

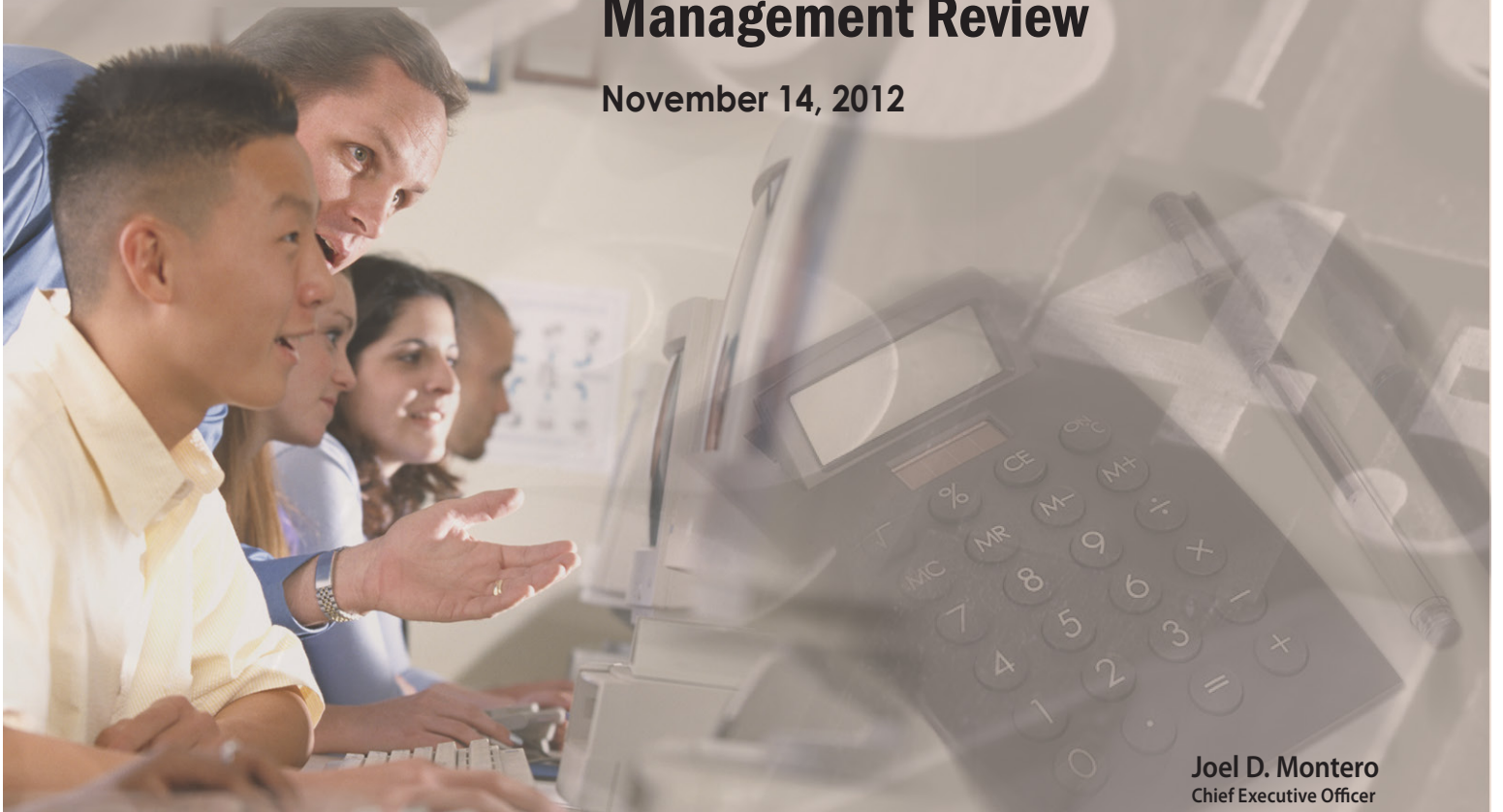


CSIS *California School Information Services*

Washington Unified School District

Management Review

November 14, 2012



Joel D. Montero
Chief Executive Officer





CSIS California School Information Services

November 14, 2012

Dayton Gilleland, Ed.D., Superintendent
Washington Unified School District
930 Westacre Road
West Sacramento, CA 95691

Dear Superintendent Gilleland:

In March 2012, the Washington Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to conduct an organizational review of the district's central office. Specifically, the agreement states that FCMAT will perform the following:

1. Review and evaluate the classified, confidential, management, and administrative positions and job descriptions at the district office. The FCMAT Team will provide comparable data from school districts of similar size and demographics and make recommendations regarding the district's current staffing structure and position responsibilities. This component will include a summary of comparable districts and identify the district's name, position titles and full time equivalent (FTE) positions.
2. Incorporate the results of the comparable review contained in item 1 of the scope of work and make recommendations regarding the number of positions required to meet the district's future growth for student enrollment.
3. Review Education Code Section 45100.5 regarding the district's ability to designate certain positions as senior management of the classified service and make recommendations.

This final report contains the study team's findings and recommendations. We appreciate the opportunity to serve you and we extend our thanks to all the staff of the Washington Unified School District for their cooperation and assistance during fieldwork.

Sincerely,

Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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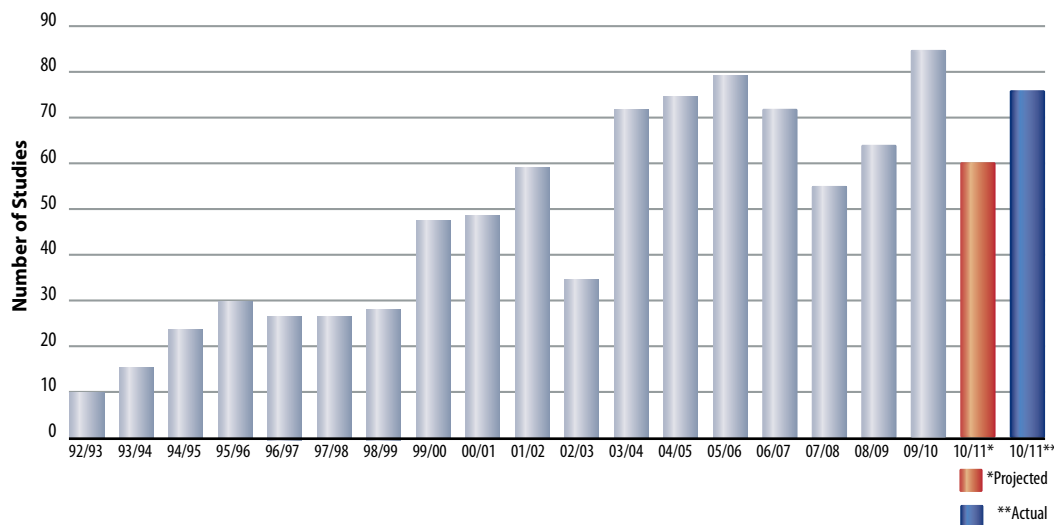
About FCMAT

FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

Studies by Fiscal Year



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county office of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Introduction

Background

Located in West Sacramento, the Washington Unified School District encompasses 19.2 square miles and serves approximately 7,444 students in kindergarten through grade 12.* The district is composed of one K-5 and seven K-8 elementary schools, one comprehensive high school, one continuation high school, one independent study school and one adult school. The district's enrolment has increased by an average of 0.64% per year over the last five years, and the district projects that this growth will continue at an average rate of 2.1% per year over the next five years based on a five-year projection.

When student enrollment growth is projected, it is prudent for educational agencies to establish a plan for maintaining its levels of service in all areas. In March 2012 the Washington Unified School District requested that FCMAT assist the district by conducting an organizational review of the district's central office. The study agreement specifies that FCMAT will perform the following.

1. Review and evaluate the classified, confidential, management, and administrative positions and job descriptions at the district office. The FCMAT Team will provide comparable data from school districts of similar size and demographics and make recommendations regarding the district's current staffing structure and position responsibilities. This component will include a summary of comparable districts and identify the district's name, position titles and full time equivalent (FTE) positions.
2. Incorporate the results of the comparable review contained in item 1 of the scope of work and make recommendations regarding the number of positions required to meet the district's future growth for student enrollment.
3. Review Education Code Section 45100.5 regarding the district's ability to designate certain positions as senior management of the classified service and make recommendations.

* Source: District's 2010-11 CBEDS/CALPADS enrollment.

Study Guidelines

FCMAT visited the district on June 11-12, 2012 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Organizational Structure
- III. District Structure, Positions and Job Descriptions
- IV. Staffing Comparisons
- V. Projected Enrollment and School Growth
- VI. Senior Classified Management Staffing
- VII. Appendices

Study Team

The study team was composed of the following members:

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*As members of this study team, these consultants were not representing their respective employers but were working solely as independent contractors for FCMAT.

Executive Summary

Over the past five years, the Washington Unified School District has experienced personnel changes in each cabinet level position, including the superintendent. Although leadership longevity is lacking, many nonmanagement employees have worked for the district for more than 20 years. It is not uncommon for a new administrative team to review organizational structure, processes and delegation of duties. The district's consistently increasing student enrollment over the past five years and its projections of continued enrollment increases have heightened its interest in such a review.

The district's organizational structure establishes the framework for the leadership and delegation of duties and responsibilities. The district administration wants to ensure that its organizational structure maximizes the staffing resources in place and provides a foundation that will allow it to achieve its goals while sustaining its quality of service as enrollment continues to increase.

The district's organizational structure is typical of most school districts of similar size, with business services, human resources and educational services departments each led by a cabinet-level assistant superintendent position. FCMAT assessed underlying systems (including purchasing, accounts payable, payroll, budget and financial management) and the distribution of responsibilities within each department to identify opportunities to improve operations.

The most common frustrations for district leaders had to do with challenges in the services provided by the human resources department, though most leaders acknowledged that the department has been at a disadvantage because of changes in staff and numerous employee issues. Staff throughout the district indicated considerable frustration with the level of support and guidance received from the human resources department regarding employee disciplinary issues and the amount of time required to resolve long-standing personnel matters. The lack of timely action has contributed to the tolerance of low performance.

Inconsistency in leadership has likely contributed to many of these unresolved issues. Establishing longevity at the management level and implementing a system of consistent expectations will help the district rectify many of the longstanding issues.

There are several areas in which the district can improve operational processes and create efficiencies. The first of these is the excessive responsibility and span of control assigned to the director of maintenance and operations position. This position is responsible for managing the maintenance, custodial, grounds, transportation, warehouse functions, and support in the area of facilities. A recent restructuring of the district's transportation department eliminated a transportation director position and shifted these responsibilities to the director of maintenance and operations. Duties attributable to facilities construction projects were reassigned to this position, under the direction of the assistant superintendent of business, when the district eliminated its director of facilities position. Both the director of maintenance, operations and transportation and the assistant superintendent of business services reported that this shift of program responsibility has created more workload than anticipated because of the number of new and ongoing facilities projects.

There are also significant opportunities for increased efficiency in use of the district's financial system for several tasks. Although the district maintains a position control system, the integrity of the data in the system and the frequency and timeliness of updates to employee data is lacking and needs to be improved to increase efficiency.

The management of the position control system and staffing information is essential to the efficiency of many district office operations. Accurate and up-to-date position control data is essential for staffing projections, budget development, financial management and payroll and benefit processing. Implementing procedures to ensure that information is input accurately and timely is essential to a strong position control system.

A lack of segregation of duties in the business department has resulted in several internal control weaknesses. The lack of segregation of duties in purchasing and accounts payable presents the potential for fraud and/or inappropriate use of district assets. In addition, purchase orders are frequently prepared *after* purchases are made, bypassing formal approval processes.

A review of transaction and reporting practices, employee job descriptions and duties currently assigned or being performed by district office positions will help the district establish separation of duties and implement the checks and balances needed to protect assets.

Several job descriptions for district office positions were not up-to-date; others had been revised in recent years but were not accurately depicted on the district organizational chart. The district was unable to provide job descriptions for some positions. The human resources department should maintain a library of all job descriptions that have been approved by the board. Organizational charts should be updated as position titles change or departments are restructured to ensure that they accurately reflect the current district structure.

Funding for education has been severely reduced and cash deferrals have increased for the last four years because of the state and federal budget crisis. To address the state's ongoing budget deficit, state lawmakers have used numerous strategies to help balance the budget, including reducing expenditures, adding new taxes, borrowing money and using federal stimulus funds. However, funding for the 2012-13 fiscal year remains uncertain given the ongoing state budget deficit and reliance on passage of the governor's November tax initiative to avoid mid-year budget reductions. During these unprecedented fiscal times districts have been forced to make drastic reductions to programs and staff; prior industry standards and best practices for staffing levels have often been decimated. Therefore, although staffing comparisons provide valuable information, they may be a somewhat less reliable tool to help determine the number of staff needed to provide the desired level of customer service.

FCMAT's reports are of necessity a deficit model that focuses on opportunities for improvement; however, FCMAT recognizes the many outstanding efforts on the part of staff who continue to deliver quality services in an environment of ever-decreasing fiscal resources.

Findings and Recommendations

Organizational Structure

Principles of Organization Structure

A school district's organizational structure should establish the framework for the leadership and delegation of duties and responsibilities for all staff members. This structure should be managed to maximize resources and reach identified goals and should adapt as the district's enrollment increases or declines. A district should be staffed according to generally accepted theories of organizational structures and standards used in other school agencies of like size and type. The most common theories of organizational structure are span of control, chain of command, and line and staff authority.

Span of Control

Span of control refers to the number of subordinates reporting directly to a supervisor. Although there is no agreed-upon ideal number of subordinates for span of control, it is generally agreed that the span can be larger at lower levels of an organization than at higher levels, because subordinates at lower levels typically perform more routine duties and can therefore be supervised more easily.

Chain of Command

Chain of command refers to the flow of authority within an organization and is characterized by two significant principles: unity of command, where a subordinate is only accountable to one supervisor; and the scalar principle, which suggests that authority and responsibility should flow in a direct vertical line from top management to the lowest level. The result is a hierarchical division of labor.

Line and Staff Authority

Line authority is the relationship between supervisors and subordinates. It refers to the direct line in the chain of command. For example, the assistant superintendent of business has direct line authority over the director of fiscal services, and the director of fiscal services has direct line authority over the fiscal services department staff. Conversely, staff authority is advisory in nature. Staff personnel do not have the authority to make and implement decisions; rather they act in support roles to line personnel. The organizational structure of local educational agencies contains both line and staff authority.

The purpose of the organizational structure is to help district management make decisions to facilitate student learning while balancing financial resources. The organizational design should outline the management process and its links to the system of communication, authority and responsibility needed to achieve the district's goals and objectives.

District Structure, Positions and Job Descriptions

The district is governed by a five-member elected board. As depicted in the district's organizational chart in Appendix A, the superintendent is the executive officer and directly supervises the assistant superintendent of business services, assistant superintendent of human resources, assistant superintendent of educational services, and school site principals. Lines of responsibility and relationships between subordinate district positions are vertical. Each position is responsible for overseeing and managing specific areas of district operations.

Changes made to department structures and job descriptions are not shown in the district's organizational chart. The district eliminated the district receptionist position from the business services department and created a new superintendent's office technician position, which includes the duties previously assigned to the district receptionist position.

Several positions in the educational services department have also been restructured in recent years, and new job descriptions and titles were created. Some positions have been changed from director level to coordinator level and vice versa. Although similar in departmental segregation, the district's organizational chart, which is also posted to the district's website, no longer accurately reflects the titles for some positions.

Recommendation

The district should:

1. Update its organizational charts to show current positions, and update them whenever changes are made in positions or reporting hierarchy.
2. Ensure that the organizational chart on the district's website is current and that it is updated as changes occur.

Office of the Superintendent

The office of the superintendent is supported by one administrative assistant to the superintendent and one superintendent's office technician, which is similar to most school districts of its size.

The administrative assistant position is responsible for administrative and clerical work including coordinating appointments, events and other special projects; organizing and preparing board materials, meetings and related minutes; distributing communications and/or materials to schools, parents and external agencies; greeting the public; answering and routing incoming telephone calls when the office technician is unavailable; and other related support duties.

The superintendent's office technician answers incoming calls, greets visitors and guests and sorts the mail, which are traditional functions of a receptionist position. However, the additional duties of this position illustrate the creativity school districts are using to stretch resources. They include the following:

- Assisting with payroll, and checking timesheets for signatures and budget codes and sorting them for processing.
- Proofreading reported employee work hours, summarizing them on a spreadsheet and returning the data to the payroll office (to ensure internal controls, this position is not allowed to enter data into the financial system).

- Managing postage equipment, overnight shipping and monthly billing for postage, which are traditional functions of the purchasing, warehouse and accounting departments.
- Assisting with calling substitutes, work permits for students and new student registrations, which are traditionally performed by the human resources and instructional services departments.

While the creativity, dedication and extra effort are commendable, the transfer of duties to employees outside their intended function can increase the risk of breakdowns in the internal control structure. In particular, the management of payroll timesheets by an employee not assigned to the payroll office increases the possibility that errors may not be detected before a payroll is completed. Checking the work performed by a staff member not trained in payroll duties can often take the same amount of time as performing the work itself. Although FCMAT was not presented with any examples of such errors, the risk nonetheless exists. It is best practice to assign payroll duties to a trained and experienced payroll technician.

Recommendation

The district should:

1. Review and revise the job duties and descriptions of the superintendent's office support positions to ensure a proper separation of duties and the checks and balances needed to protect assets. Ensure that the duties as assigned align with the job description.

Business Services

The district's organizational chart uses the term business services, to describe a variety of business, fiscal and support service programs and functions, including the following:

- Business services
- Fiscal services
- Maintenance services
- Operations (including groundskeeping and custodial)
- Transportation services
- Facilities
- Food services
- Information technology services

The large number of functions under the business services description required FCMAT to analyze the underlying systems and distribution of responsibilities.

Many of the district's nonmanagement staff have been employed at the district for 20 years or more. In contrast, the district has experienced significant turnover in management positions, with the most senior management employee having served the district for five years. Many interviewees expressed significant frustration with the substantial amount of time spent on longstanding personnel matters that remain unresolved for months and sometimes years. This indicates that the consistent leadership needed to resolve these issues has been lacking. Increasing its retention of management level staff would help the district address these issues.

The assistant superintendent of business services is the district's chief business official (CBO), oversees the business services department, and has served in this position since 2009. This individual has long-term experience in management.

The business services department's organizational chart indicates that the following positions report directly to the assistant superintendent:

- Director of maintenance, operations and transportation
- Director of fiscal services
- Director of food services
- Director of information technology

The assistant superintendent also manages the facilities program with support from the director of maintenance, operations and transportation. These duties were redistributed during a previous restructuring, which included elimination of the director of facilities position. Both administrators reported that the purpose of that reorganization was to reduce administrative costs as the facilities projects were decreasing in number and size, but that facilities projects have continued and the responsibility for them has been much greater than originally anticipated.

Responsibility for managing the technology services department has shifted between the educational services and business services departments over the last several years. Currently, the director of technology reports to the assistant superintendent of business services. The job description for the assistant superintendent of educational services identifies technology as a shared responsibility with business services, but the job description for the assistant superintendent of business services does not identify technology services as a job responsibility.

Staff members both within and outside of the business department indicated that the business department provides reliable, accurate and timely information to the governing board, school sites and district-level departments. However, business office staff reported that financial systems are antiquated and inefficient, and that they rely on paper forms and interdepartmental mail systems that decrease efficiency and increase errors.

The business services department's administrative secretary II position reports directly to the assistant superintendent of business services. Because the business department has limited staffing, this position also supports the facilities and information technology programs. The person in this position performs many functions that require more technical experience than stated in this position's job description. For example, this position is responsible for facility bid management support, district website management, technology help desk responses, facility use applications, providing support to the substitute office including scheduling and calling of substitutes, and helping organize annual financial audit activities.

Interviews indicated that the district does not use a software program to help manage the use of facilities. Without such a program it is difficult to communicate availability of space, policies and procedures for community use, and priorities for allocations of space in order to efficiently process and administer facility use applications.

Recommendations

The district should:

1. Make it a priority to increase longevity at the management level to provide needed stability in guidance and direction to staff and recommendations to the board.
2. Review duties assigned to the business services department's administrative secretary II position and its job description and ensure that the two are in agreement.
3. Review job descriptions for positions in the business services department to ensure proper separation of duties and the checks and balances needed to protect district assets. Ensure that assigned duties align with those in the job description.
4. Implement and use a software program to manage facilities use.

Fiscal Services

Management and Operations

The director of fiscal services retired at the end of June 2012 after serving in this position since 2005. This individual had 20 years of experience in school district fiscal services, beginning at the clerical level. A new director has been hired and began their duties at the end of June.

The retiring director reported frustration that day-to-day operational responsibilities consumed all her time, hampering her ability to provide the management team with key information for decision making. Data processing efficiencies, which would have improved productivity for department staff and other staff who work with the department, were often not implemented. Despite efforts to restructure department duties to allow more time to implement these efficiencies, this condition was never resolved.

The district uses the Quintessential School Systems (QSS) financial software, which is supported by the Yolo County Office of Education. In recent years the software has been updated with a graphical user interface to make it more user-friendly and improve its capability; this new version of the software is referred to as the QSS Control Center, or QCC. Conversion to QCC is an on-going process that Yolo County Office of Education staff project will be completed by December 2012.

The improvements to the QSS software provide for improved operational efficiency and reliability, which in turn will improve productivity for business office staff members and other system users. Various modules are available or will be available by the end of the year including the following:

- Budget Development
- Invoice and Billing Management
- Purchasing
- Accounts Payable
- Position Control

- Payroll and Retirement
- Fixed Assets
- General Ledger
- Stores Warehouse/Inventory

The district would benefit from beginning the conversion to the QCC program as soon as possible.

Staff reported that purchase requisitions and orders and all related procurement and invoice payment system documents are prepared by hand on paper forms and then entered into the QSS system, where a purchase order is printed and routed manually. Two district office staff members reported that duplication of purchase orders and invoice payments have occurred in the past as a result of lost paperwork. This method of financial transaction authorization and processing is antiquated, and needs to be replaced by an automated system as soon as possible. Automated functions are available in both the QSS and QCC systems. The county office's transition to the QCC environment presents the perfect opportunity for the district to move to fully automated purchasing practices because staff will already be presented with the need to navigate within a new environment and learn the new system's functions.

The district is also not using the financial reporting capabilities of QSS effectively. Site and department managers are provided with paper copies of periodic financial reports, which are generated and distributed by the business office bookkeeper. This method of financial reporting is antiquated and increases the potential for errors because purchasing and procurement decisions are made without current information.

The district's school principals reported that they have access to run their own reports but prefer the paper reports provided by the bookkeeper. It is the experience of the FCMAT team that once the conversion to an automated system is made and employees are properly supported in its use, school site administrators and their support staff appreciate the new real-time environment because it is easy to navigate and provides the most accurate balance of resources available. This makes financial information more reliable, which improves decision making while reducing workload for the business office.

Effective position control is an essential component of a financial software system. Staff reported that the district uses the QSS system's position control component but does not use this system in the budget development process or to generate payroll. The standard practice in the industry is to manage position control from both a human resources and business management perspective, then use the system as a foundation for budget development and to inform and shape payroll.

The proper separation of duties is a key factor in creating strong internal controls and a reliable position control system. The following table provides a suggested distribution of labor between the business and human resources departments to help provide the necessary internal control structure for position control.

Table 1: Suggested Distribution of Labor for Position Control

Task	Responsibility
Approve or authorize position	Governing Board
Input approved position into position control, with estimated salary/budget. Each position is given a unique number.	Personnel/Human Resources Department
Enter demographic data into the main demographic screen, including: Employee name Employee address Social Security number Credential Classification Salary schedule placement Annual review of employee assignments	Personnel/Human Resources Department
Update employee benefits Review and update employee work calendars	Business or Personnel/Human Resources Department
Annually review and update salary schedules	Personnel/Human Resources Department
Account codes Budget development Budget projections Multiyear projections Salary projections	Business Department

Business office staff reported they do not trust the information in the position control system because the data is not accurate or kept sufficiently current to be considered reliable for preparation of payroll warrants. This lack of confidence in the system needs to be addressed because a position control system should be the source for payroll warrants. To prepare payroll independent of position control defeats some of the purpose of a position control system. Some of the payroll technicians' tasks in preparing payroll are duplicated because they could have used information in the position control system to prepare payroll rather than enter the data manually. Duplicative systems also present the risk of error and/or conflicting employee information.

A paper-based accounting system makes it more difficult and time-consuming to store and retrieve records. Business office staff indicated that a system to convert paper files and documents to an electronic format would be a welcome improvement. It would eliminate the need for numerous file cabinets and the space to house them and improve staff members' ability to access documents in an organized and efficient manner. Electronic document storage would also increase efficiency in other departments, including human resources and student records. The district would benefit from the implementation of an electronic-format document management system.

Staffing and Workload

The fiscal services department is currently staffed with 2.0 full-time equivalent (FTE) fiscal analysts, 2.5 FTE payroll and benefits technicians, 1.0 FTE bookkeeper and 1.0 FTE accounts payable technician.

The fiscal analysts' duties focus on specific areas of responsibility: one fiscal analyst provides services for most of the categorically funded programs; the other provides services for a variety of other programs including preschool, regional occupational program, Cal Works, Tech Academy and class size reduction. Both analysts reported that their workloads are overwhelming because of the volume of work created by paper-based financial systems and constant changes in funding sources for positions charged to their programs. Some duties were shifted from the categorical program fiscal analyst to the other analyst, but both analysts still feel overwhelmed with work.

Interviews and reviews of employee task lists also revealed that both analyst positions assist with payroll processing.

The payroll and benefits technicians' duties include processing of payroll and all related benefits. One full-time position processes payroll, one processes benefits, and a half-time position supports both. Staff reported that they are confident in their ability to perform payroll and benefits processing and that the current distribution of duties works well.

The district processes four payrolls each month:

- Salary payroll at the end of the month
- Supplemental payroll for certificated staff extra duty on the 10th of the month
- Supplemental payroll for classified staff extra duty on the 15th of the month
- Clean-up payroll between the 20th and the end of the month for corrections

Four payroll cycles is more than the industry standard but was implemented by the Yolo County Office of Education to better serve employees and comply with changes in California law regarding when school employees must be paid. This process may become more common across the state as county offices and school districts change practices to remain in compliance with current law.

Business office staff indicated that the district processes a large volume of time sheets, which adds to the complexity of the supplemental payrolls. This may be related to a weakened system of internal control in which school and department managers find it necessary to fill short term needs using temporary staff. It would benefit the district to review how and when it is hiring substitutes and other temporary hourly staff to determine if these services can be provided by contracted staff, which would improve controls and reduce the number of time sheets processed with supplemental payrolls.

A number of district office staff members reported that they have some responsibility for processing payroll. This may include performing part of the monthly payroll processing or providing support during periods of high payroll activity. Although it is usually efficient and effective to find ways to support a department when needed, particularly during peak work periods, distributing responsibility for payroll processing to staff members outside the payroll office is an area of concern. School district payroll functions have a significant level of complexity that only a trained and experienced payroll technician should be authorized to control. Managing information of a confidential nature is also a concern because some of the information payroll technicians have access to should not be available to employees outside of the payroll or human resources departments. An individual who is experienced in school district payroll preparation and processing and who works in the business services department could support payroll functions during times of extraordinary need.

The bookkeeper and accounts payable technician positions are responsible for a variety of purchasing, disbursement and accounting functions. The position responsibilities are designed in part to segregate duties between the two employees to prevent fraud or abuse. However, each employee reported the ability to control a transaction from the inception of the purchase order to the distribution of a warrant to the payee, and is actually doing so. This violates a basic separation of duties principle: the employee who has authority to initiate and/or approve a transaction should not be responsible for processing payment to the payee. Segregating purchasing and procurement procedures from the vendor payment process is essential to a strong internal control system and reduces the risk of fraud.

A common theme expressed by business department staff was frustration with insufficient communication throughout the organization. In particular, staffing changes are constant but are poorly communicated, requiring continual adjustments and corrections to the financial records. A lack of communication among departments has led to duplication of effort, including the system department staff have created to track documents that are transferred between staff members, further increasing the workload of those employees. The lack of use of automation in the financial system further hampers communication. Staff also indicated that there are no regular staff meetings. Automation would significantly improve the timeliness and accuracy of information sharing, reducing the need for corrections. Regular staff meetings, memoranda and informal communications would also improve understanding, reduce errors and improve efficiency.

Recommendations

The district should:

1. Transition to the new QCC financial management software as soon as possible, including implementing online requisition systems for procurement, accounts payable, human resources and other functions.
2. Train budget managers and business office staff to access financial information online in real time using the QSS system.
3. Ensure that the human resources and business services department staff work together and use the QSS/QCC position control system to drive the payroll process.
4. Implement an electronic document management system.
5. Review the practice of acquiring substitutes and other hourly staff to determine if these services can be provided by contracted staff members.
6. Assign only payroll office staff to prepare district payroll. If additional support is needed during busy times, use an individual who is experienced in school district payroll preparation and processing and who works in the business department.
7. Review internal controls procedures for purchasing and procurement and for vendor payments and ensure that duties are segregated so that no one employee has access or the ability to control the entire purchasing and invoice payment process.
8. Expand and improve formal systems of communication, including regularly scheduled staff meetings at both the department and district office levels, memoranda to staff, and postings on the district website.

Maintenance, Operations and Transportation

The director of maintenance, operations and transportation (MOT) has been employed by the district since 2007 and prior to that served in similar positions in several southern California school districts. The position is responsible for managing the maintenance, custodial, grounds, transportation and warehouse functions, and it provides support to the facilities program.

When the MOT director began working at the district, the responsibilities of the position included only the maintenance and operations programs. Since that time the district eliminated its transportation supervisor position to reduce costs and transferred these responsibilities, including supervision of transportation staff, to the MOT director. This increased the position's supervisory responsibility and thus both its span of control and line of authority.

In addition, the district eliminated its director of facilities position and transferred responsibility for this program to the assistant superintendent of business services with support from the director of MOT. Both administrators report that this shifting of responsibility has created more workload than anticipated when the change was implemented.

Due in part to the reduction of supervisory staff, the MOT department has multiple unresolved personnel matters. This has contributed to a belief within the department that management will not respond to personnel matters in an effective manner, resulting in few consequences for employees' inappropriate behavior and substandard performance. This situation has existed for a number of years and needs to be resolved immediately.

The director of MOT currently has supervisory responsibility for five department leads in maintenance, operations, grounds and transportation; the five leads are collectively responsible for overseeing 73 employees. These lead positions are represented by the classified employees' bargaining unit, and thus cannot evaluate or discipline the staff they lead. This leaves the director solely responsible for completing employee performance evaluations, receiving reports of unsatisfactory employee performance or conduct issues, investigating and documenting each matter, preparing FRISK* reports (reports to document unsatisfactory performance and which focus on facts, rules, impact, suggestions and knowledge) multiple times for each employee subject to discipline, recruiting substitutes when employees are on leaves of absence, and many other personnel-related tasks. The director reported that the volume of this responsibility can be overwhelming and frustrating, leaving many employee matters unresolved for months or years.

Restoring a supervisory management position to support the director of MOT would provide management resources to help resolve these and other operational matters in a timely manner, which should reduce the number of such issues. It would be best to fill this position with an individual who has the requisite training and experience to work directly with the leads in each department, providing improved and timely responses to personnel matters and other operational needs.

An alternative solution would be to reclassify the lead positions for maintenance and operations to supervisory management status and assign them formal responsibility for staff evaluations and disciplinary matters. This approach may prove more effective because it provides direct supervision in each of the five functional areas under the MOT department rather than assigning one person the responsibility for overseeing all five functions.

The administrative secretary to the director of MOT reported significant frustration with the lack of automation in the district's business systems. The secretary indicated that she spends a considerable portion of her time processing purchases and invoices for the departments she serves. These clerical duties leave little to no time to provide secretarial support to the director.

The MOT department, consistent with industry standards, uses open purchase orders to procure the supplies, parts, small tools and equipment needed to make repairs and do other work efficiently and in a timely manner.

The administrative secretary reported that because of budget concerns, the open purchase orders have dollar limits that require renewal several times per year. The purpose of an open purchase order is to ensure timely access to critically needed supplies. Best practices limit the timeframe and/or value of open purchase orders to ensure that adequate internal controls are in place for budgetary control; establish open purchase orders at dollar amounts that will provide for the routine needs of the MOT department during a three month time period; and ensure that the department secretary closely monitors the available balances for open purchase orders and initiates a new purchase order before the encumbered balances expire or are exhausted.

The administrative secretary also reported frustration with a lack of automation of many processes associated with the purchasing, accounts payable and budget management systems, all of which require that every transaction be initiated using a paper form that is circulated from department to department. Automation of the procurement system using the QSS financial software, as discussed later in this report, would significantly improve staff efficiency and reduce errors and lost paperwork.

The MOT administrative secretary and business office staff members reported that some vendor invoices for the MOT department are mailed to the MOT department while others are mailed to the business office. This increases the movement of paperwork between the departments, creates confusion, and increases the time needed to process invoices. Many invoices have been misplaced or lost, significantly delaying vendor payments. As a result, some MOT vendors refuse to do business with the district. Including a statement on the purchase order requiring vendors to submit their invoices to the business office would help resolve these issues.

Without sufficient secretarial support, the director must manage more of his day-to-day tasks, leaving less time for the more critical responsibilities of a program administrator. Thus these conditions increase the challenges the director faces in bringing to closure personnel matters for the dozens of employees under his supervision.

The MOT administrative secretary does not provide services for the facilities program; these are provided by the business services administrative secretary.

*FRISK is an acronym standing for Facts, Rules, Impact, Suggestions (directives), and Knowledge. The FRISK documentation model was developed in 1994 by Steven J. Anderson to help public school district managers document employee disciplinary action.

Recommendations

The district should:

1. Assign the director of MOT and additional supervisory staff (noted in recommendation 2 below) the responsibility of bringing personnel matters in the MOT department to closure.

Ensure that the human resources department also gives priority to resolving these and all similar personnel matters districtwide.

Ensure that the governing board, superintendent and all management staff provide the support needed to resolve this situation and regain the confidence of staff.

2. Restore a supervisory management position to support the director of MOT, or reclassify each of the lead positions in the maintenance and operations department to supervisory management status. If the latter option is selected, the changes need to be made through the appropriate collective bargaining process.
3. Establish open purchase orders at dollar amounts that will provide for the needs of the MOT department for three months, and routinely monitor purchase orders to ensure that new purchase orders are processed in a timely manner to ensure access to resources when needed.
4. Direct all vendors to send their invoices to the business office for processing and payment.

Food Services

The district operates a child nutrition services program that is staffed with a director, an administrative secretary, 1.4 FTE account clerks, a bookkeeper and 41 FTE cooks and cafeteria assistants. All cooks and cafeteria assistants are assigned to kitchens at school sites. The program provides nearly 10,000 meals and snacks to students and adults each school day. Staff reported that the food service program is managed well and operates at a high level of efficiency.

The program director has been with the district for 15 years, the last six as director. When the director entered her position the district was making a financial contribution from the general fund to the cafeteria fund, but that has been eliminated.

The program director reported that procedures in the district for managing the financial activities associated with food services function well and the food service program receives the support it needs. Business office staff reported that the program is so well run that oversight of it is effortless.

Information Technology

The information technology (IT) department is staffed with one director, one engineer and four technicians although one technician position was recently eliminated. The technicians are assigned to various schools.

The director position was placed under the supervision of the assistant superintendent of business services within the last 16 months; previously, supervision of this position shifted between the assistant superintendent of educational services and the assistant superintendent of business services. The job descriptions for the assistant superintendent positions for business services and educational services do not reflect this change.

Staff reported that the separation of the reporting responsibilities has reduced collaboration between the instructional and IT support services staff in the area of technology support. IT staff reported that instructional staff have developed misperceptions regarding the role of technology in the classroom and how the department supports that technology. The IT department is responsible for implementing district policies and procedures but instructional staff perceive this

as the department controlling the instructional program and its autonomy to determine appropriate classroom curricula.

Instructional and support staff need an improved understanding of the IT department's role and responsibilities. The administration and the governing board can provide guidance that can foster improved communication and understanding in this area.

The IT director has worked in his current position for two years, having previously been a consultant to the district. He reported that the department implemented a districtwide online help desk and work order system some time ago and that it functions well. The department supports a centralized network structure and operates with a 900-to-1 ratio of computers to technicians.

Consistent with reports from staff in other departments, technology personnel reported that the district's purchasing system is inadequate and functions poorly. As indicated earlier, automation of the purchasing system will improve consistency and create efficiencies as a result of electronic routing to obtain necessary approvals.

Also consistent with reports from other departments, technology personnel indicated that communications from the district office are insufficient and that it is not uncommon to learn about directives or changes through informal channels. These issues can be addressed by implementing formal systems of communication such as regular memoranda, postings on the district's website, and expanded or improved department and district-level meetings.

Recommendations

The district should:

1. Update the job descriptions of the assistant superintendent of educational services and assistant superintendent of business services to identify the appropriate administrative oversight for the director of instructional technology position.
2. Ensure that the administration and the governing board work to improve instructional and support staff members' understanding of the role and function of the IT department, including their responsibility to implement district policies and procedures regarding the use of technology in the classroom.
3. Expand and improve formal systems of communication, including regularly scheduled staff meetings at both the department and district office levels, memoranda to staff, and postings on the district website.

Internal Controls

Effective internal control procedures do the following:

- Prevent internal controls from being overridden by management.
- Ensure ongoing state and federal compliance.
- Provide assurance to management that the internal control system is sound.
- Help identify and correct inefficient processes.

- Ensure that employees are aware of the proper internal control expectations.

The following elements contribute to a sound internal control structure when applied to transactions and reporting processes:

- System of checks and balances
- Segregation of duties
- Cross-training of staff
- Use of pre-numbered documents
- Asset security
- Timely reconciliations
- Comprehensive annual budget
- Inventory controls

As indicated in part earlier, FCMAT observed several internal control weaknesses that need to be addressed concurrently with this evaluation of district-level staffing and services.

The district lacks a proper segregation of duties in the business department in the area of purchasing and accounts payable, which creates the potential for fraud and/or inappropriate use of district assets. One person has the access and ability to control much of the process, from initiating the purchase order to distribution of the warrant to the vendor. Segregating purchasing and accounts payable duties reduces this risk considerably by providing a system of checks and balances among employees.

Reviewing the job descriptions for positions in the district office and the current transaction and reporting processes will help the district establish the proper separation of duties and implement the necessary checks and balances to protect its assets.

Several staff members reported that the district has for many years allowed the preparation of purchase requisitions and purchase orders after a purchase has been initiated or completed. This contributes to weakened internal controls. Specifically, this lack of control over the authorization of purchases can result in a wasteful and inefficient use of resources, increase the chance that unauthorized materials or supplies will be used in buildings or classrooms, and increase the risk of budget overruns. Prevention of these internal control weaknesses requires that all purchases be approved in advance by an authorized administrator who is responsible for the budget that is to be charged.

The district uses e-mail confirmations as original source documents to acknowledge the receipt of goods or services and allow vendor payments to be processed. This is an internal control weakness. Although this method allows staff to expedite payment processing, it increases the risk that the approval was not properly authorized. An original signature of the authorized employee on a packing slip shipped with the goods is the best method to verify receipt and secure authorization for payment. If a packing slip is not provided by the vendor with the shipment, a copy of the purchase order may be used for the receiving party to verify items received, in which case the receiving party would check off each item received, sign and date the purchase order and forward to the accounts payable department.

Staff interviewed also indicated that vendor invoices are routed throughout the district for review and approval. As indicated earlier, this has resulted in lost or misplaced documents and delays in payments to vendors. Rather than circulating original invoices around the district and risk duplication of payment, it is a best practice for the business office to retain and file originals and provide schools and departments with copies that are clearly identified as such with a stamp that reads “copy.”

Recommendations

The district should:

1. Automate purchasing practices including requisition and purchase order approval routing, by implementing the QCC on-line purchase requisition system.
2. Ensure that all purchases are approved in advance by the administrator who is authorized with responsibility for the budget that is to be charged.
3. Require an original signature of the authorized employee on a packing slip shipped with the goods received, to authorize payment to the vendor. Use a copy of the purchase order for the receiving party to verify items received if a packing slip is not provided by the vendor with the shipment. The receiving party should check off each item received, sign and date the purchase order and forward to the accounts payable department.
4. Discontinue circulating original invoices for review or signature. Ensure that the business office retains and files original documents for audit purposes.

Staff Training, Cross-Training and Shared Services

The district has worked to keep operating costs down and minimize increases and/or reduced its costs of administration at all levels. Doing more with less has been a theme in education for many years, and it has never been more in demand than today. The district's efforts in this area have included transferring or sharing duties and responsibilities across departments, with some duties being shared by staff from as many as three different departments.

These changes increase the need for training and cross-training. Transferring or sharing duties among departments will not yield effective results, and may increase risks associated with poor internal controls, if the staff who assume the duties are not trained to identify what a properly authorized transaction requires. Training for support staff is often one of the first items cut during budget reductions in a difficult fiscal climate. However, if the shared-services model is to work, these staff members must be trained and supported; staff development efforts need to increase and be accepted as a necessary offset to minimizing increases in staffing costs. Further, if sharing services results in inadequate internal controls, the sharing of those services should cease.

Recommendation

The district should:

1. Review the practice of sharing services among departments to ensure that staff are properly trained and that any violations of industry-recognized sound internal controls are corrected.

Educational Services

The assistant superintendent of educational services oversees the educational services department. Although the district's organizational chart does not accurately show all current position titles, a logical distribution of duties exists. The department is organized into five program areas, each with specific areas of focus. Each program area is led by a director or coordinator.

The department's organizational chart indicates that the following positions, the last five of which lead their respective program areas, report to the assistant superintendent of educational services:

- Administrative Secretary III
- Director of Educational Services
- Director of Special Education
- Coordinator of Categorical Programs/ELD
- Director of Pupil Services
- Coordinator of Preschool/IS

The duties in the job description for the assistant superintendent of educational services position include shared responsibility for technology with the assistant superintendent of business services. Primary oversight of the technology department is currently the responsibility of the assistant superintendent of business services.

The job titles noted above and on the organizational chart do not accurately reflect current job titles of positions in the department. As previously noted, inaccurate job titles on the district organizational chart and updated job description components have likely occurred as a result of changes in cabinet-level leadership over the last several years and subsequent restructuring of departments and positions.

Program Areas

Educational Services

The job description and title for the coordinator of education services position was rewritten last year after the position became vacant. The new director of curriculum, instruction, and professional learning position is responsible for providing support for the instructional program, including both direct instruction and intervention instruction. The position also oversees the district's 21st Century literacy program, English language development programs and teacher support and development programs.

With the assistance of a coordinator of assessment, intervention and instructional technology (a position that is currently vacant) as well as three teacher on special assignment (TOSA) positions, this educational program area is also responsible for implementing and supporting educational technology, curriculum review, assessment and adoption, student testing, and staff development for teachers and administrators related to instructional activities. The educational services department has reduced the number of TOSA positions supporting the instructional program from six to three since fiscal year 2009-10.

In interviews, staff indicated that the work year of the TOSA positions is identical to that in the contract with teachers, which often makes communications between these staff and administrators difficult because of the limited time available to them. Interviewees also noted that the fourth TOSA position eliminated, intended to support instructional technology was considered valuable to the educational services department in helping the district meet the goals established by the board for a 20-point increase in student test scores by providing support for the implementation and use of instructional technology in the classroom.

Special Education

The director of special education is responsible for managing all services associated with the special education program including nonpublic agency (NPA) and nonpublic school (NPS) contract management, health services, Medi-Cal administrative activities (MAA), MAA billing, and Medi-Cal reimbursement programs. The director is responsible for hiring, training and supervising approximately 101 staff members, who provide special education services to students and families in the district. The department places a high priority on ensuring a quality program for students, maintaining program compliance and mitigating infrequent due process complaints.

One area in which the department struggles is in arranging for transportation required by special education students' Individualized Education Program (IEP). This is not uncommon because often school district leaders and transportation department staff members are not well versed with the requirements for special education transportation. These challenges have likely increased with the recent restructuring in the leadership of transportation services. Professional development for transportation department staff, including drivers, would help the district provide an understanding of the duties required when an IEP specifies transportation services for a student.

Unlike most positions in the district, the job description for the director of special education position was not available on EdJoin, and the district was unable to locate the official job description internally.

Categorical Programs

The coordinator of English language development and categorical programs is responsible for managing categorical budgets, including coordinating data collection, compilation and submission of the Consolidated Application; coordinating and overseeing federal program monitoring; overseeing instructional specialists for reading and English language programs; and coordinating and consulting with private schools. The coordinator serves as the liaison to school principals to ensure that budgets are monitored and program conditions and compliance requirements are met. This includes but is not limited to supporting principals in developing their single plans for student achievement and completing the annual School Accountability Report Card. One administrative secretary II position supports the coordinator in these efforts.

The job description for the coordinator of English language development and categorical programs was not available on EdJoin, and the district was unable to locate the official job description internally.

Pupil Services

The director of student and family support services is responsible for developing and implementing the district's student intervention model. This includes working with school site leadership on implementation measures, including Section 504 pupil accommodation plans,* and student study teams. Additional areas of focus include supporting district site leadership and managing student/parent outreach and support programs including student discipline, intervention, attendance, enrollment, placement and transfers. The director serves as a district liaison with parents and the community, leading a collaborative 13-member committee established to address all uniform complaint procedures and advocate on behalf of parents and students. This position also works with parents and community partners in managing mental health services, drug and alcohol intervention, and crisis management.

The job description for the director of student and family support services was not available on EdJoin, but a job description for the director, pupil personnel services and testing was. This was likely the result of a recent restructuring of positions in the education services department.

*Section 504 plans are educational plans for students with disabilities and are named after Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which requires public schools to educate and accommodate students with disabilities.

Preschool and Independent Study

The district operates six preschool sites, which are managed by the coordinator of preschool and independent study. Staff reported that the preschool program operates independently and that the business services department, human resources department and coordinator of preschool and independent study do not coordinate efforts on grant management, budget management, student attendance and financial reporting.

Although preschool differs from regular K-12 education and its rules for funding and attendance are different, oversight of preschool programs should operate no differently than any other instructional program. Support, collaboration and communication with human resources and business services department staff are needed to accurately develop and monitor staffing and expenditure budgets, and to help ensure that all contract conditions are met and that required fiscal and attendance reporting is accurate.

Administrative Support

The assistant superintendent of educational services is directly supported by an administrative secretary III position. The job descriptions for the administrative secretary II and administrative secretary III are nearly identical, which may lead to the perception that the administrative secretary III position was created at a higher level based on individual performance rather than differences in skills and knowledge required.

However, interviews with staff members in both positions revealed some significant differences in job duties. The administrative secretary III position is not only responsible for general administrative support for the assistant superintendent of educational services, but also performs many essential instructional support duties, including the following:

- Textbook management and orders
- Student information system support
- Student testing support
- Professional development attendance tracking
- Technology help desk assistance – parent support issues
- Budget management
- Purchasing

Because some duties and responsibilities of this position require a greater degree of skill or experience, the district would benefit from revising this job description to more accurately indicate the duties performed.

Staff members reported good working relationships between fiscal and program management staff, but also indicated that some challenges exist in the area of student enrollment and placement. The education services and human resources departments are both involved in the

enrollment process, with human resources managing staffing and educational services managing student placement and overflow. The district has a transient student population, which creates some challenges in the areas of staffing and student placement projections, and the district's program improvement status and parent choice conditions further increase these challenges.

It is not practical to expect a seamless transition of students from one year to the next in this type of environment because families routinely move in and out of various neighborhoods and even in and out of the district.

The cooperation and coordination between the human resources and education services departments typically subsides after the first few months of school. However, because each department depends on the other for staffing and student placement, continual collaboration and communication are essential to ensure that these activities run smoothly at the start of each school year. It would benefit the district for the business services department to also play a role in this collaboration because it oversees transportation services, which are also faced with challenges, including potential staffing challenges, as a result of student placements associated with program improvement status and school choice elections.

Recommendations

The district should:

1. Review the requirements for transporting special education students with transportation department staff annually to ensure that all staff understand the duties required as a result of an IEP specifying transportation services.
2. Ensure that all job descriptions are up to date and are maintained in the human resources department, and regularly update any position descriptions on external websites such as EdJoin.
3. Ensure that collaboration is established between all departments responsible for maintaining, contributing and reporting information associated with instructional program funding, including preschool.
4. Review and update the administrative secretary III job description to more accurately indicate the duties performed by the position.
5. Coordinate efforts between the human resources, business services and educational services department staff responsible for staffing, student placement and transportation services to ensure that timely collaboration and effective communications take place to determine site staffing levels, student placement and required transportation services for the start of each new school year.

Human Resources

The human resources department is responsible for recruitment, selection, orientation, retention and support of new and existing employees. Human resources staff must have an in depth knowledge of the collective bargaining agreements between the district and employee groups. These agreements are complex and contain specific requirements for both the district and the employee groups. The department is also the district's primary representative in the collective bargaining process and disciplinary actions. It is the responsibility of the human resources department to ensure that management and administrative staff are properly trained to manage employee disciplinary issues and labor disputes.

The human resources department serves approximately 400 certificated staff, 350 classified staff and 30 management staff. The department is overseen by the assistant superintendent of human resources and is staffed with two human resource specialists, a risk/benefits manager and an administrative secretary II. The assistant superintendent has been at the district and in this position for just under one year, having served as a district superintendent during the preceding ten years.

The two human resource specialist positions perform the department's essential administrative duties. Although these positions are the same, one position is responsible for certificated staff and the other for classified staff. The job description for this position outlines the basic functions including personnel administrative duties associated with position classification, compensation, recruitment, selection and staffing; assuring compliance with applicable laws, codes, rules and regulations; and acceptance, investigation and development of recommendations associated with employee discrimination, harassment and other claims. The essential duties and responsibilities in the job description match those reported during staff interviews and those performed.

One of the human resource specialist positions was recently vacated and the district had just selected a replacement, so there was no employee in the position yet at the time of FCMAT's fieldwork. Although the replacement selected previously held a payroll position in the business services department and has significant experience with the district's financial system, a transition period will likely mean that service will continue to be slower than desired for a time.

The risk/benefits manager position is responsible for all aspects of risk management including claims management, liability matters, wellness program, ergonomics, emergency preparedness, workers' compensation, student accidents, employee trainings, and other issues. This position also performs several tasks more commonly associated with human resources, including employee benefit enrollments for health insurance and for voluntary 403(b) and 457 plans; hiring processes, including new employee testing and trainings and monitoring the SubFinder program; preparation of employee stay/return letters; and assisting with staffing allocations for each new school year.

As evidenced in the comparative staffing data obtained by FCMAT and presented later in this report, there is no established rule for which department oversees risk management. Often this role is placed where resources and experience permit. However, neither the district's job description for this position nor most positions of this type include several duties that the employee in this position now routinely performs, such as participating in staffing assignment meetings and monitoring the SubFinder. With the changes in district administration, some of these duties have already been reduced for future cycles.

It would benefit the district to assess the duties of this position to determine if some of them could be reassigned to the administrative secretary II position, which would free the risk/benefits

manager to assist in other areas. It would also be beneficial to review and update the job description to ensure that it accurately indicates the duties of the position.

The human resources department is supported by one administrative secretary II position. Staff expressed concern that this position is not designated as a confidential position and is thus not able to assist with much of the work performed by human resources staff.

The classification of confidential employee is often misunderstood and/or misapplied. Government Code section 3540.1(c) provides for the classification of “confidential employees” and states the following:

Confidential employee” means an employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Exposure to or knowledge of confidential information during the course of completing job duties does not in and of itself qualify a position as confidential; however, if a position is directly responsible for the development of, or contributing significantly to the development of, management positions or decisions, then it may be classified as confidential.

It is not uncommon for districts to provide a confidential administrative support position under cabinet level administrators, because these positions commonly provide higher level assistance and support with duties related to developing management positions associated with collective bargaining and policy development. An assessment of the assistant superintendent of human resources’ support needs would help the district identify any modifications needed to the current staffing structure for this department.

Every school district employee has a duty to maintain confidentiality of information, regardless of the designation of the position they hold. During the regular course of work, any employee may have access to privileged information, including student and/or parent information, as well as information regarding fellow employees. It is a common and best practice to expect employees not to release any privileged information about students, staff, labor relations, or any topic properly confined to a closed session of the board.

The district’s Board Policy 4119.23, Personnel, states the following:

An employee who willfully releases confidential/privileged information about the district, students or staff shall be subject to disciplinary action.

It further states the following:

No employee shall disclose confidential information acquired in the course of his/her official duties. Confidential information includes information that is not public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the employee.

As previously mentioned, the routine job duties of some district office staff members differ from those in their job descriptions. Several staff members within and outside of the business services department indicated that they play some role in processing payroll, and several employees outside of the human resources department help secure substitutes, process work permits and perform most recruitment and candidate selection tasks. These crossovers of duties often occur when work is reassigned after a position has been vacated or when it is overburdened, or when

the person working in one position transitions to a new position and continues performing the tasks of their former position because they are highly skilled at them.

Although FCMAT obtained a task list from each employee in the district office that identifies routine tasks performed and their frequency, these lists were completed in a short period of time and thus were likely not comprehensive. The district would benefit from having staff complete task lists over 30 to 60 days, then assessing the lists in each department to evaluate the workload of each employee, the distribution of duties among staff, and the appropriateness of the tasks being performed. Further analysis of tasks could also be conducted across departments.

Several job descriptions for positions at the district office are not up to date. The human resources department is responsible for maintaining a library of updated job descriptions that have been approved by the board and for negotiating modifications as changes in job assignments occur. The human resources specialist job description specifically states that it is to “. . . analyze job descriptions and prepare revisions to existing job descriptions and new classification specializations.”

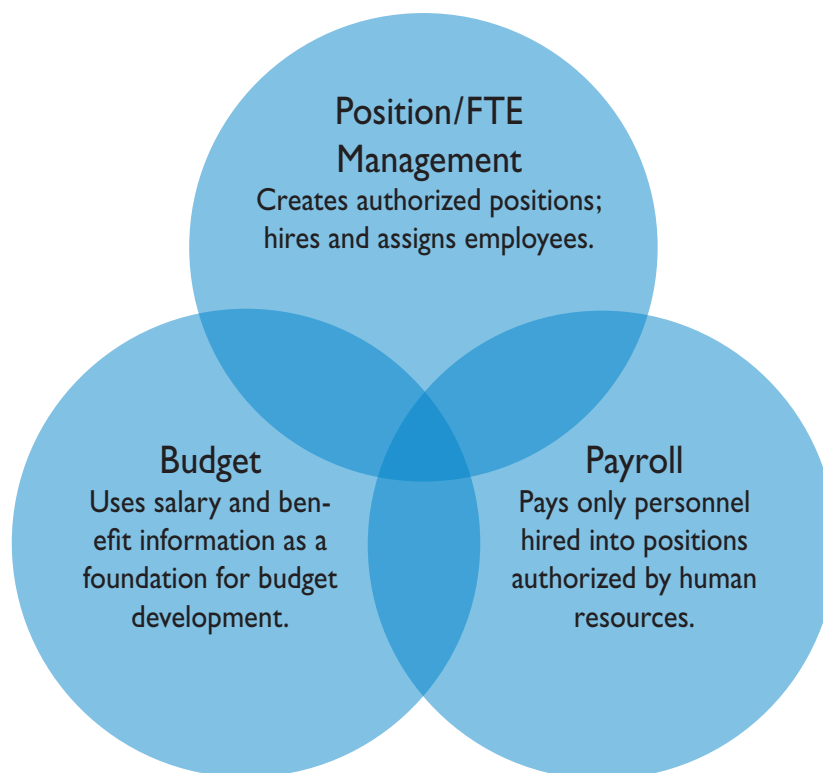
Several staff at the district office are in administrative secretary II positions, but many of these employees perform duties that are not in the job description. Duties for this position include transcribing dictation, preparation of correspondence, scheduling appointments, managing telephone calls, and other general secretarial duties.

The changes in leadership at the district office in recent years have contributed to the inaccuracy of job descriptions. It would benefit the district to review all classified, management and confidential positions to align job descriptions and salary schedules so that there is a progression among like jobs. For example, creating a clear distinction between positions such as administrative secretary II and administrative secretary III helps support the higher position level and associated salary increase. In some cases the distinction may simply be on-the-job experience, such as five years increasing responsibility at a specific level, or a higher level of required education.

Position Control

Staff members indicated that the human resources department no longer provides reliable, accurate and timely support services. Staff indicated that planning for staffing allocations at school and program sites is difficult because position control information is not updated and rolled into the new fiscal year in a timely manner. As indicated earlier, human resources department staff manage the position control system but business services staff do not use it to drive the processing of payroll because of the perception that the data is not up to date and/or accurate. This issue creates inefficiencies throughout the district and needs attention.

An effective position control system tracks personnel allocations and serves as a starting point for managing all positions approved by the governing board. It serves as tool for providing checks and balances between approved personnel allocations, budget appropriations and salary and benefit expenditure. The management of position control is typically shared between the business services and human resource departments, each of which has specific duties and purposes relative to that department. The human resources department should serve as the originating party for the creation of a new position approved by the governing board in position control, filling and assigning position vacancies and making changes to existing positions. Frequent ongoing communications between the business services and human resources departments is essential and should include routine collaborative reconciliations of FTE, salary and benefit information between position control, payroll and budget.



Salary and benefit costs are the largest component of any school district's budget, averaging more than 90% of the unrestricted general fund budget in unified districts statewide. Thus timely projections of salary and benefit costs are critical to developing staffing budgets and financial projections. A reliable position control system establishes and maintains positions by site or department, identifies the funding source for each position and helps prevent over-or under-budgeting of salaries and benefits when used for budget development.

Properly implemented position control also manages the annual costs for each position, stipends, vacation, step and column changes, length of service, and other items in the districts collective bargaining agreements. Effective position control systems integrate with other financial modules such as budget development and payroll, eliminating duplication in tracking and managing the same information for each employee. Using the information in a position control system dramatically increases efficiency and the reliability of information produced and used by different departments.

As previously stated, the district uses QSS financial software, which is widely used among California school districts and has a reliable position control module that can be integrated with both budget development and payroll. As the district migrates to the new QCC platform, it would benefit from using the system to its fullest capabilities to improve efficiencies districtwide. Developing and implementing procedures to ensure that employee data that multiple departments can use is entered into the position control system accurately and in a timely fashion will help eliminate duplication of work and save staff time.

Recruiting

Staff frequently reported that after advertising a position opening on EdJoin, a public education job posting and tracking web site, the human resources department provides information regarding interview procedures and protocols to the site or department. However, the information provided to FCMAT does not include specific areas that should not be discussed or a confi-

dentiality statement for the screening panel. Unless otherwise requested, site or department staff are given duties ordinarily performed by human resources staff, including the following:

- Performing online applicant screening and selection
- Scheduling and conducting interviews
- Testing candidates (if applicable)
- Checking references
- Making employment recommendations

Individuals interviewed by FCMAT noted that the interview panel makes its recommendation to the human resources department, and in some cases the human resources department conducts a second interview and extends the official offer of employment. Interviewees also reported that employment offers and notifications to unsuccessful candidates are sometimes made at the site or department level rather than by human resources staff. With the exception of the maintenance, operations and transportation (MOT) department, staff reported that they preferred to complete this process without assistance from the human resources department. Some also reported that they create their own tests for candidate evaluation. Staff reported that managing these duties gave them the ability to select desirable candidates and reduced delays in the hiring process that have historically led preferred candidates to accept other employment opportunities while waiting for a response from the human resources department staff. Uniformity in the hiring process is compromised by these practices. Prospective employers have a duty to ensure candidate confidentiality throughout the process.

Developing standard interview questions and test banks and using properly trained employees in the hiring process would help ensure uniformity and consistency in the selection process, help ensure that the assessment of qualified candidates is unbiased, and guards against claims of discrimination or unfair practices. Uniform procedures protect both the district and the prospective employee. The district may determine the level of involvement on the part of site or department staff in the recruitment process; however, it is best practice for the human resources department to direct and carry out the hiring process, including communicating with candidates, scheduling interviews, conducting reference checks, and sending employment offers or rejections. The human resources department does not necessarily need to conduct each of these tasks; however, it needs to be involved in and guide every phase of the process. For example, the department could delegate the responsibility for reference checks, but needs to train and guide the person who contacts the reference, including providing a form with prescribed questions, space to record responses, and guidance about what should not be asked.

Collective Bargaining, Employee Discipline, and Staff Development

The assistant superintendent of human resources is the lead negotiator for the district. This individual reported that during her first year in the district a considerable portion of her time was spent preparing for and participating in negotiations. This, combined with numerous disciplinary matters and becoming familiar with the unique characteristics and circumstances of the district, has been a challenge.

Staff reported that when new contract language is negotiated, they are given a copy of the new agreement with new language identified, but no formal training or overview is provided. However, district administrators note that this information is provided and reviewed during leadership meetings. This inconsistency in reporting may be because not all management level staff participate in these leadership meetings. Disciplinary procedures must be followed in accordance

with collective bargaining agreements, board policy, and the California Education Code. As such, it is essential that all management and supervisory staff are well acquainted with the terms of employee contracts and that all revisions are clearly communicated and training is provided where necessary.

All management level staff attend annual FRISK training and seemed to be aware of their responsibilities associated with employee discipline.

A common frustration shared by staff involved employee disciplinary procedures. Although supervisory staff report that they follow FRISK methods to document progressive disciplinary actions for staff who exhibit unsatisfactory work performance or behavior, their experience is that the human resources department does not take further action to bring matters to a satisfactory resolution. Staff indicated that they find it difficult to get support and guidance from the human resources department for carrying out disciplinary procedures. Some staff members attributed delays in human resources department responses to staff turnover in that department. The perceived delays and/or lack of action in implementing consequences have eroded management's ability to effectively manage employee work. As a result, in some cases experienced staff members refuse to comply with directives if they do not believe the task is within the scope of their job description.

As mentioned earlier, the human resources department has a high volume of personnel matters, which has made it challenging to provide effective resolutions in a timely manner or effective consequences. This has created a culture in some departments in which employees act as though there will be little consequence for poor performance or inappropriate behavior. This situation has existed for a number of years and needs to be resolved immediately. District leaders acknowledge this and report that they have been working to resolve outstanding issues.

The administration reports that the assistant superintendent of human resources has been working diligently with input from the superintendents cabinet to identify and aggressively resolve the most egregious disciplinary cases, many of which remained unresolved at the time she assumed her position in the district. Administrators also indicated that the successful resolution of several employee matters that resulted in employee termination is evidence of progress. The district reports that it is addressing 20 grievances and numerous complaints in conjunction with demands to bargain. The number of matters being addressed by the human resources department requires considerable time and effort in addition to its routine operations and efforts to provide optimal customer service.

The human resources department will need to continue working with departmental supervisors to ensure that all necessary steps are taken to bring these personnel matters to closure, and give priority to resolving these and all other similar personnel matters in all schools and departments districtwide. The governing board, superintendent and all management staff will need to provide the support required to resolve this situation and regain the confidence of staff.

Although some human resources staff members reported that they attend county office of education meetings, occasional conferences, and/or committee meetings, no staff development plan is in place for continuing professional education in focused areas. The district's Board Policy 0100 contains the fundamental principles that define the goals of the district. Fundamental principle #9 states, "Continuous school improvement is necessary to meet the needs of students in a changing economy and society." Fundamental principle #11 states, "A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning." Because the majority of a school district's resources are dedicated to personnel, it is imperative that staff members attend professional development to maintain and increase their skills and knowledge.

Continuing education encourages staff members to broaden skills, develop new methods of completing tasks, and understand and prepare for new and changing responsibilities as new compliance measures and statutes are enacted.

Recommendations

The district should:

1. Review and update job descriptions to include new and/or changed duties and ensure that classifications align with Government Code 3513, board policy, and Education Code.
2. Assess routine human resources department tasks and redirect those that are appropriate to the department's administrative secretary II position to increase effectiveness.
3. Ensure that employees are aware of their duty to abide by confidentiality policies. Include in all job descriptions the expectation that employees will maintain confidentiality when required.
4. Update the administrative secretary II and administrative secretary III job descriptions to include the distinctions between the two.
5. Conduct an in-house review of all district office staff duties and assignments, with staff members focusing on completing a task list over 30 to 60 days. Assess and evaluate the workload of each employee, the distribution of duties among staff and the appropriateness of tasks being performed by each employee, and make adjustments to maximize efficiencies.
6. Ensure that routine duties assigned to staff reflect those identified in the assigned job description. Management should assess the appropriateness of job classifications and make changes as needed to align positions accordingly, following the applicable collective bargaining process.
7. Review all classified, management and confidential positions to align job descriptions and salary schedules so that there is a progression within like jobs, following the applicable collective bargaining process.
8. Develop and implement procedures to ensure that employee data, including all employee information other departments rely on, is entered into the position control system accurately and in a timely manner.
9. Develop standards for candidate screening and interviewing, and reference checks of applicants. Ensure that managers and/or site staff acknowledge that they have followed these standards by requiring them to sign an agreement each time they recruit.
10. Ensure that the human resources department is involved in and guides every phase of the interview and hiring process, including the scheduling of interviews, reference checks, and employment offers and rejections.

11. Develop a standard set of questions and a test bank for positions and ensure that it is used consistently.
12. Ensure that administrators and management staff receive regular training as disciplinary procedures are implemented or revised and when new contract language is ratified.
13. Develop required response times for employee discipline issues, and assign each issue to the appropriate individual to prevent any one employee from being overburdened with discipline issues.
14. Seek staff development opportunities to keep staff current on legislative and judicial actions affecting the interpretation or implementation of education employment law.

Staffing Comparisons

To develop staffing comparisons, FCMAT obtained data from nine California school districts with enrollment similar to that of Washington Unified School District. FCMAT included in the comparison two districts in Yolo County; the remaining six comparison districts are located throughout the state. Enrollment numbers are based on certified enrollment counts submitted by districts through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting process for the 2010-11 school year, which was accessed through Ed-data (www.ed-data.k12.ca.us).

FCMAT reviewed information from each district's website as an initial step in gathering data. This information alone cannot be relied upon as accurate because it may not accurately reflect changes in department staff, may not include all positions, and may reflect a position count rather than count of full-time equivalent (FTE) positions. The staffing indicated for each district represents actual open, active position FTEs (not head count). FCMAT contacted each district directly to obtain and verify the accuracy of the data presented. The comparison does not include positions that are not actively open and staffed.

The table below shows the comparison districts surveyed and each district's 2010-11 enrollment.

Table 2: Enrollment of Comparison Districts

	Enrollment
Claremont Unified (K-12)	7,150
Moorpark Unified (K-12)	7,208
Glendora Unified (K-12)	7,284
Washington Unified (K-12)	7,444
Snowline Joint Unified (K-12)	8,282
Davis Joint Unified (K-12)	8,507
Western Placer Unified (K-12)	9,170
Los Banos Unified (K-12)	9,250
Woodland Joint Unified (K-12)	10,403
Average	8,300

Although comparative information is useful, it should not be considered the only measure of appropriate staffing levels. California school districts are complex organizations and vary widely in demographics and resources. As a result, careful evaluation is necessary when reviewing the results of the comparisons. Generalizations can be misleading if significant circumstances unique to each district are not taken into account.

The following factors were considered when selecting the comparative districts:

- Grade level configuration of the district
- Enrollment
- Revenue limit funded districts (non-basic aid)

A full summary of results FCMAT obtained from the comparison districts is provided in Appendix B.

Business Services

The following table lists the student enrollment and business services staffing levels in the comparison districts.

Table 3: Business Services Staffing and Enrollment per FTE

	Student Enrollment	Business Office FTE	Student Enrollment per Business Office FTE
Moorpark	7,208	12.00	601
Snowline	8,282	11.00	753
Washington	7,444	9.50	784
Claremont	7,150	9.00	794
Glendora	7,284	8.50	857
Woodland	10,403	11.25	925
Davis	8,507	7.50	1,134
Western Placer	9,170	7.50	1,223
Los Banos	9,250	7.00	1,321
Average	8,300	9.25	897

As indicated in Table 3, business office staffing in the Washington Unified School District exceeds the average ratio of one full-time equivalent (FTE) employee to 897 students in the comparable districts. Staffing at the average provided in the comparison would result in 8.30 FTE business support staff, which is 1.03 fewer FTE.

This data indicates that inefficiencies in processes and systems discussed earlier in this report may be affecting staffing levels and should be reviewed.

Eliminating 1.20 FTE positions in the business office would bring staffing to the average of the comparison group; however, careful consideration is needed to ensure that all business office functions are properly staffed and that any reduction is not implemented in an arbitrary way simply to bring the staffing allocation to the average. Additional consideration should be given to accommodating future enrollment increases and the effect they may have on business office workload.

Maintenance and Operations

Table 4 lists the number of schools and the maintenance and operations (M&O) management and support services staffing at the comparison districts.

Table 4: Maintenance and Operations Staffing Comparison

	Number of Schools	Number of M&O Management and Support FTE	Schools per M&O Management and Support FTE
Moorpark	11.00	3.50	3.14
Los Banos	12.00	3.75	3.20
Davis	17.00	4.50	3.78
Western Placer	12.00	3.00	4.00
Glendora	9.00	2.00	4.50
Washington	10.00	2.00	5.00
Snowline	11.00	2.00	5.50
Claremont	12.00	2.00	6.00
Woodland	16.00	2.00	8.00
Average	12.22	2.75	4.44

Because the survey data contained inconsistencies in the classification of lead positions as supervisory, these positions were excluded from the averages above.

As shown in Table 4, the district's M&O management and support staffing is slightly lower than the average of the comparison group: the district has 5.0 schools for each management and support FTE compared to the average of 4.44.

Some districts, including Washington Unified, assign some supervisory responsibilities to lead employees in the bargaining unit, which can distort this comparison. However, although lead positions reduce the need for management to oversee and direct daily assignments, the duties of the lead cannot include evaluation and discipline, which in many circumstances can place a significant demand on management staff resources. For these reasons the above comparison data excludes any position with "lead" in the job title.

Transportation

Table 5 lists information regarding the number of students transported, number of buses, number of miles driven and the transportation management and support services staffing in each of the comparison districts.

Table 5: Transportation Management and Support Services Staffing

	2010-11 Daily Average No. of Pupils Transported	2010-11 Average No. of Buses Home to School	Total No. of Miles	Transportation Management & Support FTE	Pupils Transported per FTE	No. of Buses per FTE	Total Miles per FTE
Western Placer	746	5	216,906	2.00	373	2.50	108,453
Woodland	915	14	239,917	6.00	153	2.33	39,986
Moorpark	1,424	13	169,578	3.00	475	4.33	56,526
Washington	1,485	17	114,290	1.00	1,485	17.00	114,290
Los Banos	2,321	17	243,058	1.00	2,321	17.00	243,058
Snowline	2,998	25	474,750	3.00	999	8.33	158,250
Average	1,648	15	243,083	2.67	618	5.69	91,156

This comparison includes only districts with transportation programs. Because each transportation program is unique, comparisons are difficult. FCMAT used data from each district's 2010-11 J-141 transportation report for further comparison. Washington Unified has only one support position, a lead driver/trainer position that supports driver training, but no administrative or management support. No other district in the comparison group has this structure. This creates a unique circumstance for Washington Unified that reduces management effectiveness because the director of MOT's span of control and line authority are excessively large as a result of managing multiple departments in addition to transportation.

Information Technology

The staffing comparison for information technology management was consistent, with every district allocating 1.0 FTE position to this function except Davis Unified, which allocates 2.0 FTE. In one instance this position was assigned other duties and responsibilities. Washington Unified allocates one FTE position to this function, which is comparable with the average of the group.

Food Services

Table 6 lists the student enrollment and food services management and support services staffing in the comparison districts.

Table 6: Food Services Staffing Comparison

	Student Enrollment	Food Service Management & Support FTE	Student Enrollment per Food Service Management & Support FTE
Washington	7,444	4.4	1,692
Claremont	7,150	3.5	2,043
Moorpark	7,208	3.0	2,403
Glendora	7,284	3.0	2,428
Snowline	8,282	3.0	2,761
Davis	8,507	3.0	2,836
Woodland	10,403	3.0	3,468
Los Banos	9,250	2.3	4,111
Western Placer	9,170	2.0	4,585
Average	8,300	3.0	2,751

The data in Table 6 indicate that Washington Unified has the highest level of food service staffing among the comparison group. This is likely the result of greater student participation in the food service program and the fact that the district offers food services in addition to breakfast and lunch. The district's food service program is self-sufficient and thus does not require a financial contribution from the general fund.

Educational Services

Staffing in the educational services department is adequate. Table 7 lists the student enrollment and educational services staffing levels in the comparison districts.

Table 7: Educational Services Staffing Comparison

	Student Enrollment	Educational Services Management & Support FTE	Student Enrollment per Educational Services FTE
Woodland	10,403	21.64	481
Washington	7,444	15.00	496
Claremont	7,150	13.00	550
Davis	8,507	13.40	635
Moorpark	7,208	11.00	655
Glendora	7,284	9.40	775
Snowline	8,282	10.50	789
Western Placer	9,170	5.00	1,834
Los Banos	9,250	5.00	1,850
Average	8,300	11.55	719

Based on the data provided in surveys of comparison districts, the number of educational services positions in the Washington Unified School District is 1.3 times the average of all districts in the comparison.

Human Resources

Human resources department staffing at Washington Unified is comparable with that of districts of similar size and structure. Table 8 lists the number of district employees and human resources staffing levels in the comparison districts.

Table 8: Human Resources Staffing Comparison

	Total Number of Employees Districtwide	Human Resources Department Management & Support FTE	Districtwide Employees per Human Resources FTE
Moorpark	614	6.0	102.33
Claremont	604	5.0	120.80
Woodland	987	7.0	141.00
Glendora	720	5.0	144.00
Washington	728	5.0	145.60
Snowline	984	6.0	164.00
Davis Joint	1000	6.0	166.67
Los Banos	1050	5.4	196.26
Western Placer	846	3.0	282.00
Average	837	5.37	155.80

There was concern in the district that the human resources department might be understaffed. However, the district's human resources staffing is in line with that of comparison districts of similar size. It is more likely that the change in leadership and support staff, a high volume of personnel matters including disciplinary actions that require an extensive time commitment from department staff, and the distribution of duties among staff are the main factors contributing to the lack of efficiency in the department.

Projected Enrollment and School Growth

The district reported that its student enrollment is projected to increase from 7,574 in 2011-12 to approximately 9,000 over the next five years. If this occurs the district would need to expand existing schools and may need to build new ones, which would increase the demand for support services from all departments in the district office.

Following the recommendations earlier in this report to evaluate staffing, distribute responsibilities among positions, and consider increasing efficiencies where possible will help the district maximize productivity while maintaining current staffing levels, and will to some extent allow departments to sustain current service levels as the district grows.

However, support staffing cannot remain static or decline as enrollment increases and school facilities expand to accommodate growth and expect to maintain service levels. Staff reported that, as has been the case in many school districts in recent years, enrollment increases in the district have not always resulted in increased support services staffing. As the financial condition of public education has deteriorated, school districts statewide have reduced support service staffing even as demand for such services increases. The experience at Washington Unified has been no different.

Table 9 shows that if the district's student enrollment were to increase to 9,000 from its 2011-12 enrollment of 7,574, increased staffing may be needed to maintain various department functions at current levels.

Table 9: Staffing for Growth

	Current FTE	FTE Based on Projected Enrollment	Increase In FTE
Business Services	9.50	11.29	1.79
Maintenance & Operations	2.00	2.38	0.38
Information Services	1.00	1.19	0.19
Food Services	4.40	5.23	0.83
Human Resources	5.00	5.94	0.94
Educational Services	15.00	17.82	2.82
Total	36.90	43.85	6.95

FCMAT did not include projections for transportation staffing because the district is eliminating its transportation services for students in grades K-8. In addition, although FCMAT did not analyze staffing allocations other than those in the district office administration, additional staffing in the maintenance, custodial, grounds, information technology, transportation and food services functions may be needed to accommodate projected growth.

As mentioned earlier in this report, FCMAT believes the span of control given to the director of MOT position is too broad to effectively manage all areas assigned. Implementing recommendations to restore a supervisory position or to reclassify lead positions should also be incorporated into future staffing projections.

Preparing staffing plans and formulas for each department that coincide with growth projections will help the district provide the same level of service districtwide as growth occurs. Communicating the effects of growth, in advance, including the new revenue generated *and* the

additional demands and costs of providing the same level of services, is the most effective way to ensure that all stakeholders are well informed and know what to expect.

Recommendations

The district should:

1. Prepare and communicate staffing plans and formulas for each department that coincide with projected enrollment increases.
2. Review business office systems for processing transactions, implement efficiencies, and determine any implications for staffing levels.

Senior Classified Management Staffing

Education Code section 45100.5 allows the governing board of a school district, through the adoption of a resolution, to designate certain classified positions in the district as “senior management.” Positions designated as senior management are afforded all rights and benefits of all other classified employees with the exception of the ability to obtain permanent status in their position. The Education Code section specifically states the following:

45100.5. (a) The governing board of a school district may adopt a resolution designating certain positions as senior management of the classified service. Notwithstanding the provisions of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, the decision of the governing board shall not be deemed a matter subject to negotiation, but shall be subject to review by the Public Employment Relations Board.

(b) Employees whose positions are designated as senior management of the classified service shall be a part of the classified service and shall be afforded all rights, benefits, and burdens of other classified employees, except that they shall be exempt from all provisions relating to obtaining permanent status in a senior management position.

(c) Notice of reassignment or dismissal from a position in the senior management of the classified service shall be provided in accordance with the provisions of Section 35031.

Education Code section 45108.5(a)(1) and (2) require that senior management of the classified service be either the fiscal advisor to the superintendent, typically the chief business official, or “an employee in the highest position in a principal district program area, as determined by the governing board . . . which has districtwide responsibility for formulating policies or administering the program area.” There is no definition of “principal district program area” either in the statute or in case law. The code specifically states the following:

45104.5. The governing board of a school district may adopt a resolution abolishing any or all positions of the senior management of the classified service. An employee occupying a senior management position abolished by the action shall become a member of the classified or certificated service in a position to which he or she would otherwise be entitled if the employee had not been a member of the senior management of the classified service.

If the employee in the senior management of the classified service had been a member of the regular classified or certificated service, he or she shall be entitled to a position which is the same as, or similar to, the position to which he or she holds rights outside of the senior management of the classified service.

45108.5. (a) Senior management employee means either of the following:

(1) An employee in the highest position in a principal district program area, as determined by the governing board, which does not require certification qualifications, and which has districtwide responsibility for formulating policies or administering the program area.

(2) An employee who acts as the fiscal advisor to the district superintendent.

(b) The maximum number of positions which may be designated as senior management positions shall be as follows:

- (1) For districts with less than 10,000 units of average daily attendance, two positions.
- (2) For districts with 10,000 to 25,000 units of average daily attendance, inclusive, three positions.
- (3) For districts with 25,001 to 50,000 units of average daily attendance, inclusive, 4 positions.
- (4) For districts with more than 50,000 units of average daily attendance, 5 positions.
- (c) This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 6 (commencing with Section 45240), as well as to districts which have not adopted the merit system.

Courts have emphasized that the designation of senior management must be made by the governing board after determining that the position has significant responsibilities of a districtwide nature.

Education Code section 35031 states in part:

In the event the governing board of a school district determines the superintendent of schools of the district, or deputy, associate, or assistant superintendent of schools, or employee in the senior management of the classified service is not to be reelected or reemployed as such upon the expiration of his or her term, he or she shall be given written notice thereof by the governing board at least 45 days in advance of the expiration of his or her term. In the event the governing board of a district fails to reelect or reemploy the superintendent of schools of the district, or deputy, associate, or assistant superintendent of schools, or employee in the senior management of the classified service as such and the written notice herein provided for has not been given, he or she shall be deemed reelected for a term of the same length as the one completed, and under the same terms and conditions and with the same compensation.

The notice requirements of Section 44951 shall not apply to persons to whom this section applies.

FCMAT interprets this code section to mean that the governing board has the authority to decide whether a position has “significant responsibilities for formulating district policies or administering district programs.” Further, once the board takes action to designate a classified position as senior management through the adoption of a board resolution, the position would be subject to the terms of statute entitling senior management to re-employment under the terms of their expiring contract unless they are notified of nonrenewal at least 45 days prior to contract expiration.

The Washington Unified School District currently has an enrollment of almost 7,500 students and over the next five years anticipates a growing population to approximately 9,000 students. Under both current and projected enrollment, the district falls under the 10,000 units of average daily attendance, which permits two classified senior management positions as specified in the Education Code 45108.5. The district currently has no classified positions that are designated as senior management by the governing board. The governing board may designate up to two positions as senior management, providing that each position qualifies under the two criteria outlined in the Education Code.

The designation of a senior level position does not require that the position report directly to the superintendent. The two positions identified above could report to the assistant superintendent of business services or to the assistant superintendent of educational services.

Because of the growth projected over the next five years, it would benefit the district to assess the long-term needs of its entire organizational structure and determine if an additional classified senior management position would help distribute management duties and increase the leadership, communication and decision making at a cabinet level.

Recommendation

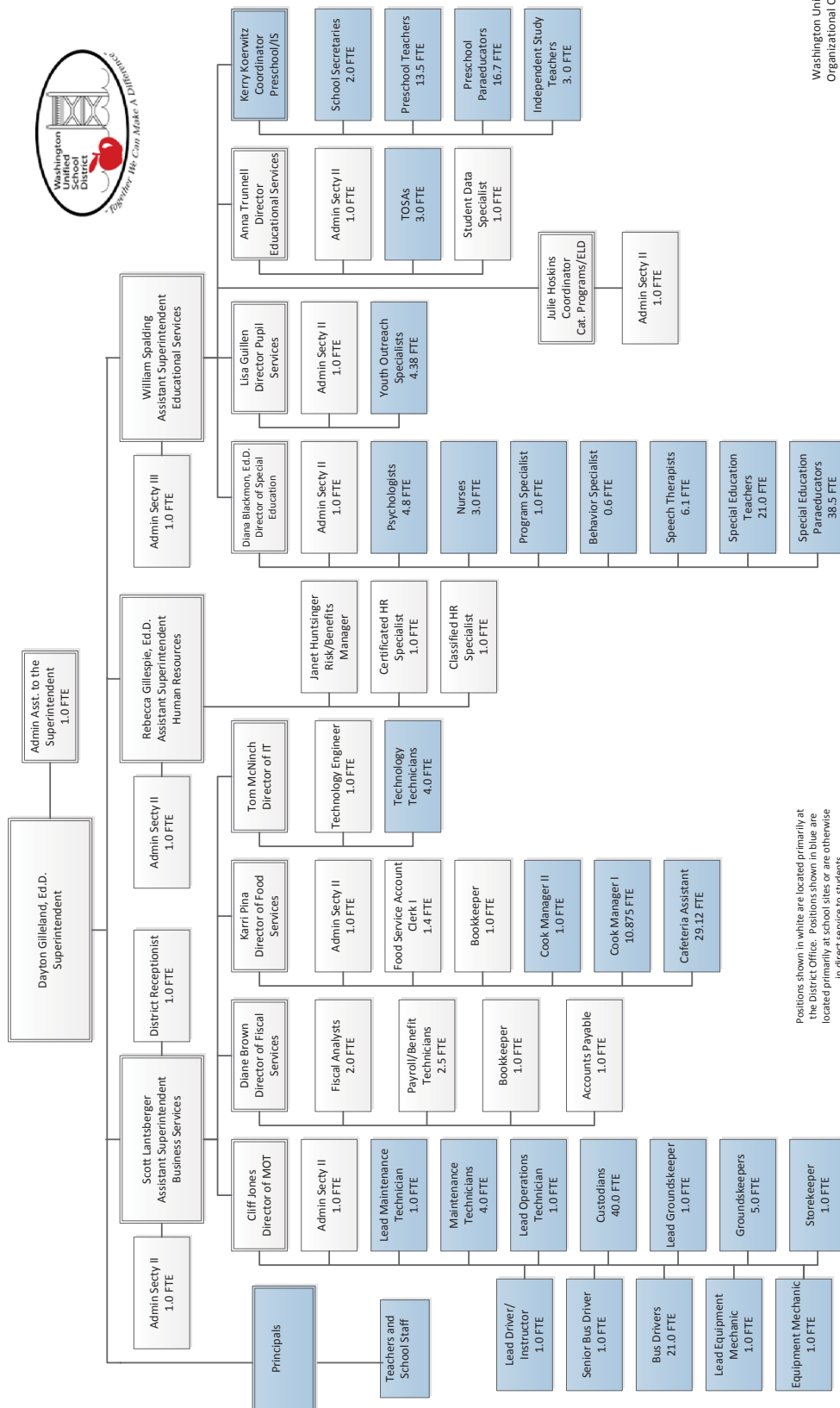
The district should:

1. Assess its long-term needs and determine if an additional classified senior management position would increase effectiveness, efficiency and capacity.

Appendices

- A. District Organizational Chart
- B. District Comparative Summary
- C. Study Agreement

Appendix A. - District Organizational Chart



Positions shown in white are located primarily at the District Office. Positions shown in blue are located primarily at school sites or are otherwise in direct service to students.

Washington Unified
 Organizational Chart
 November 9, 2011

Appendix B. - District Comparative Summary

DISTRICT	Washington	Western Placer Unified	Moorpark Unified
Grade Level	K-12	Pre-12	K-12
Enrollment (2010-11)	7444	9170	7208
# Sites	10	12	11
Financial System	QSS	Escape	Escape Online
Attendance System / SIS		Aeries	Zangle
2010-11 Expenditures		\$66.9 million	\$52.3 Million
# Warrants Processed Annually/Monthly (Excluding Payroll)		3846/320	3485
# Employees (Head Count)	728	846 / 635 FTE	614
Payroll Frequency (EOM / Supplemental)		EOM + Supp.	EOM + Supp.
Average # Paychecks per pay period		890	675
# Purchase Orders Processed Annually		2540	2145
Risk Management - Position Responsible?	Assistant Supt. Human Resources	Director of Bus. Svcs.	Handled by Director of Purchasing
# of Claims Annually for Workers Compensation?		33	Not Provided
# Liability Claims Annually?		7	
STAFFING FTE and position description			
Superintendents Office			
Department Staff:	1.0 Superintendent 1.0 Admin. Secretary 1.0 Superintendent's Office Technician	1.0 Superintendent 1.0 Secretary 1.0 Clerical	1.0 Superintendent 1.0 Exec. Admin. Asst. .5 Secretary
Human Resources Office			
Department Head:	1.0 Assistant Supt. HR	1.0 Director of Personnel	1.0 Assistant Supt. Personnel
Merit District:	No	No	No
Support Staff:	1.0 Admin. Secretary 1.0 Risk/Benefits Manager 2.0 HR Specialist	2.0 Personnel Tech.	1.0 Director of Classified 1.0 Admin. Asst. 1.0 Substitute Coord. 1.0 Personnel Asst. 1.0 Receptionist

DISTRICT	Washington	Western Placer Unified	Moorpark Unified
Educational Services Office	15	5	11
Department Head:	1.0 Assistant Supt. Ed. Svcs.	1.0 Deputy Supt. C & I	1.0 Assistant Supt. of Inst. Svcs.
Supervisory Staff:	1.0 Director of Spec. Ed. 1.0 Director of Pupil Svcs. 1.0 Director of Ed. Svcs. 1.0 Coordinator of Cat. Prog. 1.0 Coordinator of Pre-K/Indp. Stdy.	1.0 Director of Spec. Ed.*	1.0 Director of Elem. Ed & Spec. Prog. 1.0 Director of Spec. Ed. 1.0 Instructional Data Spec. 1.0 Program Spec. SE
Support Staff:	1.0 Admin. Secretary III 4.0 Admin. Secretary II 1.0 Student Data Spec. 3.0 TOSA's	1.0 Admin. Asst. 1.0 Secretary 1.0 Clerk	6.0 Admin. Asst.
Business Office	9.5	7.5	12
Department Head:	1.0 Assistant Supt. Bus. Svcs.	1.0 Assistant Supt. Bus & Oper.	1.0 Assistant Supt. Bus. Svcs.
Supervisory Staff:	1.0 Director of Fiscal	1.0 Director of Bus. Svcs.	1.0 Director of Financial Svcs. 1.0 Director of Purchasing
Support Staff:	1.0 Admin. Secretary II 1.0 Categorical Fiscal Analyst 1.0 Fiscal Analyst .5 Payroll Technician 2.0 Payroll/Benefits Technician 1.0 Accounts Payable 1.0 District Bookkeeper	1.0 Admin. Asst. 2.0 Payroll 2.5 A/P, A/R, Attnd.	1.0 Admin. Asst. 1.0 Accounting Coord. 1.0 Accounting Tech. 2.0 Payroll 1.0 Accounts Payable 1.0 Accounts Receivable 2.0 Purchasing Tech.

DISTRICT	Washington	Western Placer Unified	Moorpark Unified
Maintenance & Operations	2	3	3.5
Reports to:	Asst. Supt. of Business	Asst. Supt./Bus & Oper.	Asst. Supt. Business
Department Head:	1.0 Director MOT	1.0 Director of Maint.	1.0 Director MO & F
Department Secretary:	1.0	1.0	1.0
Supervisory Staff (#):	1.0 Lead Maintenance Technician 1.0 Lead Operations Technician 1.0 Lead Groundskeeper	1.0	1.0 Maintenance Supv. .5 Grounds Supv. 2.0 Head Custodian
Custodial Staff:	40.0	24.0	32.0
Maintenance Staff:	4.0	3.0	9.0
Grounds Staff:	5.0	3.0	8.5
Other:	0.0	1.0 Facilities Planner	1.0 Small Motor Mechanic
Warehouse:	Yes 1.0 Storekeeper	No	Yes 2.0 Warehouseman 1.0 Storekeeper
Transportation:	1	2	3
Reports to:	Dir. MOT	Asst. Supt./Bus & Oper.	Asst. Supt. Business
2010-11 # Pupils Transported / buses / Annual Miles H/S (*)	1,485 / 17 / 243,058	746 / 5 / 216,906	1,424 / 13 / 169,578
Department Head / Supervisory Staff:	0.0	1.0 Director	1.0 Transportation Supv.
Support Staff:	Shared Department Secretary 1 Lead driver / trainer +24	1	1.0 Secretary 1.0 Dispatcher 2.5 Mechanics
Technology Services			
Reports to:	Asst. Supt. of Business	Deputy Supt. C & I	Asst. Supt. Business
Department Head / Supervisory Staff:	1.0 Director	1.0 Director	1.0 Director
Support Staff:	5.0	5.0	7.0
Food Services	4.4	2	3
Reports to:	Asst. Supt. of Business	Asst. Supt. Bus. & Oper.	Asst. Supt. Business
Department Head:	1.0 Director	1.0 Director	1.0 Director
Support Staff:	3.4	1	2
#- Inconsistencies in survey data associated with classification of "lead" positions as supervisory or staff exist.			

DISTRICT	Claremont Unified	Glendora Unified
Grade Level	K-12 + Adult	K-12
Enrollment (2010-11)	7150	7284
# Sites	12	9
Financial System	Peoplesoft	Peoplesoft & Escape
Attendance System / SIS	Zangle	Aeries
2010-11 Expenditures	\$55.8 Million	\$52.3 Million
# Warrants Processed Annually/Monthly (Excluding Payroll)	4500	3251
# Employees (Head Count)	604	720
Payroll Frequency (EOM / Supplemental)	3-4	4
Average # Paychecks per pay period	776	873
# Purchase Orders Processed Annually	1350-1400	1890
Risk Management - Position Responsible?	Various/ CBO for WC; P&L thru Ed Svcs.	Asst. Supt. Business
# of Claims Annually for Workers Compensation?	50	10
# Liability Claims Annually?	5	Did not state
STAFFING FTE and position description		
Superintendents Office		
Department Staff:	1.0 Superintendent 1.0 Exec. Secretary 1.0 Secretary	1.0 Superintendent .5 Secretary
Human Resources Office	5	5
Department Head:	1.0 Assistant Supt. HR	1.0 Director of Personnel
Merit District:	No	Yes
Support Staff:	2.0 Personnel Tech. 1.0 Confidential Clerical 1.0 Admin. Secretary	1.0 Personnel Tech. 1.0 Sr. Personnel Spec. 1.0 Sr. Account Clerk HR 1.0 Admin. Secretary

DISTRICT	Claremont Unified	Glendora Unified
Educational Services Office	13	9.4
Department Head:	1.0 Assistant Supt. Ed Svc.	1.0 Assistant Supt. Ed. Svc.
Supervisory Staff:	1.0 Coordinator of Cat./ELL 1.0 Director of Spec. Ed. 1.0 Coordinator of Spec. Ed. 1.0 Coordinator Info. Svcs. 1.0 Director Child Dev. Svcs. 1.0 Coordinator of CDS	1.0 Director of Student Svcs. 1.0 Director of Preschool/Child Care
Support Staff:	1.0 Exec. Secretary SE 3.0 Clerical 2.0 Ed. Tech. TOSAs	3.0 Support Svc. Secretary II 1.0 District Media/Testing Specialist 1.0 District Media/Testing Clerk 1.0 Data Management Specialist .4 Data Management Support Tech.
Business Office	9	8.5
Department Head:	1.0 Assistant Supt. Bus. Svcs.	1.0 Assistant Supt. Bus. Svcs.
Supervisory Staff:	1.0 Director of Accounting	1.0 Director Fiscal Svc.
Support Staff:	1.0 Admin. Secretary 1.0 Staff Accountant 1.0 Account Clerk 2.0 Payroll 1.0 Purchasing Coord. 1.0 Attend/Comm.	1.0 Accounting Spec. 1.5 Account Clerk (ASB/Attn/AP) 2.0 Account Clerk (Payroll) 2.0 Purchasing Tech.

DISTRICT	Claremont Unified	Glendora Unified
Maintenance & Operations	2	2
Reports to:	Asst. Supt./Business	Asst. Supt. of Business
Department Head:	.5 Exec. Director	1.0 Director M & O
Department Secretary:	1.5	1.0
Supervisory Staff (#):	1 Lead	0.0
Custodial Staff:	33.0	21.0
Maintenance Staff:	7.0	10.0
Grounds Staff:	6.0	3.0
Other:	1.0 Mail Delivery	0.0
Warehouse:	No	Yes 1.0 Storekeeper
Transportation:		
Reports to:		
2010-11 # Pupils Transported / buses / Annual Miles H/S (*)		
Department Head / Supervisory Staff:	No Transportation Service	No Transportation Service
Support Staff:		
Technology Services		
Reports to:	Asst. Supt. Ed Svcs.	Asst. Supt. Business
Department Head / Supervisory Staff:	1.0 Director	1.0 Director of Tech & Purchasing
Support Staff:	4.0	2.5
Food Services	3.5	3
Reports to:	Asst. Supt. Business	Asst. Supt. Business
Department Head:	.5 Exec. Director	1.0 Director
Support Staff:	3	2
#- Inconsistencies in survey data associated with clas		

DISTRICT	Snowline Joint Unified	Davis Joint Unified	Los Banos Unified	Woodland Joint Unified
Grade Level	K-12	K-12	K-12	K-12
Enrollment (2010-11)	8282	8507	9250	10403
# Sites	11	17	12	16
Financial System	Financial 2000/San Bernardino	QSS/QCC	QSS	QSS
Attendance System / SIS	Aeries	Zangle	Aeries	Aeries
2010-11 Expenditures	\$56 Million	\$66.5 million general fund	\$68.6 million general fund	\$77.6 Million
# Warrants Processed Annually/Monthly (Excluding Payroll)	900	5000	4075	Unknown
# Employees (Head Count)	984	1000	1050	987
Payroll Frequency (EOM / Supplemental)	3	EOM + Supp.	EOM	3-Jan
Average # Paychecks per pay period	1200	1000	1024	Unknown
# Purchase Orders Processed Annually	2200	3000	1725	Unknown
Risk Management - Position Responsible?	Asst. Supt. HR	CBO	Asst. Supt. Admin. Svcs.	HR Directors
# of Claims Annually for Workers Compensation?	30	30	46	Unknown
# Liability Claims Annually?	Did not state	1-2	1	Unknown
STAFFING FTE and position description				
Superintendents Office				
Department Staff:	1.0 Superintendent 1.0 Director Comm. & Stdt Svc. 1.0 Receptionist	1.0 Superintendent 1.0 Secretary	1.0 Superintendent .8167 Admin. Asst. / Receptionist	1.0 Superintendent 1.5 Admin. Assistant
Human Resources Office	6	6	5.35	7
Department Head:	1.0 Assistant Supt. HR/Admin Svcs.	1.0 Assistant Supt. HR	1.0 Area Director .625 Merit Head	1.0 Assistant Supt. 1.0 Director of Operations
Merit District:	No	No	Yes	
Support Staff:	1.0 Admin. Asst. 2.0 Personnel Clerk 2.0 Office Tech.	2.0 Confidential Analyst 2.0 Classified HR Tech. 1.0 Secretary	2.375 Personnel Tech. .85 absence tracking/admin support .5 Acct. Clerk	3.0 Personnel Analyst 1.0 Admin. Asst. 1.0 District Attn. Spec.

DISTRICT	Snowline Joint Unified	Davis Joint Unified	Los Banos Unified	Woodland Joint Unified
Educational Services Office	10.5	13.4	5	21.64
Department Head:	1.0 Assistant Supt. Ed. Svcs.	1.0 Associate Supt. Inst. Svcs.	2.0 Area Administrator	1.0 Associate Supt. Ed. Svc.
Supervisory Staff:	1.0 Coordinator of Prog. Qlty. 1.0 Technology Coordinator 1.0 Director of Special Svc.	1.0 Exec. Director of Stdt. Svcs. .75 Manager of Stdt. Achvmt. 1.0 Director of Spec. Ed. 1.0 Spec. Ed. Program Specialist	0	1.0 Director Categorical Prog., Grants & PI 1.0 Director Pupil Svc. (SE) 1.0 Director Secondary Ed., Assmt & PD .64 Coordinator Prof. Stnds & Dev. 1.0 Coordinator Curriculum & Assmt. 1.0 Director, Elemen. Ed., Assessment & PD 1.0 Program Coordinator Pre-K
Support Staff:	1.0 Admin. Asst. 1.0 Secretary Sp. Svc. 1.0 Clerk / Recpt. 1.0 Assmt. Tech. 1.5 Clerk Sp Svc. 1.0 TOSA - ELL	6.25 Secretary .4 GATE Coordinator 1.0 EL Coordinator 1.0 TOSA Inst. Technology	2.0 Secretary 1.0 Accounting Tech. / SIS	10.0 Admin. Secretary/Asst. 1.0 Accounting Analyst 2.0 Programmer Analyst 1.0 TOSA
Business Office	11	7.5	7	11.25
Department Head:	1.0 Assistant Supt. Bus. Svcs.	1.0 Assistant Supt. Bus. Svcs.	1.0 Assistant Supt. Admin. Svcs.	1.0 Assistant Supt. Bus & Op.
Supervisory Staff:	1.0 Business Mgr. 1.0 Dir. of Purchasing	1.0 Director of Fiscal		1.0 Director of Fiscal 1.0 Supervisor Fiscal Svcs.
Support Staff:	1.0 Admin. Asst. 1.0 Accountant 1.0 Analyst 2.0 Payroll 1.0 A/P 1.0 Buyer 1.0 Purchasing Tech.	1.0 Budget Analyst 4.5 Account Tech.	1.0 Secretary IV 2.0 Accounting Tech. 2.0 Accounting Tech. III	1.0 Admin. Asst. 1.0 Acct. Analyst 3.25 Payroll/Benefit 2.0 A/P Tech. 1.0 Energy Management Specialist

DISTRICT	Snowline Joint Unified	Davis Joint Unified	Los Banos Unified	Woodland Joint Unified
Maintenance & Operations	2	4.5	3.8	2
Reports to:	Asst. Supt./Business	Asst. Supt. Bus. Svc.	Asst. Supt. Admin Svcs.	Assistant Supt. Business
Department Head:	1.0 Director M & O	1.0 Director of Facilities M & O	1.0 Director	1.0 Director M & O/Facilities
Department Secretary:	1.0 Clerk	2.5	1.8	1.0 Admin. Secretary II
Supervisory Staff (#):	11.0 Lead Custodian	1.0 Manager of M & O	1.0 Supervisor	0.0
Custodial Staff:	25.56 Grounds/Custodians	Information not provided	32.3	42.1
Maintenance Staff:	10.0		4.0	10.0
Grounds Staff:	7.0		8.3	6 + 2 open
Other:	0.0		0.0	
Warehouse:	Yes	No	No	Yes 1.0 Clerk
Transportation:	3		1	6
Reports to:	Asst. Supt. Business		Asst. Supt. Admin Svcs.	Asst. Supt. Business
2010-11 # Pupils Transported / buses / Annual Miles H/S (*)	2,998 / 25 / 474,750		2,321.4 / 17 / 243,058	915 / 14 / 239,917
Department Head / Supervisory Staff:	1.0 Director 1.0 Asst. Director	No transportation	1	1.0 Director
Support Staff:	1.0 Transportation Clerk 1.0 Driver / Trainer 2.0 Mechanics 24,6885 drivers		23,625	1.0 Dispatcher Regular Ed 1.0 Dispatcher, SE 1.0 Account Tech / Secretary 1.0 Instructor / Trainer 1.0 Mechanic + drivers
Technology Services				
Reports to:	Asst. Supt. / HR & Admin.	Assoc. Supt. of Ed. Svcs.	Asst. Supt. Admin. Svcs.	Director of Ed. Services
Department Head / Supervisory Staff:	1.0 Director Info./Tech.	1.0 Network Admin. 1.0 SIS Manager	1	1.0 Supervisor, Information Tech. Svc.
Support Staff:	5.0	4.0	4.2	4.0
Food Services	3	3	2.25	3
Reports to:	Asst. Supt. Business	Assoc. Supt. of Business	Asst. Supt. Admin. Svcs.	Asst. Supt. Business
Department Head:	1.0 Director	1.0 Director	1	1.0 Director of Food Svcs.
Support Staff:	2	2	1.25	2
# Inconsistencies in survey data associated with clas				

Appendix C. - Study Agreement

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT March 16, 2012

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Washington Unified School District, hereinafter referred to as the District, 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 District has requested that the Team provide for the assignment of professionals to study specific aspects of the Washington Unified School District 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.

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report. The final report will be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

The Washington Unified School District is requesting the FCMAT Team to conduct an organizational review of the district's central office and will include the following:

1. Review and evaluate the classified, confidential, management, and administrative positions and job descriptions at the district office. The FCMAT Team will provide comparable data from school districts of similar size and demographics and make recommendations regarding the District's current staffing structure and position responsibilities. This component will include a summary of comparable districts and identify the district's name, position titles and full time equivalent (FTE) positions.
2. Incorporate the results of the comparable review contained in item 1 of the scope of work and make recommendations regarding the number of positions required to meet the district's future growth for student enrollment.
3. Review Education Code Section 45100.5 regarding the district's ability to designate certain positions as senior management of the classified service and make recommendations.

B. Services and Products to be Provided

Orientation Meeting - The Team will conduct an orientation session at the District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.

On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.

1. **Exit Report** - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.
2. **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.
3. **Draft Reports** - Electronic copies of a preliminary draft report will be delivered to the District administration for review and comment.
4. **Final Report** - Electronic copies of the final study report will be delivered to the District administration following completion of the review. Written copies are available by contacting the FCMAT office.

5. Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. **PROJECT PERSONNEL**

The study team will be supervised by Anthony L. Bridges, CFE, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- | | |
|-----------------------------|---|
| A. Marisa Ploog, CPA | FCMAT Fiscal Intervention Specialist |
| B. To Be Determined | FCMAT Org & Staff 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 District 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 District.

Based on the elements noted in section 2 A, the total cost of the study is estimated at \$10,000.

- 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 DISTRICT**

- A. The District will provide office and conference room space while on-site reviews are in progress.

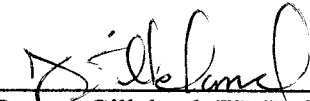
- B. The District will provide the following (if requested):
1. A map of the local area
 2. Existing policies, regulations and prior reports addressing the study request
 3. Current or proposed organizational charts
 4. Current and two (2) prior years' audit reports
 5. Any documents requested on a supplemental 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 District 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.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The District shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The following tentative schedule outlines the planned completion dates for key study milestones:

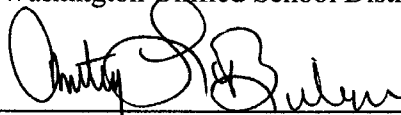
<i>Orientation:</i>	<i>April/May - pending board approval</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>If requested</i>

7. **CONTACT PERSON**Name of contact person: Dayton GillelandTelephone: (916) 375-7604 x1236 FAX: (916) 375-7619E-Mail: dgilleland@wusd.k12.ca.us

Dayton Gilleland, ED.D, Superintendent
Washington Unified School District

3-22-12

Date



Anthony L. Bridges, CFE
Deputy Executive Officer
Fiscal Crisis and Management Assistance Team

March 16, 2012

Date

