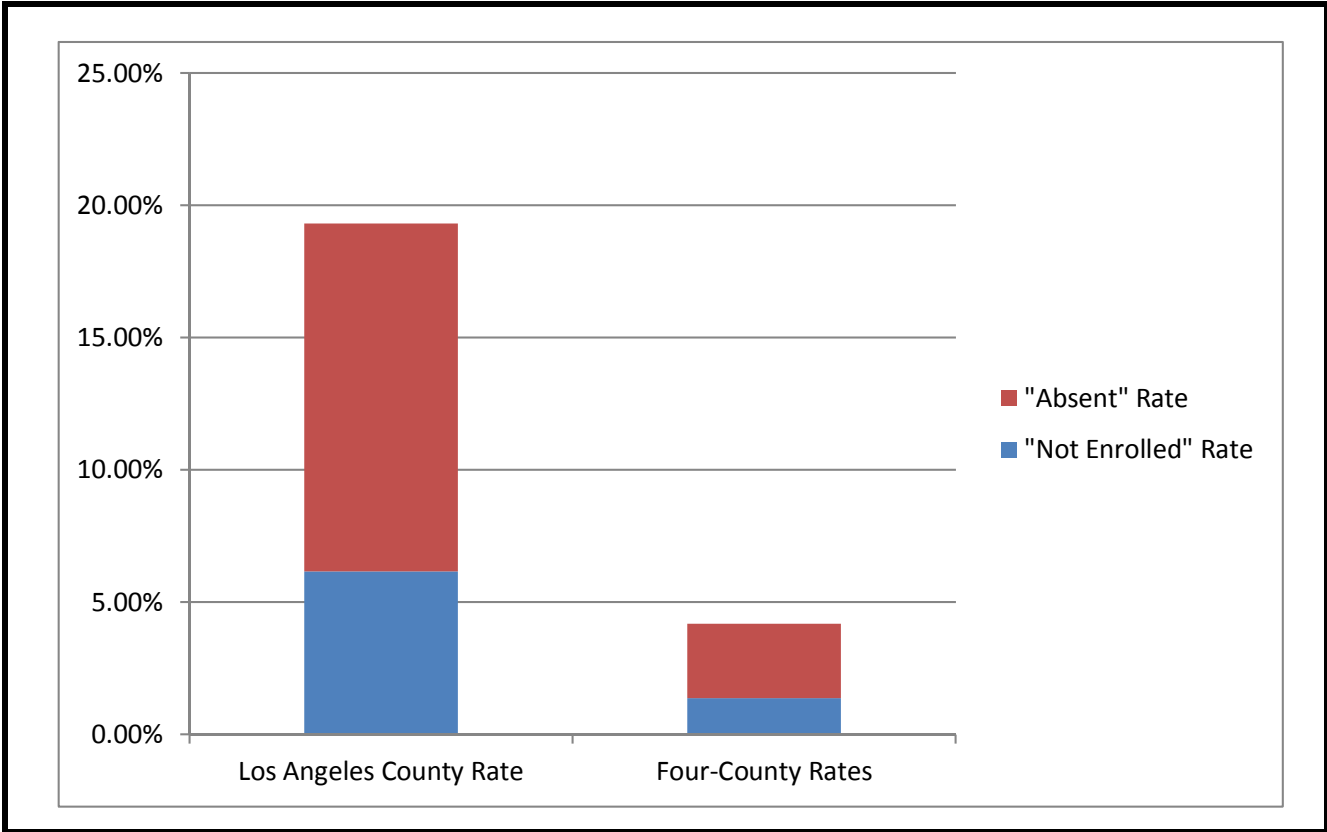
San Luis Obispo County Residential Court School Attendance Data - Week of 4/4/2011 to 4/8/2011																		
Day/Date	School: Juvenile Hall						Facility/School:						Facility/School:					
	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load	Inst. Cap.	Wards in Facility	Students Enrolled in School	Students in School	Att. Rate	Avg. Stud. Load
(M) 4/4/2011	50	40	37	36	73%	4.1												
(T) 4/5/2011		38	35	35	70%	4.0												
(W) 4/6/2011		45	39	35	74%	4.2												
(T) 4/7/2011		44	39	39	78%	4.3												
(F) 4/8/2011		41	37	37	74%	4.1												

Notes:



	Los Angeles	Kern	San Bernardino	San Luis Obispo	San Diego
"Not Enrolled" Rate	6.17%	0.68%	3.04%	10.10%	0.15%
"Absent" Rate	13.16%	3.35%	5.51%	2.67%	1.39%

Notes: LACOE "Absent" rate is based on Juvenile Hall and Camp average over past three years (Epic data)
 SDCOE "Absent" rate includes attendance (GED/Grads) for which ADA was not claimed



	Los Angeles County Rate	Four-County Rates
"Not Enrolled" Rate	6.17%	1.38%
"Absent" Rate	13.16%	2.80%

Notes:

LACOE Absent rate based on past three years

* APPROXIMATION THAT SHOULD BE REASONABLY ACCURATE

2008-09
As of Month 14
Jun 8-30

Juvenile Court Schools Enrollment and ADA Analysis 2004-05 through 2008-09																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Avg Enrl	
Enrollment *																
2008-09	3,325	3,347	3,384	3,324	3,363	3,377	3,284	3,147	3,232	3,175	3,178	3,202	3,226	3,094	3,261	
2007-08	3,430	3,320	3,302	3,309	3,363	3,389	3,093	3,175	3,305	3,390	3,322	3,359	3,413	3,343	3,322	
2006-07	3,663	4,073	3,563	3,566	3,547	3,502	3,483	3,357	3,466	3,426	3,383	3,419	3,487	3,435	3,544	
2005-06	3,480	3,790	3,692	3,638	3,692	3,741	3,606	3,608	3,745	3,741	3,661	3,625	3,939	3,678	3,688	
2004-05	3,800	3,751	3,643	3,695	3,797	3,678	3,819	3,653	3,801	3,793	3,870	3,843	3,936	3,844	3,797	
prev reported 06-09		3,326	3,348	3,383	3,325	3,365		3,208	3,230							
* Enrollment shown is based on the last day of the attendance month.																
Attendance (Days Earned)																
2008-09	8,605	57,489	57,583	54,267	57,961	54,978	47,971	33,641	51,134	51,399	54,270	54,584	52,394	47,864	684,085	
2007-08	11,918	57,724	56,673	53,510	57,728	45,891	53,655	35,234	49,277	53,845	57,891	58,434	55,718	45,386	692,821	
2006-07	12,891	64,010	64,561	60,106	62,252	47,609	60,577	38,200	55,780	55,332	58,806	58,117	55,853	44,448	758,552	
2005-06	17,160	69,397	67,832	62,269	64,750	53,015	62,238	41,252	62,697	61,501	63,597	63,656	62,793	48,600	800,957	
2004-05	20,883	69,297	68,506	63,040	69,498	55,591	62,668	46,510	65,281	64,968	70,662	71,076	66,684	48,495	842,279	
prev reported 06-09		57,449	57,579	54,304	57,968		33,638	51,103	51,378	54,273						
Total days incl. (-55) P- Adjustment																
Annual Divisor:	175															
ADA (Days Earned / 175)																
2008-09	49.17	328.51	329.05	310.10	331.21	314.16	274.12	192.23	292.19	293.71	310.11	311.91	299.39	273.51	3,909.06	
2007-08	68.10	329.85	323.85	305.77	329.87	262.23	306.60	201.34	281.96	307.69	330.81	333.91	318.39	256.35	3,968.99	
2006-07	73.61	365.77	368.92	343.46	353.73	272.05	346.15	218.40	318.74	316.18	336.03	332.10	319.16	259.99	4,220.30	
2005-06	98.06	396.55	387.61	355.62	370.00	302.94	355.65	235.73	358.27	351.43	363.41	363.75	358.82	278.86	4,576.90	
2004-05	119.33	395.98	391.46	360.23	391.42	317.66	357.53	265.77	373.03	371.36	403.78	406.15	382.19	277.11	4,813.02	
2008-09 Attendance Analysis																
Instr. Days/month	3	20	20	19	20	19	17	13	9	10	11	12	13	14	Avg Att Rate:	
Average Days Earned per student per month		17.18	17.02	16.33	17.23	16.28	14.61	10.69	15.82	16.19	17.08	17.05	16.24	15.47	244 Total	
Days Earned/Enroll)	2.59	85.88%	85.08%	85.93%	86.17%	85.68%	85.93%	82.23%	87.90%	85.20%	85.38%	85.23%	85.48%	85.95%	85.95%	
Attendance Rate:	85.27%	85.88%	85.08%	85.93%	86.17%	85.68%	85.93%	82.23%	87.90%	85.20%	85.38%	85.23%	85.48%	85.95%	85.95%	
Annual ADA Projection																
Cumulative Days Earned:	8,605	66,094	123,677	177,944	235,905	290,883	338,854	372,440	423,574	474,973	529,243	583,827	636,221	684,085	3,909.06	
Instr. Days/month	3	20	20	19	20	19	17	13	9	10	11	12	13	14	Total Days	
Cumulative Days Taught	3	23	43	62	82	101	118	131	149	168	188	206	227	244	244	
Days Remaining	241	221	201	182	162	143	126	113	95	76	56	36	17	0	0	
Projected ADA *	3,999.28	4,006.59	4,010.26	4,001.69	4,011.21	4,015.58	4,003.89	3,964.03	3,963.63	3,941.95	3,925.08	3,913.57	3,907.81	3,909.06	3,909.06	

* Formula: ((Cum Days Earned / Cum Days Taught) * Days remaining) + (Days Taught) / 175
 Daily Check
 3,261 x 241 = 795,440
 684,085 - 795,440 = 86,356

2008-09 COURT SALARY
ATTENDANCE RATE

2009-10

**Juvenile Court Schools
Enrollment and ADA Analysis 2004-05 through 2009-10**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Avg Enrl prior year	% to prior year
2008-10	3,217	3,138	3,163	3,147	3,126	2,850	2,881	2,888	2,919	2,864	2,810	2,806	2,835	2,825	2,978	91.26%
2008-09	3,325	3,347	3,384	3,324	3,363	3,377	3,284	3,147	3,232	3,175	3,178	3,202	3,226	3,094	3,281	98.16%
2007-08	3,430	3,320	3,302	3,309	3,363	3,389	3,093	3,175	3,305	3,390	3,322	3,359	3,413	3,343	3,322	93.78%
2006-07	3,883	4,073	3,563	3,586	3,547	3,502	3,483	3,397	3,456	3,426	3,383	3,419	3,487	3,435	3,544	96.05%
2005-06	3,480	3,790	3,692	3,638	3,692	3,741	3,606	3,608	3,745	3,741	3,661	3,625	3,639	3,678	3,686	97.13%
2004-05	3,800	3,751	3,843	3,695	3,797	3,878	3,819	3,693	3,801	3,793	3,870	3,843	3,936	3,844	3,797	

prev reported 09-10

* Enrollment shown is based on the last day of the attendance month.

Attendance (Days Earned)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Days
2008-10	5,597	54,911	55,466	51,309	54,607	48,218	44,580	31,609	44,996	47,731	49,408	47,737	45,411	43,535	625,143
2008-09	8,005	57,489	57,583	54,297	57,951	54,978	47,371	33,641	51,134	51,359	54,270	54,564	52,394	47,864	664,085
2007-08	11,918	57,724	56,673	53,510	57,728	45,891	53,655	35,234	49,277	53,845	57,891	58,434	55,718	45,386	662,921
2006-07	12,891	64,010	64,561	60,106	62,252	47,609	60,577	38,220	55,780	55,332	58,906	58,117	55,853	44,448	738,552
2005-06	17,180	69,397	67,832	62,289	64,750	53,015	62,238	41,252	62,697	61,801	63,597	63,556	62,793	48,800	800,357
2004-05	20,883	69,297	68,506	63,040	68,498	55,591	62,368	46,510	65,281	64,895	70,062	71,076	68,884	48,486	842,279

prev reported 09-10

Difference

Annual Divisor:

ADA (Days Earned / 175)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total ADA	% to prior year
2008-10	31.98	313.78	316.95	293.19	312.04	275.53	254.74	180.62	257.12	272.75	282.33	272.78	259.49	248.77	3,572.25	
2008-09	49.17	328.51	329.05	310.10	331.21	314.16	274.12	192.23	292.19	293.71	310.11	311.91	299.39	273.51	3,930.06	98.74%
2007-08	68.10	329.85	323.85	305.77	323.87	292.23	308.60	201.34	281.58	307.69	330.81	333.91	318.39	298.35	3,986.98	99.81%
2006-07	79.61	365.77	363.92	343.46	355.73	272.05	346.15	218.40	316.74	316.16	336.03	332.10	319.16	253.99	4,220.30	95.21%
2005-06	98.08	396.55	387.61	363.62	370.00	302.94	355.65	235.73	365.27	351.43	363.41	363.75	359.82	278.88	4,576.90	92.21%
2004-05	119.33	395.98	391.46	360.23	391.42	317.65	357.53	265.77	373.03	371.36	403.78	408.15	382.19	277.11	4,813.02	

Attendance Analysis	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Avg Att Rate:
Instr. Days/month	2	20	20	19	20	19	17	13	18	19	20	20	19	18	24.4
Average Days Earned	1.74	17.50	17.54	16.30	17.47	16.35	14.95	10.94	15.41	16.67	17.58	17.01	16.02	15.41	
Days Earned/Enroll	36.99%	87.49%	87.68%	85.81%	87.34%	86.03%	87.97%	84.19%	85.64%	87.72%	87.91%	85.06%	84.31%	85.81%	86.41%
Annual ADA Projection	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Days
Cumulative Days Earned:	5,597	60,508	115,974	167,283	221,890	270,108	314,688	346,325	391,321	438,052	488,460	536,197	581,608	625,143	
Instr. Days/month	2	20	20	19	20	19	17	13	18	19	20	20	19	18	24.4
Cumulative Days Taught	2	22	42	61	81	100	117	130	148	167	187	207	226	244	
Days Remaining	242	222	202	183	163	144	127	114	96	77	57	37	18	0	
Projected ADA *	3,901.91	3,834.79	3,850.02	3,823.61	3,819.48	3,768.08	3,750.13	3,714.43	3,686.58	3,665.65	3,641.99	3,611.65	3,588.18	3,572.25	

* Formula: ((Cum Days Earned / Cum Days Taught * Days remaining) + (Days Taught) / 1 - 341584

Dentelle's Office/PACUP

Page 1

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APPROXIMATION THAT SHOULD BE REASONABLY ACCURATE *

2009-10 Attendance Rate
2009-10 Attendance Rate
Court Schools

2009-10 Attendance Rate
Court Schools

Calculation Worksheet

Site Administrator to Pupil (ADA) Ratio

Los Angeles County Office of Education

3,076 ADA *(2010-11 projection)*

25.0 FTE Site-Level Administrators

123 ADA to Administrator Ratio

(3,076/25 = 123)

Comparison County Offices of Education

(Kern, San Bernardino, San Diego and San Luis Obispo)

2,538 ADA *(2010-11 projection)*

(612, 412, 1,470, 44)

7.15 FTE Site-Level Administrators

(2.0, 1.5, 3.45, 0.2)

355 ADA to Administrator Ratio

(3,076/25 = 123)

County: Los Angeles

	Juvenile Court	Community	Community Day	Total Combined
2009-10 P-2 ADA	3618.23	712.98	1105.41	5436.62
2009-10 Annual ADA	3572.24	709.88	1096.51	5378.63
2010-11 P-2 ADA	3115.63	275.85	932.39	4323.87
Projected 2010-11 Annual	3,076.03	274.65	924.88	4,277.75
Asst/Vice Principals	18	0.2	0.8	19
Principals	7	0.6	2.4	10
Total Site Administration	25	0.8	3.2	29
ADA-Administrator Ratio	123	343.3	289.0	147.5

Note: If an administrator has responsibility across programs, break the position out as a partial FTE for each program

County: Kern County

	Juvenile Court	Community	Community Day	Total Combined
2009-10 P-2 ADA	578	1,985	0	2,563
2009-10 Annual ADA	593	2,186	0	2,779
2010-11 P-2 ADA	597	2,072	0	2,669
Projected 2010-11 Annual	612	2,282		2,879
Asst/Vice Principals	0.0	2.0		2.0
Principals	2.0	5.0		7.0
Total Site Administration	2.0	7.0		9.0
ADA-Administrator Ratio	306	326		320

Note: If an administrator has responsibility across programs, break the position out as a partial FTE for each program

San Bernardino

	Juvenile Court	Community*	Community Day	Total Combined
2009-10 P-2 ADA	451.65	298.18	683.18	1433.01
2009-10 Annual ADA	466.68	326.73	707.32	1500.73
2010-11 P-2 ADA	399.18	290.4	550.35	1239.93
Projected 2010-11 Annual	412.2	318.2	569.8	1,300.2
Asst/Vice Principals	0	0	0	0
Principals	1.5*	0.5	3.5	5.5
Total Site Administration	1.5	0.5	3.5	5.5
ADA-Administrator Ratio	274.8	636.4	162.8	236.4

* Community School includes Independent Study. Only one class of Community School classroom instruction.

* 1.5 principals for two facilities. There were three facilities and the third has just closed. Principal staff in JCS will decrease in 2011/12.

Note: If an administrator has responsibility across programs, break the position out as a partial FTE for each program

County: San Diego County Office of Education

	Juvenile Court	Community	Community Day	Total Combined
2009-10 P-2 ADA	1542.64	2048.92	0	3591.56
2009-10 Annual ADA	1546.58	2106.99	0	3653.57
2010-11 P-2 ADA	1466.64	2077.24	0	3543.88
Projected 2010-11 Annual	1,470.39	2,136.11	0	3,606.50
Asst/Vice Principals	0	0	0	0
Principals	3.45	4.55	0	9
Total Site Administration	3.45	4.55	0	8
ADA-Administrator Ratio	426.2	469.5		450.8

Note: If an administrator has responsibility across programs, break the position out as a partial FTE for each program

County: San Luis Obispo

	Juvenile Court	Community	Community Day	Total Combined
2009-10 P-2 ADA	49.01	215.6		264.61
2009-10 Annual ADA	49.37	219.92		269.29
2010-11 P-2 ADA	44.04	229.44		273.48
Projected 2010-11 Annual	44.36	234.04		278.4
Asst/Vice Principals		0.8		0.8 FTE
Principals	0.2	0.8		1.0 FTE
Total Site Administration	0.2	1.6		1.8
ADA-Administrator Ratio	221.8	146.3		154.7

Note: If an administrator has responsibility across programs, break the position out as a partial FTE for each program

California Youth Authority/Department of Juvenile Justice Shift *March, 2010 - Updated*

- The California Youth Authority (CYA), also known as Department of Juvenile Justice (DJJ), has been subjected to a great deal of criticism and undergone significant changes over the past decade or so. One of the most obvious, and easily quantified, is the shift of wards from their schools to County Office of Education Juvenile Court Schools.
 - Two significant shifts from CYA to counties in the past decade.
 - 8,000± K-12 wards in CYA-1995-96
 - 5,191 K-12 wards in CYA-1999-2000 (2,809 shifted)
 - 1,423 K-12 wards in CYA-2008-09 (3,768 more shifted)
 - Based on CBEDS data, this means that 73% of the juveniles that were in CYA schools in 1999-2000 are now in Juvenile Court Schools operated by County Offices of Education. Approximately 83% of the juveniles that were in CYA in 1995-96 are in county operated Juvenile Court Schools.
- The first shift began in the late 1990's with the highest CYA enrollment in history in 1995-96 (9,772 total wards, *including non-K-12*). The first part of this shift dealt with inconsistencies in CYA commitments from one county to the next. The second more recent shift was associated with a lack of confidence in CYA programs.
- The major difference between prior shifts and the current shift is that the sophistication level of the students is much higher.
 - The new standard currently being identified is WIC 707(b) and/or a specified sex crime.
- Manner of the current shift.
 - Significant additional funding going to counties to offset costs associated with the shift, but there have been no increases in funding to Juvenile Court School programs to offset the demands associated with the change in student characteristics.
- Implications for Juvenile Court School programs
 - Security levels of students (*in all county programs*).
 - Programming restrictions (*more sophisticated population*).
 - Possible segregation requests (*especially in smaller counties*).
 - Lengths of commitments (*will increase for these students*).
 - Higher concentrations of special needs students.
 - These students will be older in many cases.

Welfare and Institutions Code

707 (b) Subdivision (c) shall be applicable in any case in which a minor is alleged to be a person described in Section 602 by reason of the violation, when he or she was 16 years of age or older, of one of the following offenses:

- (1) Murder.
- (2) Arson, as provided in subdivision (a) or (b) of Section 451 of the Penal Code.
- (3) Robbery.
- (4) Rape with force or violence or threat of great bodily harm.
- (5) Sodomy by force, violence, duress, menace, or threat of great bodily harm.
- (6) Lewd or lascivious act as provided in subdivision (b) of Section 288 of the Penal Code.
- (7) Oral copulation by force, violence, duress, menace, or threat of great bodily harm.
- (8) Any offense specified in subdivision (a) of Section 289 of the Penal Code.
- (9) Kidnapping for ransom.
- (10) Kidnapping for purpose of robbery.
- (11) Kidnapping with bodily harm.
- (12) Attempted murder.
- (13) Assault with a firearm or destructive device.
- (14) Assault by any means of force likely to produce great bodily injury.
- (15) Discharge of a firearm into an inhabited or occupied building.
- (16) Any offense described in Section 1203.09 of the Penal Code.
- (17) Any offense described in Section 12022.5 or 12022.53 of the Penal Code.
- (18) Any felony offense in which the minor personally used a weapon listed in subdivision (a) of Section 12020 of the Penal Code.
- (19) Any felony offense described in Section 136.1 or 137 of the Penal Code.
- (20) Manufacturing, compounding, or selling one-half ounce or more of any salt or solution of a controlled substance specified in subdivision (e) of Section 11055 of the Health and Safety Code.
- (21) Any violent felony, as defined in subdivision (c) of Section 667.5 of the Penal Code, which would also constitute a felony violation of subdivision (b) of Section 186.22 of the Penal Code.
- (22) Escape, by the use of force or violence, from any county juvenile hall, home, ranch, camp, or forestry camp in violation of subdivision (b) of Section 871 where great bodily injury is intentionally inflicted upon an employee of the juvenile facility during the commission of the escape.
- (23) Torture as described in Sections 206 and 206.1 of the Penal Code.
- (24) Aggravated mayhem, as described in Section 205 of the Penal Code.
- (25) Carjacking, as described in Section 215 of the Penal Code, while armed with a dangerous or deadly weapon.
- (26) Kidnapping, as punishable in subdivision (d) of Section 208 of the Penal Code.
- (27) Kidnapping, as punishable in Section 209.5 of the Penal Code.
- (28) The offense described in subdivision (c) of Section 12034 of the Penal Code.
- (29) The offense described in Section 12308 of the Penal Code.
- (30) Voluntary manslaughter, as described in subdivision (a) of Section 192 of the Penal Code.

Source for Right column Figure 1

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ARTICLE XII
CLASS SIZE

- A. Enrollment in Special Education classes shall not exceed an amount which would produce an average enrollment above ten (10) across all SELPAs (Special Education Local Plan Areas) of which the Office is a part. Enrollment in specific classes shall not exceed maximums as designated below:
1. Level I classes shall enroll pupils with exceptional needs whose functioning levels are such that they require direct, continual supervision by a special education teacher and demonstrate any combination of three of the following descriptors or descriptor g.
 - a. Unable to work independently, requires constant, direct supervision
 - b. Primarily requires individual activities/tasks
 - c. Unable to self-monitor; control of behavior requires highly structured setting
 - d. Requires direct assistance by the teacher, on a regular basis, in toileting or feeding
 - e. Exhibits severe self-abuse or abuse to others
 - f. Exhibits self-stimulating behavior which requires constant intervention
 - g. Requires a specialized physical health care procedure(s) on a regular basis where a health care aide, or other appropriate non-instructional person is not available

Level I class size shall not exceed ten (10).
 2. Level II classes shall enroll pupils with exceptional needs whose functioning levels are such that they require direct supervision of a special education teacher and demonstrate functioning levels as follows:
 - a. Works independently for short periods with continual supervision
 - b. Does not require individual activities/tasks and is able to perform some activities/tasks in a group
 - c. Self-monitors and controls behavior in a structured setting
 - d. Requires periodic monitoring in toileting and/or feeding

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- e. Exhibits some self-abuse or abuse to others
 - f. Exhibits some self-stimulating behavior which requires frequent intervention

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Level II class size shall not exceed twelve (12) pupils

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3. Level III classes shall enroll pupils with exceptional needs whose functioning levels are such that they require periodic monitoring and supervision of a special education teacher and demonstrate functioning levels as follows:
- a. Works independently with periodic monitoring and supervision
 - b. Does not require individual activities/tasks. Can perform most activities/tasks in a group
 - c. Self-monitors and controls behavior on a consistent basis
 - d. Exhibits independence in toileting and feeding
 - e. Does not exhibit self-abuse or serious abuse to others
 - f. Exhibits minimal self-stimulation which requires infrequent intervention

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Level III class size shall not exceed sixteen (16) pupils

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Waiver Provision

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Class size for Level I Special Classes, Item A.1., or Level II Special Classes, Item A.2., may be exceeded by two (2) pupils for a time not to exceed the balance of the current school year. Such waiver may be invoked by the immediate administrator of the class(s) concerned, when a pupil who would otherwise be denied service if not appropriately placed in said class(s).

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The immediate administrator shall designate each class, utilizing the above criteria, and by September 30th shall notify each teacher in writing of their class level designation.

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If a pupil in a Level I, Level II, or Level III class requires a specialized physical health care procedure(s) or specialized behavior management plan on a regular basis where a health care assistant, additional assistant or other appropriate noninstructional person is not available, the class size maximum for that class shall be the maximum for the next lower level class without waiver.

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- B. Assignments for School Nurses are determined by pupil/nurse ratios based on services required per handicapping condition and other factors such as geographical

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2 distances, number of sites served, unique pupil health conditions, and any other
3 relevant factors existing at a school site. School Nurses shall not be required to
4 attend IEPs unless requested by the student's regular teacher and the site
5 administrator. School Nurses shall have the opportunity to provide input on the
6 pupil to nurse ratio and caseload standards through the Nurses Steering Committee
7 and shall provide their immediate administrator with input regarding unique
8 conditions to their site(s).

- 9 C. In Special Education DIS assignments and caseloads are based on the handicapping
10 condition, geographical distances, number of sites served, unique pupil conditions,
11 and other relevant factors.

12 Unit members providing DIS services shall have the opportunity to provide input
13 regarding the above factors to the administrator responsible for their assignment and
14 case load.

15 The Division of Special Education shall maintain steering committees for
16 Speech/Language, Adaptive Physical Education and Career Education to develop
17 standards and review caseloads.

- 18 1. The caseload for Language/Speech Specialists shall not exceed an average of
19 fifty-five (55) pupils across all such programs operated by the Office or a
20 maximum of eighty-five (85) pupils for any one Language/Speech Specialist.
21
22 2. The caseload for DIS, Specialized Instruction (Certificated), including but not
23 limited to Severe Language Disorders, Visually Handicapped, and Deaf and
24 Hard of Hearing, shall not exceed eighteen (18) pupils across all such programs
25 operated by the Office.
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27 3. The caseload for DIS, Mobility Instruction shall not exceed eighteen (18)
28 pupils across all such programs operated by the Office.
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30 4. The caseload for DIS, Home and Hospital shall not exceed eighteen (18) pupils
31 across all such programs operated by the Office.
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33 5. The caseload for DIS, Vocational/Career Development shall not exceed eighty-
34 five (85) pupils across all such programs operated by the Office.
35
36 6. The caseload for DIS, Adaptive Physical Education shall not exceed an average
37 of fifty-five (55) pupils across all such programs operated by the Office or a
38 maximum of eighty-five (85) pupils for any one A.P.E., DIS.

- 39 D. The Office will employ paraeducators who are trained and perform Specialized
40 Services (catheterizations, ileostomies, colostomies, gastrostomies). Special
41 Education teachers will be responsible for secondary and/or backup services for
42 these Specialized Services.

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- 2 E. The average caseload for Resource Specialists shall be no more than twenty-four
3 (24) pupils across all such programs operated by the Office. No Resource Specialist
4 shall have an actual caseload which exceeds twenty-eight (28).
- 5 F. In the Juvenile Court School programs the assignment and caseloads for Educational
6 Counselors are based on the number of students transitioned into their community
7 schools, geographical area to be served, individual needs of pupils, and other
8 relevant factors.
- 9 Educational Counselors shall have the opportunity to provide input regarding the
10 above factors to the administrator responsible for their assignment and caseload.
- 11 The caseload of Educational Counselors shall not exceed, at any one time, one
12 hundred and fifty (150) assigned pupils.
- 13 G. In the Juvenile Court School programs, the class size shall not normally exceed
14 seventeen (17) pupils per teacher. For five (5) workdays, within a register period,
15 the pupil attendance may exceed seventeen (17) but may not exceed nineteen (19)
16 except in institution based programs where the total may not exceed eighteen (18).
- 17 These limits do not apply in emergency situations when pupils must be distributed
18 among the remaining unit members with area administrator approval.
- 19 Distribution of pupils among all classes shall be accomplished in a manner equitable
20 to the unit members. The class size will be lowered to fourteen (14) pupils if fifty
21 percent (50%) or more of the pupils have an IEP with special day placement. This
22 does not include pupils with IEPs for Resource or DIS designation.
- 23 H. In the Outdoor Education program, the maximum class size per Outdoor Education
24 teacher shall not exceed forty-five (45) pupils at any one time.
- 25 I. In the Regional Occupational program, the caseload for Counselors shall be
26 determined by the Office, taking into consideration input from appropriate unit
27 members.
- 28 J. Class sizes for programs in the Division of Alternative Education will be as follows:
1. Enrollment in classes for Specialized High Schools shall not exceed an average
of thirty (30) pupils per class.
 2. Enrollment in any individual Independent Study Strategy (ISS) Program class
shall not exceed twenty-five (25) students at any time. All ISS classes shall be
assigned fifteen (15) hours of paraeducator time per week.

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3. Enrollment in classes for the Community School Program (CSP) shall not exceed twenty-five (25) CSP classes will be assigned fifteen (15) hours of Paraeducator time.
 4. Enrollment in class for Alternative Schools with Purpose (ASWP) shall not exceed twenty-five (25) ASWP classes will be assigned a six (6) hour Paraeducator.
 5. Enrollment in classes for Cal Safe Programs (Pregnant Minor program) shall not exceed a maximum of thirty (30) pupils at any one time.
- DAE teachers will have adequate instructional workspace to reasonably accommodate daily instruction and have access to space for privacy in conferences and meetings.

**LOS ANGELES COUNTY OFFICE OF EDUCATION
INDEPENDENT STUDY RATIO TEST
FISCAL YEAR 2009 - 2010**

Calculation	Description	
Step 1	Total ADA	541,902.07
	Less Independent Study ADA	4,108.44
	Difference	537,793.63
Step 2	Non Independent Study Certificated FTEs Ratio	21,215.00
		25.00
Step 3	Independent Study Certificated FTEs	11.63
	Total IS Certificated FTEs	11.63
	IS ADA Ratio	89.85
Step 4	Independent Study Ratio	7.00
	Direct Instruction Ratio	25.00
	Excess ADA/Teacher (if the difference is positive)	(18.00)
	Round Down the Total ADA	-
	Total Non-Allowable ADA	-

NOTE: The information for Steps 1 and 2 is from the school district with the largest ADA in the county. For LACOE, this is LAUSD

NOTE: Information for step 3 is for the COE

09-10
25.00 LAUSD
7.00 LACOE

08-09 INDEPENDENT STUDY RATIO

Calculation	Description		
Step 1	Total ADA	560,835.23	LAUSD's Total ADA
	Less Independent Study ADA	110.32	LACOE's IS
	Difference	560,724.91	
Step 2	Non Independent Study Certificated FTEs	25,529.05	LAUSD's Total FTE
	Ratio	21.00	
Step 3	Independent Study Certificated FTEs:	10.13	LACOE's IS FTE
	Total IS Certificated FTEs	10.13	
	IS ADA	110.32	
	Ratio	10.00	
Step 4	Independent Study Ratio	10.00	
	Direct Instruction Ratio	21.00	
	Excess ADA/Teacher since the difference is positive.	(11.00)	
	Round Down the Total ADA	(11.00)	
	Total Non-Allowable ADA	(111.43)	

08-09
21.00 LAUSD
10.00 LACOE

California Education Code

48646. (a) The Legislature encourages each county superintendent of schools or governing board of a school district, as determined by the county board of education pursuant to subdivision (b) of Section 48645.2, and the county chief probation officer to enter into a memorandum of understanding or equivalent mutual agreement to support a collaborative process for meeting the needs of wards of the court who are receiving their education in juvenile court schools. The memorandum of understanding or equivalent mutual agreement may include, but is not limited to, a process for communication, decisionmaking, mutually established goals, and conflict resolution. The purpose of this memorandum of understanding or equivalent mutual agreement is to develop a collaborative model that will foster an educational and residential environment that nurtures the whole child and consistently supports services that will meet the educational needs of the pupils.

(b) A memorandum of understanding or equivalent mutual agreement on providing educational and related services for juvenile court school pupils developed in accordance with this section may include, but is not limited to, the following provisions:

(1) Mutually developed goals and objectives that are reviewed annually, including, but not limited to, the following:

- (A) Building resiliency and strengthening life skills.
- (B) Fostering prosocial attitudes and behaviors.
- (C) Assigning pupils to appropriate classrooms based on their educational needs.
- (D) Ensuring regular classroom attendance.
- (E) Providing clean, safe, and appropriate educational facilities.
- (F) Improving academic achievement and vocational preparation.

(2) Clear delineation of responsibilities among the educational and residential or custodial service providers.

(3) A process for communicating, collaborating, and resolving conflicts. Whenever possible, resolution of issues shall be reached by consensus through a collaborative process that would promote decisionmaking at the site where services are delivered. A working group charged with this responsibility may be appointed by the county superintendent of schools, or the superintendent of the school district with responsibility for providing juvenile court school services, and the county chief probation officer, or their designees. The working group is responsible for establishing and maintaining open communication, collaboration, and resolution of issues that arise.

(4) A clearly identified mechanism for resolving conflicts.

(5) A joint process for performing an intake evaluation for each ward to determine educational needs and ability to participate in all educational settings once the ward enters the local juvenile facility. The process shall recognize the limitations on academic evaluation and planning that can result from short-term placements. The evaluation team shall include staff from the responsible educational agency and the county probation department, and may include other participants as appropriate, and as mutually agreed upon by the education and probation members of the team. The evaluation process specified in the memorandum of understanding or equivalent mutual agreement may:

(A) Include a timeline for evaluation once a ward is assigned to a local facility.

(B) Result in an educational plan for a ward while assigned to a local juvenile facility that is integrated with other rehabilitative and behavioral management programs, and that supports the educational needs of the pupil. It is the intent that this shared information about each ward placed in a juvenile court school shall assist both the county superintendent of schools and the county chief probation officer in meeting the needs of wards in their care and promoting a system of comprehensive services.

(c) The memorandum of understanding or equivalent mutual agreement shall not cede responsibility or authority prescribed by statute or regulation from one party to another party unless mutually agreed upon by both parties.

Section 1370. Education Program.**(a) School Programs**

The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee. The school and facility administrators shall develop written policy and procedures to ensure communication and coordination between educators and probation staff. The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.

(b) Required Elements

The facility school program shall comply with the State Education Code and County Board of Education policies and provide for an annual evaluation of the educational program offerings. Minors shall be provided a quality educational program that includes instructional strategies designed to respond to the different learning styles and abilities of students.

- (1) The course of study shall comply with the State Education Code and include, but not be limited to, the following:
 - (A) English/Language Arts;
 - (B) Social Sciences;
 - (C) Physical Education;
 - (D) Science;
 - (E) Health;
 - (F) Mathematics;
 - (G) Fine Arts/Foreign Language; and,
 - (H) Electives (including career education).
- (2) General Education Development (GED) preparation shall be provided for all eligible youth.
- (3) The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools.

(c) School Discipline

- (1) The educational program shall be integrated into the facility's overall behavioral management plan and security system.
- (2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.
- (3) Expulsion/suspension from school shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs.
- (4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.

(d) Provisions for Individuals with Special Needs

- (1) Educational instruction shall be provided to minors restricted to high security or other special units.
- (2) State and federal laws shall be observed for individuals with special education needs.

- (3) Non-English speaking minors, and those with limited English-speaking skills, shall be afforded an educational program.
- (e) Educational Screening and Admission
- (1) Minors shall be interviewed after admittance and a written record prepared that documents a minor's educational history, including but not limited to:
 - (A) school progress;
 - (B) Home Language Survey;
 - (C) special needs; and,
 - (D) discipline problems.
 - (2) Not later than three school days after admission to the facility the minor shall be enrolled in school; and the educational staff shall conduct an assessment to determine the minor's general academic functioning levels to enable placement in core curriculum courses.
 - (3) After admission to the facility, a preliminary education plan shall be developed for each minor within five school days.
 - (4) If a minor is detained, the education staff shall request the minor's transcript from his/her prior school. Copies of the student's Individual Education Program (IEP) and 504 Plan will also be requested. Upon receipt of the transcripts, the minor's educational plan shall be reviewed and modified as needed.
- (f) Educational Reporting
- (1) The complete facility educational record of the minor shall be forwarded to the next educational placement in accordance with the State Education Code.
 - (2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school.
- NOTE: Authority cited: Sections 210 and 885, Welfare and Institutions Code; and Assembly Bill 1397, Chapter 12, Statutes of 1996. Reference: 1995-96 Budget Act, Chapter 303, Item Number 5430-001-001, Statutes of 1995; Assembly Bill 904, Chapter 304, Statutes of 1995; and Assembly Bill 1397, Chapter 12, Statutes of 1996

LACOE
SPECIAL ED STAFF
2010-11

DIVISION OF STUDENT PROGRAMS
2010-11 JCS LACOE SELPA STAFFING

OBJECT	JOB DESCRIPTION	POSITION	FTE
1214	SCH PSYCH	070034	1.00
1214	SCH PSYCH	070038	1.00
1214	SCH PSYCH	070039	1.00
1214	SCH PSYCH	070042	1.00
1214	SCH PSYCH	070044	1.00
1214	SCH PSYCH	070046	1.00
1214	SCH PSYCH	070048	1.00
1214	SCH PSYCH	070201	1.00
1214	SCH PSYCH	070203	1.00
1214	SCH PSYCH	070204	1.00
1214	SCH PSYCH	070205	1.00
1214	SCH PSYCH	070207	1.00
1214	SCH PSYCH	070212	1.00
1214	SCH PSYCH	070213	1.00
1214	SCH PSYCH	070214	1.00
1214	SCH PSYCH	070215	1.00
1214	SCH PSYCH	070217	1.00
1214	SCH PSYCH	070218	1.00
1214	SCH PSYCH	070226	1.00
1214	SCH PSYCH	070035	1.00
1214	SCH PSYCH	070036	0.70
1214	SCH PSYCH	070049	1.00
1214	SCH PSYCH	070051	0.50
			22.20
1311	COORDINATOR II	019070	0.20
1912	SR PROGRAM SPECIALIST	041118	1.00
1310	ASST PRIN	069011	1.00
1310	ASST PRIN	069125	1.00
1310	ASST PRIN	069135	1.00
1310	ASST PRIN	069141	1.00
1310	ASST PRIN	069142	1.00
			5.00
1914	TEACHER LSS	121001	1.00
1914	TEACHER LSS	121036	0.40
1914	TEACHER LSS	121036	0.60
1914	TEACHER LSS	121038	0.80
1914	TEACHER LSS	121043	1.00
1914	TEACHER LSS	121046	0.40
1914	TEACHER LSS N/C	121047	1.00
1914	TEACHER LSS	121052	0.50
			5.70
1110	TEACHER APE	132081	1.00
1110	TEACHER ED	144031	1.00
1110	TEACHER ED	144065	1.00
1110	TEACHER ED	144083	1.00
1110	TEACHER ED	144118	1.00
1110	TEACHER ED	144157	1.00
1110	TEACHER ED	144164	1.00
1110	TEACHER ED	144165	1.00
1110	TEACHER ED	144170	1.00
1110	TEACHER ED	144172	1.00
1110	TEACHER ED	144173	1.00
1110	TEACHER ED	144174	1.00
1110	TEACHER ED	144175	1.00
1110	TEACHER ED	144176	1.00
1110	TEACHER ED	144181	1.00
1110	TEACHER ED	144182	1.00

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DIVISION OF STUDENT PROGRAMS
2010-11 JCS LACOE SELPA STAFFING

1110	TEACHER ED	144183	1.00
1110	TEACHER ED	144185	1.00
1110	TEACHER ED	144186	1.00
1110	TEACHER ED	144187	1.00
1110	TEACHER ED	144188	1.00
1110	TEACHER ED	144189	1.00
1110	TEACHER ED	144190	1.00
1110	TEACHER ED	144192	1.00
1110	TEACHER ED	144195	1.00
1110	TEACHER ED	144196	1.00
1110	TEACHER ED	144197	1.00
1110	TEACHER ED	144198	1.00
1110	TEACHER ED	144199	1.00
1110	TEACHER ED	144200	1.00
1110	TEACHER ED	144202	1.00
1110	TEACHER ED	144203	1.00
1110	TEACHER ED	144204	1.00
1110	TEACHER ED	144205	1.00
1110	TEACHER ED	144206	1.00
1110	TEACHER ED	144207	1.00
			35 35.00
1110	TEACHER RES SPEC PRG	165007	1.00
1110	TEACHER RES SPEC PRG	165015	1.00
1110	TEACHER RES SPEC PRG	165020	1.00
1110	TEACHER RES SPEC PRG	165028	1.00
1110	TEACHER RES SPEC PRG	165031	1.00
1110	TEACHER RES SPEC PRG	165042	1.00
1110	TEACHER RES SPEC PRG	165043	1.00
1110	TEACHER RES SPEC PRG	165044	1.00
1110	TEACHER RES SPEC PRG	165046	1.00
1110	TEACHER RES SPEC PRG	165049	1.00
1110	TEACHER RES SPEC PRG	165050	1.00
1110	TEACHER RES SPEC PRG	165052	1.00
1110	TEACHER RES SPEC PRG	165053	1.00
1110	TEACHER RES SPEC PRG	165054	1.00
1110	TEACHER RES SPEC PRG	165061	1.00
1110	TEACHER RES SPEC PRG	165062	1.00
1110	TEACHER RES SPEC PRG	165101	0.60
1110	TEACHER RES SPEC PRG	165108	1.00
1110	TEACHER RES SPEC PRG	165115	1.00
1110	TEACHER RES SPEC PRG	165122	1.00
			19.60
1110	JCCS POOL TEACHER	899007	1.00
1110	JCCS POOL TEACHER	899008	1.00
			2.00
2411	SR SCHOOL CLK	565301	1.00
2411	SR SCHOOL CLK	565303	1.00
2411	SR SCHOOL CLK	565304	1.00
2411	SR SCHOOL CLK	565305	1.00
2411	SR SCHOOL CLK	565306	1.00
2411	SR SCHOOL CLK	565307	1.00
2411	SR SCHOOL CLK	565308	1.00
2411	SR SCHOOL CLK	565310	1.00
2411	SR SCHOOL CLK	565311	1.00
2411	SR SCHOOL CLK	565312	1.00
2411	SR SCHOOL CLK	565327	1.00
			11.00
2111	SPEECH-LANG PATHOLGY ASST	734018	0.75
2111	PARAEDUCATOR BEHAV MG I	708029	0.75

DIVISION OF STUDENT PROGRAMS
2010-11 JCS LACOE SELPA STAFFING

2111	PARAEDUCATOR BEHAV MG I	708030	0.75
2111	PARAEDUCATOR BEHAV MG I	708031	0.75
2111	PARAEDUCATOR BEHAV MG I	708033	0.75
2111	PARAEDUCATOR BEHAV MG I	708236	0.75
2111	PARAEDUCATOR BEHAV MG I	708238	0.75
2111	PARAEDUCATOR	719017	0.75
2111	PARAEDUCATOR	719085	0.75
2111	PARAEDUCATOR	719144	0.75
2111	PARAEDUCATOR	719693	0.75
2111	PARAEDUCATOR	719707	0.75
2111	PARAEDUCATOR	719708	0.75
2111	PARAEDUCATOR	719711	0.75
2111	PARAEDUCATOR	719714	0.75
2111	PARAEDUCATOR	719923	0.75
2111	PARAEDUCATOR	719927	0.75
2111	PARAEDUCATOR	719929	0.75
2111	PARAEDUCATOR	720239	0.75
2111	PARAEDUCATOR	720241	0.75
2111	PARAEDUCATOR	720246	0.75
2111	PARAEDUCATOR ACADEMIC	721003	0.75
2111	PARAEDUCATOR ACADEMIC	721004	0.75
2111	PARAEDUCATOR ACADEMIC	721006	0.75
2111	PARAEDUCATOR ACADEMIC	721008	0.75
2111	PARAEDUCATOR ACADEMIC	721010	0.75
2111	PARAEDUCATOR ACADEMIC	721011	0.75
2111	PARAEDUCATOR ACADEMIC	721017	0.75
2111	PARAEDUCATOR ACADEMIC	721021	0.75
2111	PARAEDUCATOR ACADEMIC	721022	0.75
2111	PARAEDUCATOR ACADEMIC	721023	0.75
2111	PARAEDUCATOR ACADEMIC	721025	0.75
2111	PARAEDUCATOR ACADEMIC	721035	0.75
2111	PARAEDUCATOR ACADEMIC	721040	0.75
2111	PARAEDUCATOR ACADEMIC	721043	0.75
2111	PARAEDUCATOR ACADEMIC	721050	0.75
2111	PARAEDUCATOR ACADEMIC	721053	0.75
2111	PARAEDUCATOR ACADEMIC	721055	0.75
2111	PARAEDUCATOR ACADEMIC	721062	0.75
2111	PARAEDUCATOR ACADEMIC	721063	0.75
2111	PARAEDUCATOR ACADEMIC	721064	0.75
2111	PARAEDUCATOR ACADEMIC	721066	0.75
2111	PARAEDUCATOR ACADEMIC	721068	0.75
2111	PARAEDUCATOR ACADEMIC	721072	0.75
2111	PARAEDUCATOR ACADEMIC	721086	0.75
2111	PARAEDUCATOR ACADEMIC	721087	0.75
2111	PARAEDUCATOR ACADEMIC	721090	0.75
2111	PARAEDUCATOR ACADEMIC	721091	0.75
2111	PARAEDUCATOR ACADEMIC	721092	0.75
2111	PARAEDUCATOR ACADEMIC	721093	0.75
2111	PARAEDUCATOR ACADEMIC	721094	0.75
2111	PARAEDUCATOR ACADEMIC	721095	0.75
2111	PARAEDUCATOR ACADEMIC	721096	0.75
2111	PARAEDUCATOR ACADEMIC	721098	0.75
2111	PARAEDUCATOR ACADEMIC	721099	0.75
2111	PARAEDUCATOR ACADEMIC	721100	0.75
2111	PARAEDUCATOR ACADEMIC	721101	0.75
2111	PARAEDUCATOR ACADEMIC	721107	0.75
2111	PARAEDUCATOR ACADEMIC	721113	0.75
			43.50

146.95

Source for staff/Students
Figure 1

PAU Sites and Caseload Information

PAU Sites	# of RSTs	# of Stud	Ratio T/S	# of SDCT	# of Stud	Ratio T/S	# of Psy.	# of Stud	Ratio P/S	LSS Stud
Angeles Forest Afferbaugh Rockey Kirby	2.5	19	1:8	4	31	1:8	2*	46	1:23	3
BJNJH Phoenix Academy	3.4	19	1:6	5	54	1:11	5.4	52	1:11	9
CJH	3	36	1:12	5	72	1:15	3	80	1:27	16
LPJH	2	27	1:14	5	37	1:8	3	44	1:15	3
Santa Clarita Mts. Munz Mendenhall Scott Scudder	1.6	22	1:14	1	7	1:7	1	13	1:13	2
Santa Monica Mts. Miller Kilpatrick Gonzalez Pacific Lodge	3	31	1:11	3	30	1:10	2	37	1:19	12
Christa McAuliffe Jarvis McNair Onizuka Resnik Smith Scobee	4	65	1:17	10	83	1:9	6	100	1:17	10
East Los Angeles Arleta CDS Boyle Hgts CDS Destiny's Girl CDS/CCS/ISS Hollywood Media CDS/CCS/ISS MYHN CDS/CCS-IS Second Chance CCS-IS Sheriff's Ldership CDS Valley CCS-IS	.6	25		0	0	0	.5			8
Eastern PAU Azusa CDS Bermudez CDS/CCS-IS Boy's Republic CDS Downey CDS/CCS-IS Eggleston/Pomona Acad. CDS Eastern CCS-IS Norwalk/La Mirada CDS	1	14		0	0	0	.5	13	1:13	3
I-Poly Tech. HS	.4	12		0	0	0	*			6
LACHSA	1	22	1:22	0	0	0	*			3
McAuliffe Pool Teacher	2	0	0	0	0	0	0	0	0	0

*Angeles Forest shares both its Psychs with the Specialized High Schools (I-Poly & LACHSA). Those numbers are included with the Angeles Forest numbers.

172a

PAU Sites and Caseload Information

PAU Sites	# of RSTs	# of Stud	Ratio T/S	# of SDCT	# of Stud	Ratio T/S	# of Psy.	# of Stud	Ratio P/S	
Renaissance										
Alliance CDS								Psych also serves DSE		
Hope Centre CDS								4	1:4	4
Jonas Salk CDS	.5	5		0	0		1			
La Brea CCS-IS										
La Vida North CDS										
La Vida West CDS										
Tri-Community CDS										
Tri-Comm. CCS-IS										
Total	25	297	1:12	33	314	1:10	24	389	1:17	79

389
17
372

RST=	Students=	Avg. Ratio=
21	297	1:12
SDC= 33	314	1:10
LSS= 6	79	1:14
Pool= 2	0	0
Psych= 24	389	1:17
APE= 1	4	1:4
DHOH= 1	3	1:3

62
2

1.28 = 10.4
1.24 = 12.375
1.14 = 22.428
1.55 = 1436

297
314
17

DAE

SITE	Total # of Students	# of SE Students
Alliance CDS	15	0
Arlita CDS-CLASS	28	3
Azusa CDS-CLASS	28	1
Antelope Valley HS Cal Safe	4	0
Bermudez CDS	41	1
Boyle Heights Technology Academy CDS	60	3
Bermudez CCS-IS	52	4
Boys Republic of Monrovia CDS	18	2
Hope Centre Academy CDS-CLASS	27	0
Destiny's Girl Academy CDS	38	4
Downey CDS	29	0
Destiny's Girl Academy CCS-IS	29	0
Eastern CCS-IS	48	4

Target
Suggested #
LSP 79 : 23 = 3.4
RST 297 : 24 = 12.4
Current Staffing
6
21
Control Maximum
100 : 25 = 1.4
297 : 28 = 10.6

m26

PAU Sites and Caseload Information

Hope Centre Academy CDS	96	4
Hollywood Media Arts Academy CCS-IS	14	0
Tri-Community CCS-IS	31	0
Jonas Salk CDS	40	1
La Brea CCS-IS	23	4
La Vida West CDS-CLASS	29	1
Mujeres Hombres CDS	72	5
Mujeres Hombres CCS-IS	29	2
Norwalk La Mirada/Visions CDS	20	2
Norwalk-La Mirada CDS-CLASS	13	0
Santa Clarita CDS	16	0
Second Chance CCS-IS	19	2
Valley CCS-IS	120	2
Westside CDS	23	0
Total	962	45

15

7th%

4.8%

JCS

SITE	Total # of Students	# of SE Students
Afflerbaugh-Paige Camp School	95	13
Central Juvenile Hall School	412	109
CHL- SHU	7	1
Gonzales Camp School	85	14
Challenger Jarvis Camp School	88	37
Dorothy Kirby Camp School	72	34
Kilpatrick Camp School	100	26
LP- ISS	2	0
Los Padrinos Juvenile Hall School	430	63
Mendenhall Camp School	88	4
Munz Camp School	76	4
Miller Camp School	91	21
Challenger McNair Camp School	86	26
Barry J Nidorf Juvenile Hall School	280	64
Challenger Onizuka Camp School	75	30
Phoenix Academy	98	16
Pacific Lodge	50	19
Rockey Camp School	57	16
Challenger Resnik Camp School	70	21

26.5% JH.

12% *

47.2% *

26%

14.7% JH.

30%

22.9% JH.

40% *

38%

28%

632

11720

PAU Sites and Caseload Information

Scott Camp School	48	6	
Scudder Camp School	42	16	38%
Challenger Smith Camp School	63	24	38%
Challenger Scobee Camp School	57	23	40%
Total	2472	587	23.7%

Juvenile Halls 1122 236 21%

Camps & Ranches 1350 351 26%

Independent Study / Special Education students?

587
 2472

 23.7%

mal

Pupil count served

LACOE SELPA
1997-2009

ZM

Estimated student population at LACOE SELPA in 1997-1998

<u>Spl Ed</u>	<u>Units</u>	<u>stu/class</u>	<u>Total</u>
SDC	5.00	10.00	50.00
DIS	22.13	23.00	508.99
RSP	22.25	24.00	534.00
Total	<u>49.38</u>	<u>57.00</u>	<u>1,092.99</u>

* Source for
Center Column
Figure #1

Note: As per the unduplicated count report, the;
 number of students served by LACOE SELPA in 2002-03 MOE was 1015.
 number of students served by LACOE SELPA in 2003-04 MOE was 903.
 number of students served by LACOE SELPA in 2004-05 MOE was 882.
 number of students served by LACOE SELPA in 2005-06 MOE was 740.
 number of students served by LACOE SELPA in 2006-07 MOE was 1071.
 number of students served by LACOE SELPA in 2007-08 MOE was 1094.
 number of students served by LACOE SELPA in 2008-09 MOE was 1227.
 number of students served by LACOE SELPA in 2009-10 MOE was 994.
 expected number of students being served by LACOE SELPA in 2010-11 MOE is 614.

Source for
Figure #3

File: LACOE.SLEPA
 Prep. dt: June, 2005
 revised: sep. 18, 2009

1-858-265-1114
1

4/15/2011/2:27 PM

112

BUDGET OVERVIEW - All Parts

Mr. Gerry Riley
Assistant Superintende...
Educational Programs
Education Center—Room 113



Los Angeles County
Office of Education
Leading Educators • Supporting Students • Serving Communities

Leading Educators • Supporting Students • Serving Communities

Division of Accounting and Budget Development

**2010 -11 FINAL BUDGET
ALL PARTS**

Jon R. Gundry
Interim Superintendent

Submitted by:
Patricia Smith
Administrator-in-Charge

Prepared by:
Division of Accounting and Budget Development

**LOS ANGELES COUNTY OFFICE OF
EDUCATION**

Source for Figure 3

M4a

LOS ANGELES COUNTY OFFICE OF EDUCATION
FINAL BUDGET 2010-2011

PUPIL EDUCATION SECTION IC ART C
LACOE SELPA
STAFFING

LACOE SELPA *

The LACOE SELPA serves students with disabilities who are in juvenile halls, juvenile detention camps, residential community education centers, Community Day Schools, Independent Study Strategies, California School Age Families Education (CAL-SAFE) programs, specialized high schools, and Soledad Enrichment Action (SEA) Charter School.

A range of services are provided, including: resource specialist assistance, special day classes, psychological counseling, speech and language therapy, adaptive physical education, visually impaired services, orientation and mobility, translators/interpreters for the deaf, and any other service the student may need.

Students are assessed for special education and receive services in accordance with their Individual Education Plans (IEPs).

BUDGETED POSITIONS	2010-11	2009-10	2008-09
Certificated			
Assistant Principal	5.00	5.00	4.00
Consultant	0.20	0.20	0.20
Coordinator	4.20	4.20	4.00
Psychologist	42.00	39.00	40.00
Regional Director / SELPA Director	0.50	0.50	0.50
Senior Program Specialist	2.00	3.00	3.00
Teacher	68.00	78.40	85.00
Subtotal	121.90	130.30	136.70
Classified			
Clerical	11.00	16.75	16.75
Division Secretary / Secretary	0.20	1.20	1.20
Instructional Assistant	48.25	54.75	56.25
Subtotal	59.45	72.70	74.20
Total	181.35	203.00	210.90

50% drop in students 614 30% ↓ 914 1227 ADA

34% decrease
83% decrease
14% decrease

14% decrease

* Includes Resource 33101, IDEA - Local Assistance - Part B and is not included in Part C's summary pages

6.7% decrease in total budget expenditures

246

Calculation Worksheet

Projected ADA for Los Angeles County Office of Education Programs

Scope of Study – Item 1 Finding 3

Population to Enrollment Rate = 93.83% (6.17% not enrolled in school)
(based on survey results provided by controller's office) TAB A

Enrollment to Attendance Rate = 86.84%
(based on average attendance rate for past three full years) TAB B

Methodology for Calculation

Pop. to Enr. Rate x Enr. to Att. Rate = Pop. to Att. Rate

$93.83\% \times 86.84\% = 81.48\%$

Scope of Study 1 - Finding 7

Calculation Worksheet

Attendance Rate Difference

LACOE Juvenile Court School Attendance Rate = 81.48%

Four Comparison County Attendance Rate = 95.86%

Projected LACOE Juvenile Court School ADA = 3,076.03

(2010-11 P2/2009-10 P2) x 2009-10 Annual = Proj. 2010-11 Annual

2010-11 LACOE Juvenile Court School Funded Revenue Limit = \$8,532.42

95.86% equals 117.65% of 81.48%

Increase in potential attendance revenue = 17.65%

17.65% of 3,076.03 = 542.87 additional ADA

542.87 x \$8,532.42 = **\$4,632,022**

(2010-11 P2/2009-10 P2) x 2009-10 Annual = Projected 2010-11 Annual

(3,115.63/3,618.23) x 3,572.24 = 3,076.03

N-2

Calculation Worksheet

Projected ADA for Los Angeles County Office of Education Programs

Scope of Study – Item 2(a) Finding 1

	Court	Community Day	Community	Total
2009-10 P-2 ADA	3,618.23	1,105.41	712.98	
2009-10 Annual ADA	3,572.24	1,096.51	709.88	
2010-11 P-2 ADA	3,115.63	932.39	275.85	
2010-11 Annual ADA	3,076.03	924.88	274.65	4,275.56

Methodology for Calculation

(10-11 P-2 ADA/09-10 P-2 ADA) x 09-10 Annual ADA = 10-11 Annual Proj. ADA

Juvenile Court School
 $(3,115.63/3,618.23) \times 3,572.24 = 3,076.03$

Community Day School
 $(932.39/1,105.41) \times 1,096.51 = 924.88$

County Community School
 $(275.85/712.98) \times 709.88 = 274.65$

Total Program
 Juvenile Court ADA + Community Day ADA + County Community ADA = Total ADA

$3076.03 + 924.88 + 274.65 = 4,275.56$

NB

Calculation Worksheet

Projected ADA for Los Angeles County Office of Education Programs

Scope of Study – Item 2a Finding 2a

High Enrollment Month for 2010-11 = 2,842
(based on Enrollment Analysis provided by controller's office)

Average Enrollment Month for 2010-11 = 2,505
(based on Enrollment Analysis provided by controller's office)

Population to Attendance Rate = 81.48%

Maximum Class Size in Juvenile Court Schools = 17
(Based on Article 7, Section G of Certificated Contract)

Methodology for Calculation

Average Enrollment Month/High Enrollment Month = High/Average Enrollment Rate

$$2,505/2,842 = 88.1\%$$

Max. Class Size x Pop. to Att. Rate = Anticipated ADA (w/o facility factor)

$$17 \times 81.48\% = 13.9$$

Ant. ADA w/o Facility Factor x Facility Population Fluctuation Factor = Real Ant. ADA

$$13.9 \times 88.1\% = 12.25$$

Calculation Worksheet

Site Administrator to Pupil (ADA) Ratio

Los Angeles County Office of Education

3,076 ADA *(2010-11 projection)*

25.0 FTE Site-Level Administrators

123 ADA to Administrator Ratio

(3,076/25 = 123)

Comparison County Offices of Education

(Kern, San Bernardino, San Diego and San Luis Obispo)

2,538 ADA *(2010-11 projection)*

(612, 412, 1,470, 44)

7.15 FTE Site-Level Administrators

(2.0, 1.5, 3.45, 0.2)

355 ADA to Administrator Ratio

(3,076/25 = 123)

Calculation Worksheet

Projected ADA for Los Angeles County Office of Education Programs

Scope of Study – Item 2(a) Finding 3b

<i>2010-11 Annual Juvenile Court School ADA (Projected)</i>	<i>3,076.03</i>
<i>Pupil to Teacher Ratio for Los Angeles COE (JCS)</i>	<i>11.5 to 1</i>
<i>Pupil to Teacher Ratio for Class II Counties (JCS)</i>	<i>12.7 to 1</i>

Methodology for Calculation

ADA/Pupil to Teacher Ratio = Number of Teachers Required

$$3,076/11.5 = 268 \text{ (267.48) } \textit{LACOE current ratio}$$

$$3,076/12.7 = 243 \text{ (242.20) } \textit{Class II average ratio}$$

Teachers (11.5 ratio)/Teachers (12.7 ratio) = Potential Reduction

$$268.48 - 242.20 = 26.28$$

**WEEKLY STUDENT LOAD REPORT
THURSDAY, MAY 26, 2011**

COMMUNITY SCHOOLS						COURT SCHOOLS			
Last Year	ASL - 25.9	ASL - 25.6	Last Week	Last Year	ASL - 20.3	ASL - 19.9	Last Week	Last Year	
	DIVISOR - 106.3	DIVISOR - 101.2			DIVISOR - 24.0	DIVISOR - 24.0			
(225)	Auburn -	211	(+3)	(-35)	(046)	Bridges Academy -	43	(-1)	(+4)
(115)	Blanton Academy-	103	(+5)	(-12)	(200)	Central School -	187	(+4)	(+4)
(170)	Blanton Elementary	123	(+2)	(-14)	(125)	Erwin Owen High -	119	(-6)	(-6)
(363)	CLC Tech -	296	(-5)	(-42)	(046)	Jamison School -	16	(-2)	(-6)
(933)	CLC 34th -	953	(+30)	(-121)	(080)	Redwood -	80	Even	Even
(122)	East Kern -	114	(-1)	(+10)	(046)	Star Academy -	33	Even	(-4)
(52)	Lake Isabella -	57	(-7)	(+12)	Last Week/Year (-1.6%) (-5) (-8)				
(342)	North Kern -	295	(-1)	(+28)	(543)	GRAND TOTAL COURT -	478		
(23)	Ridgecrest -	15	Even	(+4)	(09-10)	GRAND TOTAL COURT -	486		
(368)	Sillect -	327	(-3)	(-5)	CHANGE -	-1.6%			
(77)	West Kern -	92	(+3)	(+12)	(08-09)	GRAND TOTAL COURT -	496		
Last Week/Year (-7.0%) (+26)				(-163)	CHANGE -	-3.6%			
(2790)	GRAND TOTAL COMMUNITY -	2,586			TOTAL SPECIAL ED. STUDENTS -	(ASL - 27.7) (DIVISOR - 15.0)			
(09-10)	GRAND TOTAL COMMUNITY -	2,749			(202)	COMMUNITY SCHOOLS -	295		
CHANGE -	-5.9%				(122)	COURT SCHOOLS -	76		
(08-09)	GRAND TOTAL COMMUNITY -	2,641			(068)	VALLEY OAKS -	44		
CHANGE -	-2.1%				(392)	GRAND TOTAL -	415		
					COMMUNITY % OF ENROLLED	11.4%			
					COURT % OF ENROLLED	15.9%			

(3333)	GRAND TOTAL ALTERNATIVE ED. PROGRAMS -	3,064
(09-10)	GRAND TOTAL ALTERNATIVE ED. PROGRAMS -	3,235
CHANGE -	-5.3%	
TOTAL SPECIAL EDUCATION STUDENTS -	371	
PERCENTAGE OF TOTAL ENROLLMENT -	12.1%	

STUDENT ENROLLMENT

DATE: 5-25-11

JUVENILE HALL				ERWIN OWEN			
ARAMBULA	17	JH-IS	1	EDMONSON, AM	20		
BAXTER	17	JH-IS	0	EDMONSON, PM	15		
CHURCH	20	JH-IS	1	SCHERMERHORN AM	19		
CRABTREE	20	JH-IS	0	SCHERMERHORN PM	15		
HERRERA	15	JH-IS	1	WICHERS AM	20		
KING (WILLIAMS)	20	JH-IS	0	WICHERS PM	16		
KOVACH	18	JH-IS	2	WRIGHT	14		
MCGILL	16	JH-IS	1				
OST	15	JH-IS	3	SUB-TOTAL	119		
SKAU	19	JH-IS	1				
				STAR ACADEMY			
				SCOLES	13	JH-IS	0
				URZUA (Duncan)	20	JH-IS	0
SUB-TOTAL	187			SUB-TOTAL	33		
REDWOOD				JAMISON CENTER			
BOYD	20	XR-IS	1	GOMEZ	7		
DURHAM	20			MARTZ	9		
FOXX	18	XR-IS	1	SUB-TOTAL	16		
WILLIAMS	20	XR-IS	0				
				BRIDGES ACADEMY			
SUB-TOTAL	80			DUQUETTE (HALL)	21	IS	0
				MEANS	19	IS	3
				SUB-TOTAL	43		

TOTAL: 478

AVERAGE STUDENT LOAD 17.7

2009-10 Audit

Los Angeles County Office of Education Schedule of State Findings and Questioned Costs Fiscal Year Ended June 30, 2010

The following findings represent instances of noncompliance and/or questioned costs relating to State program laws and regulations.

STATE COMPLIANCE

2010-1 *Special Education Attendance*

Finding Type 10000 & 40000

Criteria or Specific Requirement

AICPA Audit and Accounting Manual, Section 500, Deficiencies in the Operation of Controls -Considering whether deviations in the operations of controls have been caused by an underlying control deficiency. Management is responsible for maintaining a system of internal controls designed to prevent and detect material misstatement or fraud. In addition, management is responsible for designing a system to monitor whether or not the internal control systems designed by the County Office of Education are being adhered to.

Average daily attendance is the basis for determining apportionment and lottery income. Therefore, it is imperative that the daily attendance reports be accurate to ensure that daily attendance records are complete and accurately reported.

Condition

During our review of attendance procedures for the Larson East PAU Special Education division, the following issues were noted:

- There were multiple instances in which no supporting documentation was available to substantiate the ADA claimed. Either the daily attendance logs were not available for review or the daily attendance log noted the student as being absent while the monthly attendance report noted the student as present. It was determined that the cause of this is that the procedures for recording attendance for the various sites under the PAU vary greatly from site to site. However, since additional documentation was obtained by the County Office, it was determined that attendance was accurately reported.
- The monthly attendance reports for one site (SELACO High school) are prepared and certified by a teacher who is not in direct contact with the students. Attendance for multiple classes is certified by one teacher who may or may not have been in the classroom while attendance was taken.
- We were not presented with procedures at the time of the audit or apprised of any existing procedures concerning attendance reporting. This may have been due to the fact that the person interviewed was not directly involved with attendance accounting and recording to ensure that the information reported to the County Office is accurate. The monthly attendance reports do not seem to be reviewed nor do they seem to be compared to instructor prepared source documents.

Effect

No discrepancies were noted due to the lack of internal control procedures over the review process over the compilation of monthly attendance reports. However every effort should be made to ensure that daily attendance records are complete and accurate by strengthening the review process over the compilation of monthly attendance

reports.

Cause

Without adequate controls and effective review process attendance reports will not accurately reflect student attendance days.

Average Daily Attendance inappropriately reported

No discrepancies were noted due to the lack of internal control procedures over the review process over the compilation of monthly attendance reports.

Recommendation

We recommend that the County Office of Education strengthen the review process over the compilation of monthly attendance reports and conduct additional training over attendance reporting. Even though the County Office of Education has submitted revised annual attendance report to reflect the noted discrepancies, adequate controls should be implemented to detect discrepancies before information is reported to the California Department of Education.

Management's Response and Planned Corrective Actions

Observations received from the audit team were shared by CO/COE with the Director of Special Education and relevant PAU administrators. Special Education Division took appropriate steps to streamline the existing procedures for an effective internal control. Amendments to the existing control procedures were reviewed by VTD and determined to be adequate to exercise recommended internal controls over the process of attendance reporting.

2010-2 Alternative Education programs**Finding Type 10000 & 40000****Criteria or Specific Requirement**

California Education Code, Section 46300, states that, "In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law."

Condition

In the testing performed for independent study we found exceptions with attendance days claimed. We selected and tested a sample of the sites of the population of Principal Administrative Units (PAU). From the sites selected we picked a test month and sampled from the classes of the test month. In testing the classes/teachers we found multiple discrepancies of the attendance days reported for ADA. Each individual exception found in the Division of Alternative Education for Independent study is summarized as follows:

a) Tri-Community PAU, Downtown Long Beach Independent Study:

- 1) It was noted that five (5) pupils' written independent study master agreements and weekly contracts were not completed for every term during the fiscal year. Contracts were not on file or could not be located to indicate whether they were signed by a certificated teacher to validate that the teacher coordinated, evaluated, and provided general supervision of pupil's independent study courses.
- 2) The pupil attendance from the attendance records to the teacher's register could not be traced to pupil's work completed, and the corresponding work assignment record. No work assignment records could be located to verify that an evaluation of student work samples, bearing signed or initialed and dated notations by the supervising

teacher indicating that he or she personally evaluated the work, or that he or she personally reviewed the evaluations made by another certificated teacher.

3) No pupil work product samples could be reviewed to determine whether the work was related to the assignment that was undertaken and reflected the curriculum adopted by the local governing board and not an alternative curriculum.

It was noted during our observations that several changes had taken place over the course of the past year concerning the principal administrative unit to which this site reported. Downtown Long Beach Independent Study site was closed June 30, 2010 and LACOE management took appropriate personnel actions to avoid this recurrence in the future.

Effect

Excess days of apportioned attendance resulted in an overstatement of ADA reported in the annual attendance report. Average daily attendance is the basis for determining apportionment and lottery income. Therefore, every effort should be used to ensure that daily attendance records are complete and accurate.

Cause

Without adequate controls and an effective review process of written independent study master agreements and student's work assignment records, attendance reports will not accurately reflect student attendance days claimed.

Average Daily Attendance inappropriately reported

Division of Alternative Education, Independent Study:

364 days of attendance overstated, net

2.70 of average daily attendance (ADA) overstated at P-2 and

2.98 of average daily attendance (ADA) overstated at Annual

Recommendation

We recommend that the County Office of Education strengthen the review process over the compilation of monthly attendance reports and additional training over attendance reporting. Even though the County Office of Education has submitted revised annual attendance report to reflect the noted discrepancies, we recommend the County Office of Education to review attendance for the entire Downtown Long Beach Independent Study to determine if ADA has been accurately reported, and if needed revise their attendance reports to reflect any other discrepancies. Additionally, adequate controls should be implemented to detect discrepancies before information is reported to the California Department of Education.

Management's Response and Planned Corrective Actions

LACOE will strengthen internal controls for continued independent study sites by requiring completed independent study teacher record forms for each attendance period to be attached to the monthly report for review by the principal prior to signing.

LACOE will conduct semi-annual reviews of each independent study teacher's records to ensure compliance with state laws.

2010-3 Pupil Attendance Reports – All Sites

Finding Type 30000

Criteria or Specific Requirement

The California Department of Education requires that the Office of Education maintain a reconciliation of the Second Principal and Annual reports of attendance submitted to the California Department of Education. This information is then used to verify the Office of Education's Average Daily Attendance calculations for each reporting line item, including the information lines items. Average daily attendance is the basis of

determining apportionment therefore; every effort should be made to ensure that daily attendance records are complete and accurate.

Condition

During our testing of the daily attendance records and selected school sites, we designed procedures to determine whether the P2 reports of attendance submitted to the California Department of Education reconciled to the supporting documents by verifying the Office of Education's Average Daily Attendance calculations for each reporting line items. We noted the following:

- Numerous corrections and revisions of monthly attendance reports are submitted by the education programs school sites to the CO/COE, which affect the County Office of Education's ability to accurately report attendance to the California Department of Education.
- P2 and Annual attendance corrections are not made within a timely manner due to the number of monthly attendance revisions the Controller's Office had received to provide auditors adequate time to audit the changes and corrections.

Effect

Since the Office of Education amended the P2 and Annual Attendance reports to reflect amended data, no discrepancies of ADA noted were required to be reported.

Cause

Without adequate controls and effective review process of attendance reports, actual attendance and ADA will not reflect student attendance days claimed, and will continue to require amended P-2 and annual reports.

Average Daily Attendance inappropriately reported

Since the Office of Education amended the P2 and Annual Attendance reports to reflect amended data, no discrepancies of ADA noted were required to be reported.

Recommendation

We recommend that the County Office of Education strengthen policies and procedures over monthly attendance reporting at the site level and provide additional training over attendance and attendance reporting to ensure all records are accurate and completed. Additionally, controls and procedures should be strengthened over the review of attendance records before any records are sent by the sites to the Office of Education to eliminate the number of corrections and revisions that are needed to accurately report attendance to the California Department of Education.

Management's Response and Planned Corrective Actions

In addition to providing monthly summaries of attendance, enrollment, and ADA information, CO/COE will create and send to division directors a monthly report indicating the number of late reports and the number of amendment reports received from their respective sites.

2008-09 Audit**STATE COMPLIANCE*****2009-5 Juvenile Court Schools (JCS) program attendance system – All Sites tested
Finding Type 10000 & 40000*****Criteria or Specific Requirement**

Governmental Auditing Standards included in Chapter 7 subsection 13 includes description of internal controls and indicates that controls over safeguarding of resources include policies and procedures that officials of the entity have implemented to reasonably prevent or promptly detect unauthorized disposition or use of resources.

Condition

We found that the StuData system data does not contain terminal controls that adequately safeguard data by preventing or detecting unauthorized modification of attendance data. The system gives any user the ability to modify attendance data reported by any of the sites linked to the system. However, we noted no discrepancies were noted due unauthorized modification of attendance data and the County Office of Education plans to implement new attendance

Cause

Without adequate controls and safeguards of data for preventing or detecting unauthorized modification of attendance data, reports will not accurately reflect student attendance days.

Effect

The lack of internal control procedures over the limitation of access leaves the attendance records susceptible to intentional and un-intentional error and misstatement.

Average Daily Attendance inappropriately reported

No discrepancies were noted due unauthorized modification of attendance data.

Recommendation

StuData system needs access restrictions developed that limit the user to the ability to modify only data within each individual's realm of responsibilities.

2009-6 Juvenile Court Schools (JCS) Program Attendance**Finding Type 10000 & 40000****Criteria or Specific Requirement**

AICPA Audit and Accounting Manual, Section 500, Deficiencies in the Operation of Controls -Considering whether deviations in the operations of controls have been caused by an underlying control deficiency. Management is responsible for maintaining a system of internal controls designed to prevent and detect material misstatement or fraud. In addition, management is responsible for designing a system to monitor whether or not the internal control systems designed by the County Office of Education are being adhered to. Average daily attendance is the basis for determining apportionment and lottery income. Therefore, it is imperative that the daily attendance reports be accurate to ensure that daily attendance records are complete and accurately reported.

Condition

We selected and tested a sample of classes/teachers at multiple JCS sites and found discrepancies between the source document used to record attendance, daily roster, and the source document used to report ADA, noted as the attendance register. The nature of the exceptions founds were similar exceptions each of the JCS sites was that students were marked absent on the teacher's daily roster and marked present on the site attendance register. We worked with the site personnel and attempted to determine the reasons for the exceptions and if possible, resolve the exceptions. Students within the corrections system are routinely moved to the probation/corrections department for correction department purposes, court purposes or some other reasons. The following is detail of the individual exceptions:

- a) At Challenger PAU, Smith Camp we found eight students were marked absent on the teacher's daily attendance roster and marked present on the site monthly attendance register and one student was marked present on the teacher's daily attendance records and marked absent on the site monthly attendance register. The discrepancy resulted in a net of seven days of over reported attendance.
- b) At Challenger PAU, McNair Camp one student was marked absent on the teacher's daily attendance records and marked present on the site monthly attendance register. The discrepancy resulted in one day of over reported

attendance.

c) At Tujunga PAU, Routh School we found three students attendance representing 57 days of apportionment that showed the students were present on the teacher daily attendance records but not reported on the monthly attendance register. The discrepancy resulted in 57 days of under reported attendance.

Effect

Excess days of apportioned attendance resulted in an understatement of ADA reported in the annual attendance report. Average daily attendance is the basis for determining apportionment and lottery income. Therefore, every effort should be used to ensure that daily attendance records are complete and accurate.

Cause

Without adequate controls and effective review process attendance reports will not accurately reflect student attendance days.

Average Daily Attendance inappropriately reported

Juvenile Court Schools

49 days of attendance understated , net

Recommendation

We recommend that the County Office of Education strengthen the review process over the compilation of monthly attendance reports and additional training over attendance reporting. Even though the County Office of Education has submitted revised annual attendance report to reflect the noted discrepancies, adequate controls should be implemented to detect discrepancies before information is reported to the California Department of Education.

2009-7 Special Education and Alternative Education programs

Finding Type 10000 & 40000

Criteria or Specific Requirement

California Education Code, Section 46300, in computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

Condition

In the testing performed found similar exceptions at different sites. We selected and tested a sample of the sites of the population of Principal Administrative Units (PAU). From the sites selected we picked a test month and sampled from the classes of the test month. In testing the classes/teachers we found multiple discrepancies between the source document used to record attendance, a teacher's daily record, and the source documents used to report ADA, the attendance summary submitted to the PAU. Each individual exception found is summarized as follows:

Division of Special Education

- a) At Bonita High School of Fairvalley PAU, the daily attendance records (class record book) for one student showed that the student was absent for a particular day; however the monthly attendance report provided to the auditor showed that the student was reported as present for that day. This error resulted in a total of one day of attendance over reported.
- b) At Palm Canyon Elementary School of El Camino PAU, we noted one student on the teacher's attendance record (class record book) was marked absent; however the monthly attendance report claimed the student for apportionment. This error resulted in a total of one day of attendance over reported.
- c) At Leuzinger High School of PRIDE PAU, we noted one student on the teacher's

attendance record (class record book) was marked absent; however the monthly attendance report claimed the student for apportionment. This error resulted in a total of one day of attendance over reported.

d) At Alan B. Shepard School of PRIDE PAU, we noted two students on the teacher's attendance record (class record book) were marked absent; however the monthly attendance report claimed the students for apportionment. This error resulted in a total of two days of attendance over reported.

Division of Alternative Education

a) Independent Study:

a. At Antelope Valley PAU, Valley Independent Study Strategies, it was noted that independent study master agreements and weekly contracts are not completed for every term. Rather, one agreement was on file for each student and did not specify the duration of the agreement nor the courses for which credit would be awarded. Contracts on file also were not signed by certificated teacher to validate teacher coordinated, evaluated, and provided general supervision of pupil's independent study courses.

b) Cal-SAFE:

a. At Palmdale High of Antelope Valley PAU, it was noted that thirteen (13) independent study Cal-SAFE students on the teacher's daily attendance record were marked absent; however the daily attendance report claimed the students for apportionment. This error resulted in a total of 26 days of attendance over reported.

Effect

Excess days of apportioned attendance resulted in an overstatement of ADA reported in the annual attendance report. Average daily attendance is the basis for determining apportionment and lottery income. Therefore, every effort should be used to ensure that daily attendance records are complete and accurate.

Cause

Without adequate controls and effective review process attendance reports will not accurately reflect student attendance days.

Average Daily Attendance inappropriately reported

Attendance reported to the State was overstated as noted below and in the accompanying schedule of Average Daily Attendance (ADA) Audit Findings Quantification.

Division of Special Education

5 days of attendance overstated, net

Division of Alternative Education

Independent Study

38 days of attendance overstated, net

Cal-SAFE

26 days of attendance overstated, net

Recommendation

We recommend that the County Office of Education strengthen the review process over the compilation of monthly attendance reports and additional training over attendance reporting. Even though the County Office of Education has submitted revised annual attendance report to reflect the noted discrepancies, adequate controls should be implemented to detect discrepancies before information is reported to the California Department of Education.

Prob. Dept
June - 2008

**MEMORANDUM OF UNDERSTANDING
BETWEEN
LOS ANGELES COUNTY OFFICE OF EDUCATION (LACOE) and
LOS ANGELES COUNTY PROBATION DEPARTMENT (Probation)
FOR
IMPLEMENTATION OF THE EDUCATION PROGRAM AT
LOS ANGELES COUNTY JUVENILE HALLS AND CAMPS**

This Memorandum of Understanding (MOU) between the Los Angeles County Probation Department and Los Angeles County Office of Education is for the purpose of documenting that the parties agree to work collaboratively to implement the education program at Los Angeles County juvenile halls and camps. The two agencies acknowledge that per Welfare & Institutions Code section 852, the juvenile halls and juvenile camps are under the management and control of the Chief Probation Officer, that the juvenile hall superintendents and juvenile camp directors have charge of their respective facilities pursuant to Welfare & Institutions Code section 853. They also acknowledge that per the Welfare and Institutions Code Section 889 and Education Code Section 48645.2 the County Superintendent and the County Board of Education are responsible for the administration and operation of public schools in any juvenile hall and camp regional youth educational facility.

This MOU is based on a shared vision of an educational system in the juvenile halls and camps that is based on youth and emerging adults receiving comprehensive assessments of their criminogenic, educational, health, and mental health needs and customized case plans, including individual learning plans (ILPs) or Individualized Education Programs (IEPs), for educational and treatment services that are customized to address the needs, strengths and responsivity issues of such youth and emerging adults.

This agreement takes effect upon signature of the parties. The parties will review this agreement annually commencing in July, 2009. It may be amended by the mutual written consent of both parties.

Both agencies acknowledge the importance of initial and refresher training of LACOE and Probation staff in the terms and provisions of this MOU.

A. Funding:

1. The California Department of Education (CDE) provides primary funding for the education program in juvenile halls and camps. Funds are generated through average daily attendance of students enrolled in the schools in the juvenile halls and camps.
2. Probation and LACOE will collaborate to seek adequate funding to cover the costs of implementing the educational program effectively and accountably. Our purpose will be to seek legislation that addresses major fiscal gaps in operating the educational program – with a focus on special education services – and recommendations for minimizing the resultant fiscal deficits.

Final: June 27, 2008

1

B. Definitions:

1. **Average daily attendance (ADA):** the total number of actual apportionment * student days of attendance divided by the number of school days taught or a fixed divisor; to calculate annual ADA for JCCS, all of the days of attendance earned by students from July 1 - June 30 is divided by a fixed divisor, 175; the result is the amount of ADA earned for JCCS annually.
2. **Career and technical education (CTE):** curricula that prepare students for careers in health care, construction, automotive engineering and mechanics, manufacturing, public safety and a host of other fields that require skilled workers, but not necessarily a college degree.
3. **Collective bargaining agreements (CBAs):** Meeting and negotiating by the exclusive representative and the public school employer in a good faith effort to reach agreement on matters within the scope of representation resulting in a written document incorporating any agreements reached. The agreement may be for a period of not to exceed three years.
4. **Collaboration:** a structured process whereby LACOE and Probation management and staff work together toward accomplishing common goals and outcomes by sharing knowledge, building common understanding, and developing consensus.
5. **Comprehensive assessment:** a thorough assessment of a youth's criminogenic, educational, health, and mental health needs and responsivity factors to determine the most appropriate Juvenile Court order (home on probation, suitable placement, or juvenile probation camp) and integrated case plan of services.
6. **Criminogenic needs:** (1) anti-social/pro-criminal attitudes, values, beliefs and cognitive-emotional states; (2) pro-criminal associates and isolation from anti-criminal others; (3) temperamental and personality factors conducive to criminal activity; (4) history of antisocial behavior, evident from a young age, in a variety of settings and/ or involving a number and variety of different acts; (5) family factors that include criminality/psychological problems; (6) low levels of personal educational, vocational or financial achievement; and (7) substance abuse.
7. **Emerging adults:** 18 to 25 year olds.
8. **English language learner (ELL):** students who have not developed the skills in reading, writing, listening, and speaking in English needed to participate in the regular school program. ELLs require English language development (ELD) and specially designed academic instruction in English (SDAIE). In addition, EL students whose parents have applied for and been granted a waiver require primary language instruction (L1). These three services (ELD, SDAIE, and L1) must be provided by teachers authorized for such instruction until these students are reclassified as English proficient.
9. **Graffiti abatement and removal:** a regular maintenance program that deals with ongoing daily or weekly inspection and maintenance of sites related to the presence of and removal of graffiti. Although the content of the graffiti may definitely constitute an emergency for removal, the process is usually set up as a routine maintenance program.

10. **Independent Learning Plan (ILP):** a plan that documents the critical data and course plan for each individual student. The form should capture the students' valuable information in an easy to read one-page format. The ILP is also critical for building student morale and goal setting.
11. **Individualized Education Program (IEP):** each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.
12. **Integrated case plan:** a single case plan that provides strategies, referrals, and priorities for addressing criminogenic, educational, health, and mental health needs and responsivity factors identified in a comprehensive assessment.
13. **Interest-based approach:** an approach to communication, negotiation, and problem solving is a non-adversarial means of achieving decisions. It includes principles and concepts that focus on issues not personalities, decision making based on objective reasoning rather than power or coercion, and accepting motives and interests as givens rather than evaluating those interests as right or wrong.
14. **Juvenile Court Health Services (JCHS):** a division of the Los Angeles County Department of Health Services that provides health services in the juvenile halls and camps.
15. **Los Angeles Risk and Resiliency Check-up (LARRC):** a validated tool used to assess juvenile risks and protective factors in 6 domains: delinquency, education, family, peers, substance use, and individual temperament.
16. **Memorandum of understanding (MOU):** this agreement between the Los Angeles County Office of Education and the Los Angeles County probation Department that governs the provision of educational services in the County's 3 juvenile halls, 18 juvenile camps, and the Dorothy Kirby Center.
17. **Multidisciplinary team (MDT):** a team of professionals including, but not limited to probation officers; LACOE teachers, school psychologists and/or principals;
18. **Specific learning disability (SLD):** a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Section 602(30) of IDEA 2004.
19. **Special education:** specially designed instruction to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other-settings As well as instruction in physical education. Section 602(29) of IDEA 2004.

20. **Special needs:** guidelines for classifying a child as special needs vary by State; common special needs conditions and diagnoses include serious medical conditions, emotional and behavioral disorders, history of abuse or neglect, medical or genetic risk due to familial mental illness, or parental substance abuse.
21. **Transition plan:** an updated version of an integrated case plan that reflects (a) education and treatment received in juvenile camp, (b) ILP or IEP for educational services to be received after release from camp, and (c) additional treatment and services needed in the community and referrals to such services.
22. **Vocational education (VE):** curricula that prepare students for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

C. LACOE will:

1. Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession and, which includes lesson planning that reflects the California Content Standards.
2. Ensure that substitute teachers have appropriate materials and instructions to conduct class in the absence of the regularly assigned teacher.
3. Ensure that there is adequate staffing to meet the educational needs of students in attendance, including an adequate number of teachers and support staff in accordance with the collective bargaining agreements.
4. Provide state-of-the-art professional development to LACOE staff related to curriculum and instruction, including thematic, collaborative, project-based learning approaches and methods.
5. Provide instructional materials, computer software, and audio-visual equipment required for the instructional program. Ensure that the LACOE policies regarding instructional materials, including instructional films, are followed.
6. Identify youth with special needs, such as special education, 504 Plans, and English Language Development, and provide appropriate services to such youth.
7. Provide orientation and training to new LACOE employees at the juvenile halls and camps including, but not limited to, their educational, classroom management, and record keeping responsibilities
8. Ensure that for all youth referred out of the classroom, a written incident report is submitted to the Juvenile Hall Superintendent or Camp Director (or his/her designee) by the end of the school day.
9. Monitor and use appropriate measures in the classroom to prevent graffiti and promptly notify Probation staff when graffiti abatement and removal, or other cleaning and facility maintenance, is needed.
10. Continue quality assurance programs for LACOE and the Probation Department to assess the quality and effectiveness of services provided by educational staff.

D. PROBATION will:

1. Maintain safety and security at school sites, with reasonable advance notice to LACOE of any changes in safety and security; Probation staff will have a plan in place to monitor and address on-going graffiti problems and implement graffiti abatement processes.
2. Ensure that there is adequate staffing to meet the supervision and treatment needs of youth in camp, in accordance with standards established by the California Correctional Standards Authority (CSA), in general, and by the Department for high-risk, high-needs youth, in particular.
3. Provide appropriate classroom space with computer equipment and wireless Internet service to support delivery of educational services.
4. Ensure adequate cleaning, maintenance (including graffiti abatement and removal), and repairs of classrooms and other educational space, for delivery of educational services.
5. Provide LACOE with a list of students to attend school and ensure that all students are at school for 300 minutes of daily instruction, unless excused for reasons delineated in appendix "—" or its successor documents.
6. Facilitate the development and implementation of Individual Behavior Management Plans (IBMPs) for youth detained in juvenile halls.
7. If the information is available, notify LACOE of youth with identified special education and/or limited English needs.
8. Refer youth to the LACOE Student Planning Team, when appropriate.
9. Provide orientation and/or training, with LACOE, to school staff regarding Probation's roles and responsibilities in the juvenile halls and camps.
10. Develop and implement ongoing quality assurance programs for the Department to assess the quality and effectiveness of services provided by Probation staff and contractors.

E. LACOE and Probation will:

1. Collaborate to ensure the safety and security of youth, staff, and outside service providers in the halls and camps.
2. Provide 300 minutes of daily instruction for all youth enrolled in the juvenile halls and camps.
3. Collaborate to minimize youth transfers between facilities in order to facilitate maximizing of appropriate educational services for all youth.
4. Collaborate in encouraging and motivating parents and legal guardians to attend required IEP meetings and other mandated education-related meetings as well as initial and transition case planning meetings.
5. Collaborate to ensure that an integrated case plan is generated for all youth in the juvenile camps. The integrated case plan, resulting from a multidisciplinary assessment that addresses each youth's criminogenic, educational, health, and

mental health needs, will include an Individual Learning Plan (ILP) or Individualized Education Program (IEP) for each youth.

6. Collaborate in developing a comprehensive transition plan for youth returning from juvenile camps to the community; identify continuing criminogenic, educational, health, mental health, and other services that will be required in aftercare.
7. Ensure that Individual Educational Programs (IEP) are conducted or completed by federal and state timelines and that Individual Learning Plans (ILP) meet timelines established by LACOE-Probation agreement. In all cases, federal and State timelines will supersede those set locally.
8. Collaborate on a process in which LACOE assigns homework to students and Probation ensures that homework is completed in a timely manner. Develop and implement a site-specific plan regarding when and how youth complete homework assignments.
9. Collaborate on an electronic student data exchange system that can be used to share specified information between the two agencies and with other school districts, to the extent permissible by law.
10. Collaborate on training and implementation of the Behavioral Management Program.
11. Collaborate on ways to maximize student time in the instructional program (including reduction of out-of-class referrals and suspensions) through the use of interest-based approaches and other strategies.
12. Collaborate with other agencies in administrative reviews and/or investigations in which the agencies are interested parties.
13. Have on-site managers and staff participate in regularly scheduled, on-site meetings to (a) identify and implement ways to deliver the instructional program in a comprehensive, coordinated and collaborative manner and (b) make more effective use of the school day, as well as after school and weekend hours that are consistent with the respective Collective Bargaining Agreements.
14. Acknowledge that each party is bound by applicable laws, regulations, its agency's collective bargaining agreements, and other official documents duly adopted by the respective parties.
15. Develop and document a process to utilize a "report card" to measure and report progress in implementing the provisions of the MOU on a quarterly basis. Both agencies acknowledge that the sole purpose of such measurement and reporting is to identify areas of strength as well as areas in need of improvement by one or both agencies.

F. Dispute Resolution


1. If a dispute arises between Probation and LACOE under this MOU, LACOE's site administrator and Probation's Juvenile Hall Superintendent or Camp Director, as applicable, shall meet and confer within three (3) business days after a written request is produced by either party. Within five (5) business days of receipt of

the written request, the parties will resolve the dispute and document either the resolution or reasons that a resolution could not be reached.


2. If within five (5) business days following their initial conference, the above representatives cannot resolve the dispute, the matter will be submitted to the LACOE Division Director and the appropriate Probation Bureau Chief, who will promptly confer to resolve the dispute, or document the reason(s) that a resolution could not be reached in a timely manner.
3. If within five (5) business days following their initial conference, the above representatives cannot resolve the dispute, the Matter will be submitted to the LACOE Assistant Superintendent of Educational Programs and the Deputy Director of Juvenile Institutions, who will promptly confer to resolve the dispute, or document the reason(s) that a resolution could not be reached in a timely manner.
4. The timelines above may be extended by mutual agreement of the parties. However, the total elapsed time of the first four steps shall not exceed 20 business days.
5. If the dispute cannot be resolved at this level within five (5) business days, it will be forwarded to the Superintendent of Schools and the Chief Probation Officer for resolution.
6. Both parties may mutually agree to skip a step(s) in the dispute resolution process if they agree that the dispute must be resolved at a higher level of management.

G. AGREEMENT

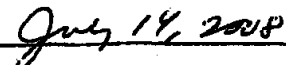
IN WITNESS WHEREOF, the parties hereto have caused their duly authorized representatives to execute this Memorandum of Understanding the day, month, and year below written.



 Darline P. Robles, Ph.D.
 Superintendent
 Los Angeles County Office of Education



 Robert B. Taylor
 Chief Probation Officer
 Los Angeles County Probation
 Department



 DATE

7-14-08

 DATE

Final: June 27, 2008

7

MEMORANDUM OF UNDERSTANDING
Regarding the School Attendance of Pupils
Incarcerated in the Los Angeles County Juvenile Halls

THIS MEMORANDUM OF UNDERSTANDING (MOU) is made by and between the Los Angeles County Probation Department, hereinafter Probation; and the Los Angeles County Office of Education, hereinafter LACOE, for the purpose of clarifying essential roles and current practices of the parties with respect to the school attendance of youth who are incarcerated in the three Los Angeles County Juvenile Halls (Los Padrinos Juvenile Hall, Central Juvenile Hall, and Barry J. Nidorf Juvenile Hall).

RECITALS

WHEREAS, LACOE operates schools for juveniles incarcerated in the three Los Angeles County Juvenile Halls and Camps under the authority of Education Code Section 48645.2 and in accordance with Education Code Section 48645.3 ("juvenile court schools shall be conducted in a manner as shall be prescribed by [LACOE]"); and

WHEREAS, Probation is required pursuant to Welfare and Institutions Code Sections 851 and 852 to "manage and control" the juvenile halls and to implement "a safe and supportive homelike environment" and because pursuant to Welfare and Institutions Code Section 202(a) a minor removed from his or her own family is to receive "custody, care, and discipline as nearly as possible equivalent to that which would have been given by his or her parents"; and

WHEREAS, Education Code Section 48200 establishes that "the person having control or charge of the pupil [in this case Probation] shall send the pupil" to school and all youths between the ages of 6 and 18 years are to attend school for the full time of the school day as set by the school authorities (in this case, LACOE); and

WHEREAS, Education Code Section 48205 provides the situations in which a pupil may be excused from mandatory school attendance (e.g., illness, medical/dental/optometrical appointments, "justifiable personal reasons, including...an appearance in court"); and

WHEREAS, Education Code Section 48260 sets forth that pupils who are "absent from school without valid excuse" for a particular period will be characterized as "truant"; and

WHEREAS, Education Code Section 48900 et seq. requires that no pupil be suspended from school except for a finding by school officials that the pupil committed certain acts and that suspension of a pupil from school must follow an orderly process and be of strictly limited duration; and

WHEREAS, Probation, when disciplining youth confined to the juvenile hall, is restricted by Welfare and Institutions Code Section 210 and 15 California Code of Regulations Section 1390(j) from including as part of that discipline deprivation of education;

NOW, THEREFORE, based on such recitals, and other mutual considerations, the parties agree as follows:

Section I – School Attendance for Minors Assigned to Regular Living Units

1. Attendance for each juvenile hall resident assigned to the non-specialized living units in the Juvenile Court School each school day for the full day is a shared goal of Probation and LACOE and is a priority for both agencies. The failure of any resident to attend the Juvenile Court School class each day for the full day while he or she resides in the Juvenile Hall shall be an exceptional occurrence supported in each individual case by appropriate documentation.
2. Probation is responsible for transporting all residents of the juvenile hall from one area of the hall to another. Therefore, Probation agrees that each school day its Probation staff will: (A) bring each hall resident from the resident's regular, non-specialized living unit to the approved Juvenile Court School classroom for the full school day, or (B) The Probation School Liaison shall provide LACOE verified attendance-related reasons (medical list, court list, unit population sheet) for each juvenile who did not attend the Juvenile Court School that day, and LACOE will review these forms and confirm that attendance records are correct. If records are not correct discussion will take place and absence records will be reconciled.
3. The parties agree that for hall residents not confined to specialized units (discussed below in Section II) and not released or pending transfer from the juvenile hall, there are three approved reasons for absence: illness, medical/mental health/dental appointments, or court-related appointments or appearances.
4. LACOE is responsible for providing a credentialed teacher for all classrooms in the Juvenile Court School.

Section II – School Attendance for Minors Assigned to Specialized Living Units

For residents that must remain confined to a specialized living unit and where educational services are not regularly provided (in this context, a specialized unit may include the Special Handling, Medical, CARE, Enhanced Supervision, Adult-Charged Unit), and that will not be brought to the Juvenile Court School as they are required at all times physically to remain confined in the specialized living unit, the following rules shall apply:

1. On the first day the resident will remain confined to the unit during the school day, the Probation School Liaison shall provide written verification of the reason that the pupil is unable to attend the Juvenile Court School. This document will be delivered to the Juvenile Court School office and will be entered into the pupil's education record.

Completion of the Daily Attendance form (Attachment 1).

2. Confinement to a living unit will only occur where confinement is absolutely necessary for safety purposes and only for the shortest period possible, given safety considerations. Probation and LACOE shall bring each such confinement to the IBMP interdisciplinary team meetings for review.
3. The purpose of the IBMP Committee's review is to ensure that the resident is receiving appropriate supports needed to minimize the confinement period and permit the resident to resume attendance at the Juvenile Court School as soon as possible. Review by the IBMP interdisciplinary team at each hall shall serve the function of a school attendance review board, and recommendations by that team as regards to the minor's educational program shall be included in the pupil's education record.

Section III – Weekly Meetings to Discuss Education-Related Issues

LACOE and Probation administrators from each facility will meet weekly to address issues relating to the education of minors and school attendance which may include, but will not be limited to, space needs, operational issues, and/or behavior management. Written minutes of these administrative meetings will be maintained and copies provided to the participants.

Section IV – Barry J. Nidorf Facilities

The parties further agree that Probation will provide additional classroom space as needed to properly educate minors housed in the high security compound (Units W, X, Y, and Z) at the Barry J. Nidorf Hall. To address this issue, three modular classrooms have been purchased and are currently being constructed within the high security compound. Ten additional classrooms have been identified in the northeast corridor of the main school area, which is currently outside of the high security compound. Funding has been allocated to erect security fencing from the high security compound into the main school's northeast corridor and to erect security screening within the main school areas itself to further strengthen security. The modular units should be operational by March 1, 2007, and the fencing to the main school completed in April, 2007.

Daily Attendance

Name: _____ Date of Birth: _____

Unit: _____ Group: _____

Reason for Absence on: _____
[date]

- Illness
- Medical Appointment
- Court-Related Issue

In specialized unit due to:

Safety:

- Danger to self or others
- Unit on lock down

Medical Condition:

- DMH Level 3 Designation
- Long-term illness, quarantine for medical condition [out of school longer than ten days]

Probation Representative Signature

Dated: _____

Distribution:

Original- School
Copy- Probation

Attachment I

COUNTY OF LOS ANGELES

PROBATION DEPARTMENT

JUVENILE CONDITIONS OF PROBATION

(Check Conditions Being Recommended)

- Obey all laws. Obey all orders of the Probation Officer and of any court.
- Obey all instructions and orders of Parents/Guardians Teacher(s) School Officials Other _____.
- Report to the Probation Officer as directed.
- Notify the Probation Officer before changing address, school, school schedule or place of employment.
- Seek and maintain training or employment as directed by the Probation Officer.
- Do not engage in _____.
- Do not leave camp or suitable placement without permission.
- Perform _____ hours of work under the supervision of the Probation Officer.
- Attend a school program approved by the Probation Officer. Maintain satisfactory grades and attendance, and citizenship. Promptly notify Probation Officer of every absence.
- Do not be within one block of any school ground unless enrolled, attending classes, on approved school business, or with school official, parent or guardian.
- Do not be out of residence between _____ and _____ except with parental consent.
- Do not stay away from residence for more than 24 hours, nor leave Los Angeles County except at times and places specifically permitted in advance by the Probation Officer.
- Do not associate with co-minors anyone disapproved of by Parent Probation Officer Other _____.
- a. Do not participate in any type of gang activity.
- Do not have any dangerous or deadly weapon in your possession, nor remain in the presence of any unlawfully armed person.
- Do not contact or cause any contact with, nor associate with the victim(s) or witness(es) of any offense alleged against you.
- Do not associate with children under _____ years except in presence of a responsible adult.
- Do not drink any alcoholic beverages.
- Cooperate in a plan to control abuse of alcohol, controlled substances or poisons.
- Do not use or possess narcotics, controlled substances, poisons, or related paraphernalia; stay away from places where users congregate.
- a. Do not own, use or possess an electronic paging device.
- Do not associate with persons known to be users or sellers of narcotics/controlled substances, except with the prior written permission of the Probation Officer.
- Submit to urinalysis and skin checks as directed by the Probation Officer to detect the use of narcotics/controlled substances.
- Submit to testing of blood, breath or urine to detect the use of alcohol, narcotics/controlled substances or poisons whenever requested by any peace officer.
- Submit person, residence or property under your control to search and seizure at any time of the day or night by any law enforcement officer with or without a warrant. [§ 790.4 WIC]
- Cooperate in a plan for psychiatric/psychological testing or treatment.
- Pay \$ _____ fine to the general fund of the county through the Probation Officer in such manner as the Probation Officer shall order; plus penalty assessment and surcharge (1464 Penal Code and 76000 Government Code).
- Make reparation on all related losses as determined by the Probation Officer, including a service charge as authorized by 276(c) WIC.
- a. Make restitution to the Restitution Fund in the amount of \$ _____ (no VICTIM LOSS).
- Do not drive a motor vehicle unless licensed and properly insured as required by law.
- Do not drive any motor vehicle.
- Do not drive a motor vehicle except to and from school work.
- Surrender operator's license to the court clerk, who shall comply with Section 13352 V.C.
- Do not use any name other than _____; do not possess or display any identification in any other name.
- Do not have blank checks in possession; do not write any portion of any check; do not have bank account upon which you may draw checks; do not use or possess any credit card.
- Participate in a program of counseling with or without Parent/Guardian.
- Minor's parents are ordered, pursuant to 727 WIC, to complete ten class sessions of a Parent education program on or before _____ and file proof of completion with Probation.
- Spend not less than _____ days nor more than _____ days in Juvenile Hall.
- Participate in the Juvenile Alternative Work Services Program for a period of _____ days.
- Other _____.
- Participate in after school and weekend tutorial, vocational and recreational activities as directed by Probation Officer.
- Participate in the High School Graduate/GED/WIN program and make continuing progress towards completion of high school.
- Conditions of Probation as ordered on _____ remain in full force and effect except where modified herein.
- Register with the local law enforcement agency in the county in which you reside, within 10 days. [§186.32]
- Do not possess any lighters, matches, or other incendiary devices. Do not possess any spray cans, markers or other marking devices.
- Report to Juvenile Hall for Medical exam DNA testing on _____. Central (East Los Angeles) Nidorf (San Fernando)
- Los Padrinos (Downey)

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LOS ANGELES COUNTY OFFICE OF EDUCATION

CONTRACT
FOR
PERFORMANCE AUDIT SERVICES
SUPERINTENDENT'S OFFICE

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public educational agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE," and

FISCAL CRISIS MANAGEMENT ASSISTANCE THE TEAM (FCMAT), located at 1300 17th Street, Bakersfield, CA 93301-4533, hereinafter referred to as "Team," mutually agree as follows:

1. BASIS OF CONTRACT AND SCOPE OF WORK

LACOE's Superintendent's Office has determined that assistance is required to conduct targeted performance audit focused on: validation and staffing of core programs; fiscal management practices, including reporting of budget and financial information; management and administration of Educational Programs including attendance at Juvenile Court Schools (JCS); management at division and principal/site level; and management of grant and categorical programs (including JCS and CDS) as per Exhibit A, FCMAT Study Agreement, attached hereto and made a part hereof. The Team has the required background, training and expertise to perform the work to be done and agrees to do so in accordance with the terms and conditions of this Contract. All work shall be coordinated with LACOE's Interim Superintendent, Jon R. Gundry.

2. TERM

This Contract is effective April 4, 2011 and shall remain in effect through December 31, 2011.

3. PAYMENT

LACOE shall pay the Team an amount not to exceed Three Hundred Eighty Thousand Dollars (\$380,000.00) for work performed hereunder. Payment shall be made at the rate of Five Hundred Dollars (\$500.00) per day for each Team Member, including preparation and fieldwork services. Payments for all travel-related expenses shall be based upon actual costs. Any work requested by LACOE in excess of the Contract amount will be compensated at the rate set forth in this section. Fifty percent (50%) of the payment shall be due following completion of the on-site review and

Los Angeles County
Office of Education

1

within thirty (30) days of receipt of an approved invoice. The remaining amount shall be due upon acceptance of the final report by the LACOE and within thirty (30) days of receipt of an approved invoice. Payments shall be made payable to Kern County Superintendent of Schools-Administrative Agent. Invoices shall be submitted to the attention of the Accounts Payable Unit with a copy to the Superintendent's Office.

4. INDEMNIFICATION

The Team agrees to defend, indemnify, save, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property unless such injury, damage or loss results from or is connected with the sole negligence or error or omission of LACOE. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

LACOE agrees to defend, indemnify, save, and hold harmless the Team from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property unless such injury, damage or loss results from or is connected with the sole negligence or error or omission of the Team. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

5. INSURANCE

The Team shall maintain such general liability, property damage, workers' compensation, and auto insurance as is required to protect the Team and LACOE as their interests may appear.

6. NOTICES

Any notices to be given pursuant to this Contract shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addressed to the party for whom intended as follows:

LACOE:

Procurement Services Manager
 Contracts Section
 LOS ANGELES COUNTY OFFICE OF EDUCATION
 9300 Imperial Highway, Room 153, Clark Building
 Downey, CA 90242-2890

Team:

Mary Barlow
 Deputy Administrative Officer-FCMAT
 1300 17th Street
 Bakersfield, CA 93301-4533

7-10. SECTIONS RESERVED (Intentionally left blank.)

11. COVENANT AGAINST CONTINGENT FEES

The Team warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon a Contract or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide established commercial or selling agencies retained by the Team for the purpose of securing business. For breach or violation of this warranty, LACOE shall have the right to immediate termination of this Contract and, at its sole discretion, deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or commission fee.

12. EMPLOYEE FINGERPRINTING

During the entire term of the Contract, the Team, including all subcontractors, shall fully comply with the provisions of the Education Code Section 45125.1 when LACOE determines that the Team's employees and/or employees of subcontractors will have more than limited contact with LACOE pupils in the performance of the work of the Contract.

13. INDEPENDENT AGENCY

While performing its obligations under this Contract, the Team is an Independent Contractor and not an officer, employee or agent of LACOE. The Team shall not at any time or in any manner represent that it or any of its officers, employees, or agents are employees of LACOE. The Team warrants its compliance with the criteria established by the U.S. Internal Revenue Service (I.R.S.) and the California Employment Development

Department (EDD) for qualification as an Independent Contractor including, but not limited to, being hired on a temporary basis, having some discretion in scheduling time to complete contract work, working for more than one employer at a time, and acquiring and maintaining its own office space and equipment.

14. ASSIGNMENT

The Team shall not in any manner, directly or indirectly, by operation of law or otherwise, assign, transfer or encumber this Contract or any portion hereof of any interest herein, in whole or in part, without the prior written consent of LACOE. If prior written consent is not given by LACOE to assign, transfer, or encumber this Contract, such action shall be deemed automatically void. In addition, the Team shall not subcontract the work to be performed pursuant to this Contract without prior written approval of LACOE. The names and qualifications of subcontractors or others whom the Team intends to employ, other than those identified, shall be submitted to LACOE for prior written approval.

15. INTEGRATION

This Contract, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties and obligations with respect to the transaction discussed in the Contract and supersedes all prior Contracts, understandings and commitments, whether oral or written. This Contract shall not be amended in any way except by a writing expressly purporting to be such an amendment, signed and acknowledged by both of the parties hereto.

16. MODIFICATION

The Contract shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the Contract, such deletions or changes shall only be effective if the initials of both contracting parties appear beside such deletion or change.

17. ORDER OF PRECEDENCE

Except as specifically provided elsewhere in this Contract, conflicting, vague and/or ambiguous provisions of this Contract shall prevail in the following order of precedence: (1) the provisions in the body of this Contract, (2) the exhibits of the Contract, if any; (3) all other documents cited in this Contract or incorporated by reference.

18. SEVERABILITY / WAIVER

18.1 If any provision of this Contract is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this Contract.

18.2 No waiver of any provision of this Contract shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

19. AMENDMENTS

The Contract may be amended by mutual written consent of the parties.

20. TERMINATION

The Contract may be terminated by LACOE upon written notification.

21. FAILURE TO COMPLY

In the event the Team fails to perform in accordance with the indemnification or insurance requirement clauses of this Contract, makes inaccurate certifications as a part of this contract or contracting process, or otherwise breaches any other clause of this Contract, LACOE, the Los Angeles County Board of Education and the individuals thereof, and all officers, agents, employees, representatives, and volunteers shall be entitled to recover all legal fees, costs, and other expenses incident to securing performance or incurred as a consequence of nonperformance.

22. ATTORNEY'S FEES

Should either party be required to file any legal action or claim to enforce any provision of this Contract or resolve any dispute arising under or connected to this Contract, except as set forth in the "Failure to Comply" in this contract, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

23. COMPLIANCE WITH LAW

The Team shall comply with all applicable federal, state, and local laws, statutes, ordinances, rules, regulations, policies, and procedures in performing under this Contract. The Team warrants that it has all licenses, permits, certificates and credentials required by law to perform the work specified under this Contract and shall, upon request by LACOE, provide evidence of same.

24. FORCE MAJEURE

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault or negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy, insurrection, acts of the federal government or any unit of state or local government in sovereign capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes or delays in transportation, to the extent that such circumstances are not caused by the party's willful or negligent acts or omissions, and to the extent that they are beyond the party's reasonable control.

25. GOVERNING LAW/FORUM SELECTION

This Contract is made, entered into and executed in Los Angeles County, California, and the parties agree that any legal action, claim or proceeding arising out of or connected with this Contract shall be filed in the applicable court in Los Angeles County, California. The parties further agree this Contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

26. INCORPORATION BY REFERENCE

Any exhibits referenced herein shall be incorporated and made a part of this Contract.

27. PROVISIONS REQUIRED BY LAW DEEMED INSERTED

Each and every provision of law and clause required by law to be inserted in this contract shall be deemed to be inserted herein and the contract shall be read and enforced as though it were so inserted and included.

28. RECORD RETENTION AND INSPECTION

The Team agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by The Team and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years after final payment hereunder by LACOE.

29. NO THIRD PARTY OBLIGATIONS

The execution and delivery of this Contract shall not be deemed to confer any rights upon, nor obligate any parties thereto, to any person or entity other than the parties hereto.

30. LACOE BUDGET/GRANT FUNDS CONTINGENCY

If any portion(s) of LACOE's financial budget affecting the contractual time period of this agreement does not appropriate sufficient funds for these contracted services and/or related programs, or if grant funds related to these contracted services and/or related programs are not available for any reason whatsoever, this agreement shall be of no further force and effect. In this event, LACOE shall have no liability to pay any funds to the Team under this agreement, and the team shall not be obligated to perform any provisions of this agreement.

In such instances, particularly when partial funding remains available, LACOE shall have the option to either terminate this agreement with no liability occurring to LACOE, or LACOE may offer an amendment to this agreement to reflect the reduced availability of funds.

31. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, both parties hereby agrees to comply with all Federal, state and local laws respecting non-discrimination in employment and non-segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

32. TOBACCO-FREE WORKPLACE

When at LACOE-owned or LACOE-leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3515.1 which states: "It is the intention of the office (LACOE) to provide a smoke-free workplace within all buildings owned or leased by the office (LACOE) commencing June 30, 1995."

33. ALCOHOL AND DRUG-FREE WORKPLACE

Both parties hereby certify under penalty or perjury under the laws of the State of California that the Team will comply with the requirements of the Drug-Free Workplace Act of 1988 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and Drug-Free Workplace Policy 4034.

34. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)

By executing this contractual instrument, the Team certifies to the best of its knowledge and belief that it and its principals:

- 34.1 Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency;
- 34.2 Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 34.3 Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 34.2 above, of this certification; and,
- 34.4 Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

35. EXECUTION REQUIREMENTS

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission/signature; and/or other commonly accepted, widely used, commercially acceptable signature methods. This instrument may be executed in counter-parts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy.

LOS ANGELES COUNTY
OFFICE OF EDUCATION

FISCAL CRISIS AND MANAGEMENT
ASSISTANCE THE TEAM

By *Patricia Smith*
Patricia Smith
Interim Assistant Superintendent
Business Services

By *Marcy C. Bacht*

Title *Deputy Administrative Officer*

Date *4/19/11*
lm 4-5
Board 4/5/11

Date *4/11/11*

EXHIBIT A

FCMATFISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
April 4, 2011**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Los Angeles County Office of Education hereinafter referred to as the COE, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The COE has requested that the Team provide for the assignment of professionals to study specific aspects of the Los Angeles County Office of Education operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

2. SCOPE OF THE WORK**A. Scope and Objectives of the Study**

1. Identify mandated County Office of Education programs as required by Education Code and statute.
 - a) Identify core County Office of Education programs.
2. Identify and differentiate between the functions of the County Office of Education and the functions and responsibilities of the County Board of Education.
3. Conduct a comprehensive analysis of the organizational structure of each division and staffing levels of each core and mandated program at the central office administrative level.
4. Analyze the process each division uses to determine staffing needs and the process each uses to communicate with human resources to fill positions.
5. Review the functions of each division and identify any duplication of service among divisions. Provide recommendations for restructuring, if any, to improve efficiency and effectiveness. FCMAT will use professional and legal standards to measure operations as a baseline for recommendations to improve effectiveness and efficiency.

6. Analyze the budget and financial reports that are presented to the governing board of education as to content, frequency and transparency and make recommendations, if necessary, to improve communication.
7. Review and provide recommendations on the procedures and policies related to internal and external fiscal management, including those related to:
 - Position control
 - Internal controls
 - Payroll
 - Purchasing
 - Accounts payable
 - Accounts receivable
 - Budget development and monitoring
 - AB 1200 oversight

The primary focus of this scope point is to provide LACOE with reasonable assurance based on the testing performed that adequate management controls are in place. Management controls include the processes for planning, organizing, directing, and controlling program operations, including systems for measuring, reporting, and monitoring performance.

8. Review the county office policies and procedures related to consultant and personal service contracts and provide the LACOE with reasonable assurance based upon the testing performed that adequate management controls are in place with regard to bid and award of consultant and personal service contracts. FCMAT's review will be completed by examining a test sample of referenced documentation for consultant and personal service contracts, invoices, bid documents, and any other necessary documentation required.
 - a) Review whether contracts are entered into by properly authorized personnel and whether the bidding and award of contracts follow county office policy and Government Code and make recommendations for improvement, if needed, based upon best practices.
 - b) Evaluate the division of labor and segregation of duties between administration and staff with regard to bidding, award, and oversight of consultant and personal service contracts.
 - c) Identify any instances where consultant or personal service contracts may supplant the responsibilities of existing employee positions.
9. Prepare an independent reconciliation of position control to budget and payroll.

10. Conduct an external and independent review of the Los Angeles County Office of Education 2010-11 general fund budget.
 - a. Develop a multiyear financial projection (MYFP) for the current and two subsequent fiscal years utilizing the district's 2010-2011 2nd Interim Financial Report as the baseline for the projection. FCMAT's Budget Explorer software will be used to prepare the MYFP.
 - b. Prepare a cash flow analysis for 2010-11 and 2011-12 including the impact of other funds and alternative strategies for cash management from both internal and external sources.
11. Review attendance records and processes for maintaining and reporting attendance in the Juvenile Court Schools.
 - a) Determine the percentage of ADA lost due to court mandated appointments, disciplinary and medical appointments that are scheduled during the school day.
12. Review the effectiveness and efficiency of management at the JCS and CDS division level and at the principal/site level, including but not limited to:
 - a) Operational practices
 - b) Budget development/monitoring/updating
 - c) Purchasing procedures
 - d) Personnel hiring/evaluations/staffing ratios
13. Conduct an analysis of the JCS and CDS budget to determine the level and cause of the encroachment and provide recommendations to reduce the encroachment.
14. Review JCS and CDS budgets and test invoices to verify that funds are used appropriately and comply with program guidelines as well as state and federal requirements.

B. Services and Products to be Provided

1. Orientation Meeting - The Team will conduct an orientation session at the COE to brief COE management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.
2. On-site Review - The Team will conduct an on-site review at the COE office and at school sites if necessary.
3. Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform the COE of significant findings and recommendations to that point.
4. Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.

5. Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the COE administration for review and comment.
6. Final Report - Sufficient copies of the final study report will be delivered to the COE following completion of the review. The final report will be published on the FCMAT website.
7. Follow-Up Support – Six months after the completion of the study, FCMAT will return to the COE, if requested, to confirm the COE's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the COE in a FCMAT Management Letter.

3. **PROJECT PERSONNEL**

The study team will be supervised by Joel Montero, Chief Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

Draft Team 1 Mary Barlow, Team Leader

Mary Barlow	FCMAT Deputy Administrative Officer
Diane Branham	FCMAT Fiscal Intervention Specialist
Wendy Benkert	FCMAT Consultant
Denise Smith	FCMAT Consultant
Stan Mantooth	FCMAT Consultant
Terry Bradley	FCMAT Consultant
Roberta Mayor	FCMAT Consultant
Toni Smith	FCMAT Consultant

Draft Team 2, Michelle Plumbtree, Team Leader

Michelle Plumbtree	FCMAT Chief Management Analyst
Anthony Bridges, CFE	FCMAT Deputy Executive Officer
Andrew Prestage	FCMAT Management Analyst
Marisa Ploog, CPA	FCMAT Fiscal Intervention Specialist
Julie Auvil, CPA	FCMAT Fiscal Intervention Specialist
Margaret Rosales	FCMAT Consultant
Eric D. Smith	FCMAT Consultant
Jim Thomas	FCMAT Consultant
Carlene Naylor	FCMAT Consultant
Susan Grinsell	FCMAT Consultant
Michael Johnson	FCMAT Consultant

Draft Team 3, Bill Gillaspie Team Leader

Dr. William Gillaspie	FCMAT Chief Management Analyst
Deborah Deal, CFE	FCMAT Fiscal Intervention Specialist
John Von Flue	FCMAT Fiscal Intervention Specialist
Lynn Kamph	FCMAT Consultant
Mary Glover	FCMAT Consultant, San Diego COE Juvenile Court CDS
Dan Sackheim	FCMAT Consultant, CDE
Jeanette Young	FCMAT Consultant
Jeanne Hughes	FCMAT Consultant
Jeanette Ganahl	FCMAT Consultant CDE Program JCS
Diane Lancomb	FCMAT Consultant
To Be Determined	FCMAT Consultant

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. The COE will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the COE.

Based on the scope of work identified in section 2 A, estimated total cost is \$380,000.

- C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. **RESPONSIBILITIES OF THE COE**

- A. The COE will provide office and conference room space while on-site reviews are in progress.
- B. The COE will provide the following (if requested):
 - 1. A map of the local area
 - 2. Existing policies, regulations and prior reports addressing the study request
 - 3. Current or proposed organizational charts
 - 4. Current and two (2) prior years' audit reports
 - 5. Any documents requested on a supplemental listing
 - 6. Any documents requested on the supplemental listing should be provided to FCMAT in electronic format when possible.
 - 7. Documents that are only available in hard copy should be scanned by the district and sent to FCMAT in an electronic format.
 - 8. All documents should be provided in advance of field work and any delay in the receipt of the requested documentation may affect the start date of the project.
- C. The COE Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report. The final report will be posted on the FCMAT website.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The COE shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The following schedule outlines the planned completion dates for key study milestones:

<i>Orientation:</i>	<i>to be determined</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>if requested</i>

