



Calexico Unified School District

Human Resources Review

February 1, 2008

Joel D. Montero
Chief Executive Officer



February 1, 2008

Superintendent David Alvarez
Calexico Unified School District
901 Andrade Avenue
Calexico, CA 92231

Dear Superintendent Alvarez:

In September 2007, the Calexico Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into a study agreement to provide a review of the district's Human Resources functions, staffing and organization. Specifically, the agreement asked FCMAT to:

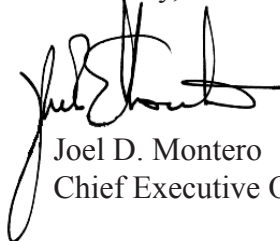
Conduct an organizational and staffing review of the District's Human Resources and Personnel Commission Departments to analyze the following factors:

1. Distribution of workload within each department.
2. Separation of functions between the departments based on provisions included in Article 6 (Merit System) Chapter 5 of Part 25 in Division 3 of the California Education Code commencing with Section 45240.
3. Impact of responsibilities required as a merit system district.
4. Automation of employee and applicant information collection and retention.
5. Staffing comparisons of like sized unified merit system districts.

The attached 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 Calexico Unified School District.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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Table of Contents

Forewordiii

Introduction I

Background 1

Study Team 2

Study Guidelines 2

Executive Summary 3

Findings and Recommendations 5

Divided Human Resources Functions 5

Human Resources Department 7

Impact of the Merit System 13

Workload Distribution 17

Certificated Employee Functions 19

Automation of Processes 23

District Staffing Comparisons 25

Organizational Restructuring 29

Appendix 33

Foreword

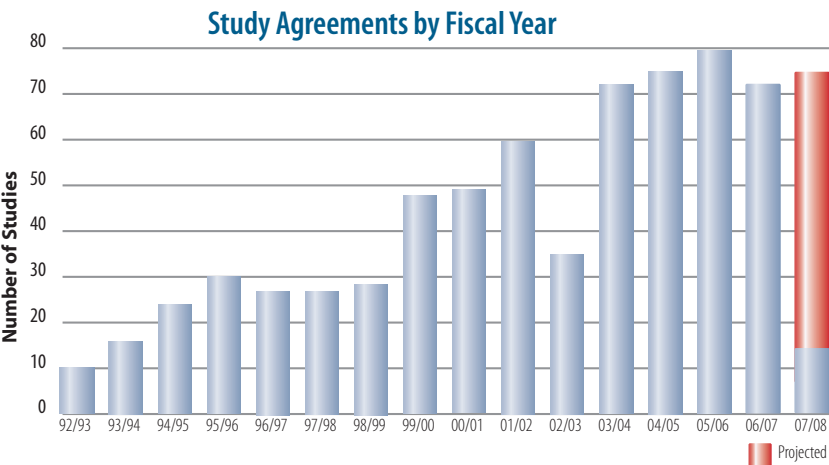
FCMAT Background

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that local educational agencies throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district’s progress on the improvement plans.

Since 1992, FCMAT has been engaged to perform more than 600 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of 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.

Total Number of Studies.....	667
Total Number of Districts in CA.....	982
Management Assistance.....	631 (94.6%)
Fiscal Crisis/Emergency	36 (5.4%)
Note: Some districts had multiple studies.	
Seven Districts have received emergency loans from the state.	
(Rev. 10/10/07)	



Introduction

Background

The Calexico Unified School District is the largest school district in Imperial County and the only school district in the city of Calexico, which has a population of approximately 37,000. Calexico is located in southeastern California, two miles from the Mexican border and the city of Mexicali, population approximately one million. The district is bordered on the north by the El Centro Elementary and Central Union High School districts. The district has an enrollment of approximately 9,500 students in grades K-12 and more than 1,000 employees. In March 2004 the community passed Measure J, a general obligation bond of \$30 million, with a 77% yes vote.

The staff of the district appears stable, with most of the turnover occurring among the teaching staff. Recruitment and retention of teachers is a primary staffing challenge. The district is one of the largest employers in the city, and board members and staff have many family and neighborhood ties to each other and to the community. The staff voiced the perception that these relationships tend to influence the district's hiring practices. It was reported by several sources that hiring of relatives and friends, particularly in the classified service, is common, and a "compadre" system was reported to exist. This was reported to have improved in recent years but memories of past practices are still present. The district reinstated a merit system in 1998 with a Personnel Commission to conduct the classified recruitment and selection process.

Scope of Study

In September 2007 the Calexico Unified School District requested that FCMAT assist the district by reviewing the operations of the district's Human Resources Department. The study agreement specifies that FCMAT will:

Conduct an organizational and staffing review of the district's Human Resources and Personnel Commission departments to analyze the following factors:

1. Distribution of workload within each department.
2. Separation of functions between the departments based on provisions included in Article 6 (Merit System) Chapter 5 of Part 25 in Division 3 of the California Education Code commencing with Section 45240.
3. Impact of responsibilities required as a merit system district.
4. Automation of employee and applicant information collection and retention.
5. Staffing comparisons of like sized unified merit system districts.

Study Team

The study team was composed of the following members:

Roberta Mayor, Ed.D.
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FCMAT

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Division of Human Resources and Special Services
Kern County Superintendent of Schools

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FCMAT

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Former Human Resources Director
San Diego County Office of Education
and Poway Unified School District

*As a member of this study team, this consultant was not representing her employer but was working solely as an independent contractor for FCMAT.

Study Guidelines

Prior to the on-site review, FCMAT provided an extensive document request list and interview list so that the district could prepare for the on-site review.

The FCMAT review team visited the district on November 28, 29 and 30, 2007 to meet with district staff and to review the collected records and documents.

This report is a result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Divided Human Resources Functions
- III. Human Resources Department
- IV. Impact of the Merit System
- V. Workload Distribution
- VI. Certificated Employee Functions
- VII. Automation of Processes
- VIII. District Staffing Comparisons
- IX. Organizational Restructuring

Executive Summary

The Calexico Unified School District is a merit system district. The district is one of the largest employers in the city of Calexico, and board members and staff have many family and neighborhood ties to each other and to the community. The staff expressed the perception that family and “compadre” relationships influence the district’s hiring practices. The merit system rules and procedures are perceived to promote impartiality in the classified recruitment and selection process. The district’s human resources functions have been divided into classified and certificated functions, and into the Personnel Commission office and the Human Resources (HR) department. However, the separation of HR functions has led to an overlap of some classified services performed by both departments and, as a result, some workload redundancy. An alternate organizational model, implemented successfully by many merit system educational agencies in California, is recommended.

The services currently provided by the Human Resources Division need to be improved. In November 2007, the county superintendent issued a letter to the Calexico Unified School District board and superintendent noting concerns about the status of certificated documents and processes in the district. Several attempts had been made to work with the district, obtain the required documents and certifications, and ensure that staff members renew credentials in a timely manner. Staff at the county office expressed frustration with what appeared to be a lack of HR expertise in the district, unreturned calls, expired teacher credentials, and teachers placed in assignments for which they are not authorized.

The HR department has few written procedures or desk manuals to guide the HR work processes. There is no calendar of HR activities or events to help manage the HR work, and county office deadlines are often missed. The teacher recruitment process is not effectively established or implemented. Teacher recruitment is conducted later than is desirable for success in hiring qualified credentialed employees and as a result many qualified candidates are no longer available. The district started the school year with many substitute teachers.

Staff in both the HR department and the Personnel Commission office expressed the need for technology solutions and support. The lack of an integrated human resources information system (HRIS) reduces the efficiency of the HR staff members’ efforts. The HR department staff members have developed a variety of tables, spreadsheets and databases to maintain personnel records. Each staff member maintains the records that pertain to the duties of his or her own particular position. The lack of cross training impedes the ability of HR staff members to understand and use the records maintained by others. There is also little or no communication between the HR and payroll departments, and there is no position control system to manage personnel data or assist with budget development.

All classified personnel functions might be more efficiently organized in one department led by one Director of Classified Services and supported by both the Personnel Commission and the district’s general fund. Many districts and county offices have one

director who successfully manages both merit system and non-merit system personnel responsibilities. The personnel functions for certificated employees might be more efficiently organized under the administration of a Director of Certificated Services rather than an Assistant Superintendent. The Director of Certificated Services could report to the Assistant Superintendent of Administrative Services who could provide increased leadership and direction to certificated personnel operations.

Data for a comparison of Human Resources staffing levels was obtained from six California unified districts with student enrollment levels similar to Calexico USD that have a merit system for classified employees. The comparison unified districts surveyed were Carlsbad, Morgan Hill, South San Francisco, Berkeley, Los Banos and Castro Valley. The data indicates that Calexico USD employs more classified staff than the comparison districts and has a greater staffing level to conduct HR functions than the comparison districts.

Findings and Recommendations

Divided Human Resources Functions

The Calexico Unified School District is a merit system district. The human resources functions have been divided into classified and certificated functions, and into the Personnel Commission office and the Human Resources (HR) department. A Director of Personnel Commission manages the personnel commission functions, and an Assistant Superintendent for Human Resources manages the personnel functions for certificated staff and for classified staff once they are hired by the district.

The district is one of the largest employers in the city, and board members and staff have many family and neighborhood ties to each other and to the community. The staff and community have the continued perception that these familial and “compadre” relationships influence the district’s hiring practices. At one point in the history of the district, the classified service terminated the merit system process. However, following the termination, the hiring practices of the district were perceived by classified staff to have become so influenced by cronyism that the merit system for classified personnel was reinstated by an overwhelming vote of the CSEA in 1998. The reinstatement of the merit system and the Personnel Commission rules and procedures were intended to promote impartiality in the classified recruitment and selection process.

The Personnel Commission operates separately from the Human Resources Department. The Personnel Commission Director was selected by the commission and reports to them, as does her staff. This unit is located in another building close to the district office but seldom if ever meets with the HR department.

The separation of HR functions has led to an overlap of some classified services performed by both departments and, as a result, some workload redundancy. The organizational structure also contributes to a sense of separation and an adversarial mentality and has caused some confusion among staff and administrators about which office to go to for specific services.

The Human Resources Services Division (Human Resources department) is one of four divisions within the district; the other divisions are Educational Services, Administrative Services and Academic Support Services. The HR Division Assistant Superintendent (HR administrator) directly supervises five classified support staff positions, two of which were vacant at the time of the team’s visit. The Personnel Commission is an adjunct to the HR Division and has a Director, Personnel Commission who directly supervises two classified support staff. The district’s classified personnel services are divided between these two separate units.

The Personnel Commission recruits, tests and certifies eligible candidates for employment in the district’s classified service and handles classified employees’ appeals from disciplinary action. The HR department performs HR functions for classified employees after they have been hired and performs all HR functions for certificated employees.

Some district classified staff expressed some confusion about which office provides which services for classified employees.

Both departments input and maintain information on classified employees but do not always share the same data records with each other. The lack of technology support and HR software for record keeping has also contributed to some workload redundancy. The HR staff must enter similar data into several disparate databases that are not compatible and are kept for different purposes. Databases are maintained on shared drives but are rarely accessed by other HR staff. HR staff members perform their work separately in discrete compartments.

Human Resources Department

Organization

There are currently six employee positions in the Human Resources Services Division, also known as the HR Department. The division is led by an assistant superintendent who supervises five support positions. The HR department staff consists of one HR technician and four HR assistants (two positions were vacant at the time of the review team's visit). The major functions of certificated recruitment and employment, credentials, HR operations (employee records and actions), leave accrual, seniority records and employee benefits are distributed among these positions.

The HR technician is responsible for certificated services and credentials monitoring; one HR assistant is responsible for classified services; and one HR assistant is responsible for recruitment of teachers and substitutes and monitoring the certificated evaluation process. One of the two vacant HR assistant positions, which was in the process of being filled, is responsible for the Substitute Employee Management System (SEMS) calling system, and benefits, leaves and disability claims for certificated employees. The other vacant HR assistant position was frozen and, if filled, might provide one full time equivalent (FTE) position for both classified and certificated benefits.

The HR assistant who is responsible for providing services for classified staff once they have been hired maintains separate classified employee files, provides an orientation and explanation of benefits, creates the notice of employment for payroll, maintains leave balances, monitors the employee evaluation process and professional growth, prepares the board reports on classified personnel actions and performs other duties. Having one office that provides all classified services would reduce employees' confusion regarding which office is responsible for which services.

The HR administrator was appointed two years ago after serving for 23 years as a successful elementary school principal. While the role of an elementary site level principal includes dealing with a variety of HR issues, it generally would not provide the type of in-depth experience needed to operate a personnel division in a district of this size and complexity, or an understanding of the credential requirements for secondary school teachers. This lack of operational experience and knowledge in the administration of HR tends to impede the effective delivery of services to district staff and creates a situation wherein the HR division's employees do not receive the sort of job training and support that a fully trained and prepared HR administrator might provide. This issue is exacerbated by the fact that several HR employees are new to their positions and two positions were vacant at the time of the team's visit.

Services

In November 2007 the county superintendent issued a letter to the Callexico Unified School District board and superintendent noting concerns about the status of certificated documents and processes in the district. Several attempts had been made to work with the district, obtain the required documents and certifications, and ensure that staff members

renew credentials in a timely manner. Staff at the county office expressed frustration with what appeared to be a lack of HR background on the part of the HR administrator, unreturned calls, expired teacher credentials, and teachers placed in assignments for which they are not authorized. Often, district teachers travel to the county office instead of the district HR office for answers to questions about credentials. Credential reports from the district often have been inaccurate and late. Teachers are frequently misassigned and, in some cases, teachers have been hired and placed in the classrooms without adequate data concerning their qualifications.

The lack of follow-through from the HR administrator reported by county office staff was reinforced by the HR department staff, who reported that county office staff members often contact them directly for answers to questions or for required documents that they were not able to obtain from the HR administrator.

The credentials requirements have become much more complex with the enactment of the No Child Left Behind (NCLB) requirements. Much of school district litigation is employment related. Experience in personnel functions and adherence to employment law is crucial for the administrator of human resources.

HR staff described a lack of effective communication on the part of the HR administrator. Some staff members noted that department and site staff, and even some vendors, have begun to copy them on email communications directed to the HR administrator. They believe this is done because the HR administrator frequently fails to respond to these communications. The HR staff feel caught in the middle, and noted that the HR administrator often ignores their e-mail messages as well. In addition, staff reported that employee issues are sometimes not handled consistently by the HR administrator, and personnel policies are not always followed. This inconsistency fuels the perception that some employees are treated more favorably than others.

Cross training of staff to enable them to perform HR functions when other employees are absent is not apparent, nor is there a clear organizational structure indicating who should assist in performing HR tasks in a staff member's absence. An experienced HR administrator might be better able to temporarily assume the duties of a staff member who is not present or to train other employees to assume the responsibilities of others when necessary. Because these actions are not occurring, some personnel services may be delayed when an HR staff member is absent. In contrast, the Personnel Commission department has crossover of functions and a management style that includes information sharing, allowing for a more effective operation.

Operations

The HR department staff members have developed a variety of tables, spreadsheets and databases to maintain personnel records. Each staff member maintains the records that pertain to the duties of his or her own particular position. Although many files and records can be shared and viewed by HR staff members, the lack of cross training impedes the ability of HR staff members to understand and use the records maintained by others. Consequently, HR staff members generally do not work with, and infrequently

view, the specialized records maintained by other staff members within the department. The lack of an integrated human resources information system (HRIS) reduces the efficiency of the HR staff members' efforts.

Professional development workshops for district staff that normally should be provided by the HR department are not consistently provided. New employees receive information about a number of issues when they are hired during an orientation meeting. However, professional development workshops, and training on mandatory compliance issues, are not offered on a consistent schedule.

It was reported that HR staff also are not permitted to attend training workshops that might enhance their job skills. Ongoing training would continue to increase the knowledge level and competence of staff and enable staff to handle new laws and requirements from the state and federal government. Communicating changes in laws to all staff at all levels within the organization can enhance the perception that the district's systems and procedures are in keeping with legal requirements.

A number of other operational deficiencies were shared with the review team, including the following: there is little or no communication between the HR and payroll departments; there is no position control system in the district to manage personnel data or assist with budget development; the HR division uses many manual data entry programs, has no HR software and does little sharing of data files; and the district has no data retention policy or acceptable use of technology policy.

Staff members both within and outside of the HR department perceive the department as performing and operating poorly, and HR department staff morale is low. HR staff work hard but may not be working efficiently. HR staff members reported that they receive little direction or guidance. The HR staff members have specific tasks to perform, but those tasks often may not be performed when they are absent. One staff member stated that their department was once considered one of the best in the district and now it is an embarrassment. HR personnel frequently are without the answers or support they need to function effectively. Few department staff meetings are held to enable staff to better understand the tasks of the HR office and how each staff member is contributing. FCMAT was informed that in the past there were department meetings to keep staff informed and aware of issues. These meetings are now infrequent and, if held, unproductive.

HR Structure

The district might benefit by restructuring the classified and certificated personnel departments and FCMAT urges the district to consider an alternate organizational model. All classified personnel functions might be more efficiently organized in one department led by one Director of Classified Services and supported by both the Personnel Commission and the district's general fund. Many districts and county offices have one director who successfully manages both merit system and non-merit system personnel responsibilities. The personnel functions for certificated employees might be more efficiently organized under the administration of a Director of Certificated Services rather than an Assistant Superintendent. The Director of Certificated Services could report to the Assistant

Superintendent of Administrative Services, who could provide increased leadership and direction to certificated personnel operations.

The HR department requires leadership that is knowledgeable about the importance and necessity of all personnel functions, is able to better allocate the personnel workload among staff in a more balanced and equitable way, and is fully qualified to supervise the work of division employees.

It may be unnecessary to fill the vacant HR assistant position. Additional staff should not be considered until the office can be restructured, software provided for the shared use of personnel data, and the workload reallocated among the existing staff.

Recommendations

The district should:

1. Consider restructuring the functions of the classified and certificated personnel offices, organizing all classified personnel functions in one department, led by one Director of Classified Personnel Services. This position should be supported by the budgets of both the Personnel Commission and the district and would report to both the Personnel Commission and the governing board. Recruitment and selection of classified employees would be conducted under the Personnel Commission rules and regulations. Other employee services provided for classified staff would be conducted by the Director of Classified Personnel Services under the district governing board. The position could report to the Assistant Superintendent of Administrative Services. See the suggested organizational chart provided at the end of this report.

Consider changing the position of Assistant Superintendent of Human Resources to a Director of Certificated Personnel Services as this position would be responsible only for services for certificated staff. This position could also report to the Assistant Superintendent of Administrative Services.

2. Consider recruiting an HR administrator with experience in personnel issues and procedures, including credential requirements.
3. Develop specific performance objectives to administer HR systems and procedures in conformance with accepted professional practices and in compliance with all statutory requirements. The HR administrator and Personnel Commission director (or, the Director of Certificated Personnel Services and Director of Classified Personnel Services, if the departments are reorganized as suggested) should be accountable through the evaluation process for achieving these objectives.
4. Develop a specific performance objective to maintain a high level of client satisfaction among the HR department's customers. This objective should be communicated throughout the organization from the superintendent as a core value of the district. The entire organization should be made aware of the effort being made to

- provide personnel services in a manner that maximizes client satisfaction. Both the HR administrator and Personnel Commission director should be accountable through the evaluation process for achieving this objective.
5. Ensure that both the HR administrator and the Personnel Commission director actively seek to identify emerging personnel issues and challenges and assertively provide leadership, counsel and training to district staff in dealing effectively with these emerging issues.
 6. Initiate a review of department and school site client needs and expectations, and develop a specific action plan to improve HR service delivery in the most critical areas.
 7. Develop specific strategies for cross training staff members in the HR department and other approaches to ensure continuity of service when staff members are absent.
 8. Develop individual desk manuals for HR department staff assignments.
 9. Develop and distribute to district staff a menu of HR services which includes the activities performed, the individuals responsible, and their telephone numbers.
 10. Hold regular meetings of HR department staff to discuss current issues and plan for effective delivery of HR services.
 11. Develop and maintain monthly activities and calendars and accompanying lists of ongoing HR department activities to be reviewed by staff at planning meetings.
 12. Work to strengthen unity and commitment to common purposes among the HR department and Personnel Commission office staff through training in team building.
 13. Allow and encourage personnel managers and staff members to attend human resources professional growth activities, such as training and assistance offered by the Imperial County Office of Education (ICOE), California Commission on Teacher Credentialing (CCTC), Association of California School Administrators (ACSA) Personnel Institute, California School Personnel Commissioners' Association (CSPCA), and the Cooperative Organization for the Development of Personnel Selection Procedures (CODESP). Training should cover recruitment, selection, credentialing, testing, benefits, employee-employer relations, leadership, workers' compensation, unemployment and other areas pertaining to personnel administration. Communicate any changes in the law and state and federal requirements to all staff at all levels within the organization.

Impact of the Merit System

The Personnel Commission carries out the merit system functions for classified services as prescribed in Education Code Section 45240 and following. Generally, this includes matters pertaining to the selection, classification and retention of classified employees and the establishment of rules governing these matters. Accordingly, the Personnel Commission staff are responsible for recruiting and examining candidates for classified employment and certifying eligible candidates to fill vacancies in the regular classified service. In addition, the Personnel Commission staff perform some functions that are not mandated under the merit system, such as managing classified substitute assignments, workers' compensation administration, seniority records and initial processing of new classified employees up to the completion of mandated requirements (fingerprinting, I-9, W-4). However, there is no formal orientation for new employees. Almost all of the duties performed by the HR Assistant position within the Personnel Commission office fall into the non-merit system category.

The merit system results in some additional efforts in recruitment, testing, establishing hiring (eligibility) lists and some other functions such as reclassifications. However, when an organization has determined that the merit system process best serves the district and its classified staff with an impartial system and additional promotional support, it appears worth the effort. Once a district adjusts to the unique process of working within the system, it does not greatly affect day-to-day operations. The merit system can, however, frustrate employees and particularly managers who come from a non-merit system.

The merit system was reinstated in the district by a vote of the classified employees in 1998 because of the continuing perception among staff that the classified recruitment and selection process was not fairly or equitably implemented. It was apparent from interviews with staff members and commissioners that there is an element of mistrust regarding the functions for selecting classified service applicants. More than one person interviewed referred to the "compadre" system of hiring. The relationship between the commission and some staff, particularly administrators, can be adverse at times. In some merit system districts there are volatile relationships between the board and commission or between the administration and the commission. There was no evidence of this in Calexico Unified School District; however, there is a clear separation of duties and supervision. Consolidating all classified functions in one department could provide an opportunity to rebuild classified employees' trust in district operations. It would also resolve some of the logistical issues regarding which department performs which functions.

The Personnel Commission has three employees. The office is led by a Director of Personnel Commission, one HR Technician and one HR Assistant. Personnel Commission office staff members are cross-trained. The office is responsible for recruitment for all classified jobs, screening, testing, background checks and establishing eligibility lists for employment. The office is also responsible for calling for classified substitutes, maintaining classified employee seniority lists, handling workers' compensation claims, submitting reclassification requests, and handling all limited term, nonpermanent classified employees.

Until approximately two years ago, the Personnel Commission office was responsible for a much wider range of functions, including virtually all of those pertaining to classified employees. For the last two years the office has narrowed its scope of work and performed primarily merit system duties, having transferred a portion of the non-merit system duties to the HR department. However, the separation of duties appears to have caused some redundancy of tasks and some confusion among employees about which office provides which services.

Many districts and county offices have one administrator who successfully performs all classified employee services, reporting to the Personnel Commission board for merit system functions and to the district or county office for non-merit system functions. The two responsibilities do not need to be separated into two departments or viewed as opposing entities as is currently the case in the district.

The HR department and Personnel Commission office are located in separate buildings. Although this arrangement helps to convey the independent authority of the Personnel Commission, it is not conducive to effective delivery of employee services. The perceived need to maintain the independence of the Personnel Commission office, its staff and director has resulted in the present organizational configuration.

School districts with merit systems and enrollments similar to Calexico Unified School District commonly combine merit system and district personnel functions within the same office using the same staff. The budget allocation for positions is often shared between the district and personnel commission budgets.

Many merit system districts have all classified functions in one department to avoid confusion and to consolidate data. This sometimes results in a certificated department and a classified department within a larger HR division. This division of responsibilities assists with work flow and provides better service to employees because they know where to go for assistance. Because the current Personnel Commission office continues to perform some functions that are outside the merit system, this would not be a cumbersome change.

The merit system requires a district to recruit, examine and certify candidates for employment in the classified service according to specific Education Code requirements.

However, some district employees do not understand that the Personnel Commission's role is not to select the candidate to be hired, but to develop an eligibility list of qualified candidates for management's consideration. One employee expressed a concern that the district was demonstrating favoritism in the hiring process by not hiring the person ranked first on the eligibility list. The employee did not understand that the commission monitors the development of the eligibility list to ensure that the most qualified candidates are forwarded for consideration by management for selection. The final interview is conducted with candidates from the top three ranks of eligibles, and management may select any one of the eligibles certified, regardless of their ranking on the eligibility list.

Training workshops for managers and staff about how the Personnel Commission works might provide clarity about the merit system process.

The Personnel Commission office staff members are cross-trained to ensure continuity of function, and desk manuals are maintained to document and provide guidance for operating procedures. A high level of morale and job satisfaction was apparent among the Personnel Commission staff. The Personnel Commission Director and staff believe that staffing within their office is sufficient.

The Personnel Commission director works cooperatively with the HR administrator in some areas such as advising on the administration of the negotiated contract with the classified bargaining unit, managing classified employee leave issues, and advising district department and site administrators on classified personnel issues. There is some lack of clarity throughout the district regarding the separation of responsibilities between the HR department and the Personnel Commission office, and administrators often request the assistance of the long-time Personnel Commission director instead of the HR department.

The Education Code is clear regarding which functions a Personnel Commission must oversee and provide. It also allows for flexibility in the assignment of additional duties to the Personnel Commission staff. Through the collective bargaining process, some functions, such as seniority, can be modified.

Personnel Commission staff spend a significant amount of time maintaining the classified employee seniority lists, which are based on number of hours worked instead of initial date of hire. Because employees are provided with various opportunities for additional hourly work, maintaining the seniority lists based on hours worked is ongoing and extremely time consuming. The district should seek to negotiate a change to this process with the employee bargaining unit such that current employees' placement on the existing seniority list would not change, but new employees would be placed on the seniority list by date of hire. This change would save hours of tracking and documentation, freeing staff for other tasks and services for employees.

Recommendations

The district should:

1. Consider restructuring the Personnel Commission office to conduct all classified employment functions as outlined in this report. One office can more efficiently provide all classified employee services. A Director of Classified Personnel Services could report to the Personnel Commission on merit system functions and to the governing board on non-merit system functions. This will require consultation with the Personnel Commission resulting in an agreement regarding the assignment of Personnel Commission staff.
2. Provide professional development workshops to administrators, managers and classified staff regarding the Personnel Commission's role and functions. Clarify

the functions performed under the jurisdiction of the Personnel Commission and those performed under the district. Particular emphasis should be placed on the rules for establishing eligibility lists and the certification and selection of eligible applicants.

3. Communicate in writing and orally to district department and school site staff any changes in current practices and requirements for compliance, such as policy changes, organizational changes and personnel actions. Increasing communication could build the confidence and trust in the district's handling of certificated and classified employee functions.
4. Work with the employee bargaining unit to negotiate a revised basis for calculating classified employee seniority, based on date of hire instead of hours of paid service. The seniority of current employees could be protected by negotiated "grandfather" language.
5. Consider using the automated substitute calling system to manage the assignment of classified substitute employees.

Workload Distribution

Workload distribution and coordination of duties in the HR department is not well defined, is sometimes redundant, and in some cases lacks a structure that is understood by department employees. The Personnel Commission employees have a better understanding of their duties and have implemented cross training to provide continuity of service. It was reported that good communication exists among staff in the Personnel Commission office, but this system breaks down once information is transferred to the HR department.

Each employee in the Personnel Commission office and HR department listed their duties and responsibilities for the FCMAT review team. These lists, while comprehensive, included functions for classified employees in both departments. For example, absence tracking, payroll notes, disability claims and leave explanations are performed by HR department staff, while Workers' Compensation, return to work/light duty and substitute calling is done by Personnel Commission staff. The entire hiring process is done by the Personnel Commission and is transferred to the HR department after a portion of the employment process is completed. These functions require constant communication to avoid errors, yet the two departments are in different locations and the division of services sometimes confuses district staff, requires documents to be transferred back and forth, and generally adds to the work flow, some of which is performed by both departments.

The certificated personnel functions are all conducted in the HR department, but this has not resulted in better communication or service. Site administrators report delays in filling some positions, and some confusion in the certificated hiring process and in assigning teachers to vacant positions. Administrators indicated that they receive stacks of applications that have not been screened, including some from applicants who do not have the appropriate credential for the position. The Ed-Join applications are difficult and cumbersome to sort through and read. The general feeling at the site level is that recruitment is started too late each year and as a result candidates are sometimes no longer available.

The California State University, San Diego has its Imperial Valley campus in the Calexico area but little ongoing dialogue between the district and the university is occurring to recruit teacher candidates. When a board resolution is required to approve a teacher's assignment, or teachers consent to work out of their credentialed area, these resolutions are not completed in a timely manner, resulting in misassignments and notices from the credentials staff at the county office. When teachers work out of their credentialed area, the district's annual Williams review and the accuracy of the California Basic Educational Data System (CBEDS) data reported each year is also affected. As a result, some pay warrants have been held at the county level because a teacher's credential had expired or because the district had not submitted all needed documents for a new employee.

The HR staff members try to obtain information from each other to provide assistance when needed. Because there are few if any staff meetings, there is not always a general understanding of the current workload on each staff member's desk. HR staff members indicated that they had staff meetings in the past but that meetings are infrequent. In

addition, some nonessential functions such as filing and organizing of data are not being performed because of a lack of staff time for these projects. However, HR staff members are often called away from their own tasks to assist other departments when the other departments get behind or have a special project. This is frustrating to the HR staff; it has lowered morale and created a general feeling that they are not supported and that others may perceive their HR work as less important.

The HR department staff feels that their administrator does not support them and appears apathetic about their functions and the questions they ask. Other district staff members frequently ask them to intercede for them with the HR administrator to get an answer that has not been provided. They indicated that it is commonly known that phone calls and e-mails to the HR administrator are not returned in a timely manner.

Staff in both the HR department and the Personnel Commission office expressed the need for technology solutions and support. They have asked about training opportunities on some of the systems they use, such as Ed-Join, and options for an HR systems package that would consolidate all HR functions for both departments, but they feel their requests for technology support have been ignored.

Contributing to the lack of technology support, it was reported that the county office had asked the districts not to implement any new information management system until upgrades have been made to the county's own system. However, the expected upgrades to the county's system may be one or two years away. The district's need to organize and maintain employee information is critical; the district may not be able to wait for the county system to be upgraded.

Recommendations

The district should:

1. Maintain the current level of staffing (filled positions) in the HR department and Personnel Commission. Consider reorganizing the human resources certificated and classified functions as suggested in this report.
2. Explore technology support and software that would organize HR functions in one system and might allow HR staff members to more efficiently perform their responsibilities.

Certificated Employee Functions

One Human Resources Technician is responsible for services for certificated employees and monitoring teacher credentials and assignments. This employee is fairly new to the position but has learned a great deal in a short time. The technician would be better assisted by an HR administrator who is familiar with the credential requirements for secondary school teachers. One Human Resources Assistant is responsible for certificated recruitment for teacher positions and substitute teacher positions.

The HR department has few written procedures or desk manuals to guide the HR work processes. There is no calendar of HR activities or events to help manage the HR work, and county office deadlines are often missed.

Training for managers and supervisors should be provided annually on contract management, the grievance process, employee evaluation, and discipline and due process. The district already uses the FRISK (Facts, Rules, Impact, Suggestions and Knowledge) model for employee evaluation and documentation, which is an excellent beginning. The HR activities calendar should also include the required annual notices and training for employees.

The teacher recruitment process is not effectively established or implemented. Teacher recruitment is conducted later than is desirable for success in hiring qualified credentialed employees and as a result many qualified candidates are no longer available. The HR office was closed for two weeks during the summer, which is the busiest time of the year for teacher recruitment. The district started the school year with many substitute teachers.

The HR technician and HR assistants are performing highly specialized technical functions that require in-depth and ongoing training. The HR technician in particular could benefit from additional training in techniques for recruitment/selection of professional employees.

The HR department needs to establish a better screening process so that administrators need not consider dozens of applicants to fill a single certificated position. Department and site administrators expressed frustration that applications from unqualified candidates and candidates who are no longer available are forwarded to them for consideration.

Representatives of the Imperial County Office of Education (county office) indicated that critical deficiencies in managing teacher credentials issues led to the issuance of a letter in November 2007 from the County Superintendent of Schools to the district superintendent and governing board members regarding these problems. County office staff related that the Calexico USD HR administrator has demonstrated a lack of expertise and/or willingness to ensure the district's compliance with state teacher credentialing regulations, and has been unable to demonstrate an adequate grasp of credentialing regulations despite a high level of assistance provided by the county office. In addition, the HR administrator has frequently not taken effective action to correct credentialing problems identified by county office staff after being notified that corrective action(s) was required. The HR

administrator does not appear to fully understand credentialing requirements or NCLB compliance issues.

Many of the district's classroom teachers are not appropriately assigned. Board resolutions for teacher assignments outside of their credentialed areas are not approved in a timely manner before the school year begins. These infractions could result in fiscal penalties, or loss of instructional time resulting in significant financial loss. Reports to the county office often are not submitted on time.

On the whole, the Human Resources Services Division and Personnel Commission office are adequately staffed to carry out their mission. The HR staff believes that the department workload is heavy, but reported that the staffing level is adequate, with the possible exception of the need for an additional position to handle employee benefits. Staffing in the HR department has been affected by the promotion of an HR technician and HR assistant to other offices in the district. These vacancies, combined with the inexperience of the HR administrator and the lack of an operational back-up strategy, have hampered the effective operation of the HR office.

Some district staff members outside the HR office expressed a sense that the department was not as service orientated as it could be in meeting their needs. Following are the perceptions expressed by some clients:

- The HR department is not proactive in providing adequate leadership to address clients' ever-changing service needs and the constantly evolving statutory and regulatory requirements affecting human resources administration in California public education.
- Clients are frequently unable to contact the HR administrator via e-mail.
- Some clients expressed a lack of confidence in the accuracy of information they received from the HR department and indicated that information provided is often inconsistent.

Recommendations

The district should:

1. Start the teacher recruitment process earlier. Develop school master schedules in January and February to identify teachers that will be needed in the fall.
2. Establish a process to screen applicants who apply for positions through the Ed Join online application service to ensure that only applications from candidates who are available and qualified for the vacancy are forwarded to the selecting administrator. Select ten of the most promising applicants for the administrator to consider.
3. Support ongoing training for HR staff through conferences and workshops, particularly in the credentialing area. Encourage staff to attend the Imperial County Office of Education's personnel meetings.

4. Offer due process training for managers and supervisors. Continue using, but also build capacity in addition to, the FRISK model.
5. Develop an orientation program for all new employees. Such a program could incorporate existing aspects of new employee processing.
6. Review existing training and orientation for managers and supervisors in the area of collective bargaining contract administration. Ensure consistency of preparation for all members of the management team in this area.
7. Review compliance with the provisions of required annual notices to staff and in-service training on required topics such as child abuse reporting, blood-borne pathogens, Hepatitis B vaccinations and other topics, pursuant to Education Code 44691 and Government Code 8355.

Automation of Processes

There is a lack of HR technology support and software for personnel record keeping. Staff members do not use a common HR software application for employee data, nor do they share information on common file servers. The HR department staff must enter similar data into several disparate databases that are not compatible and are kept for different purposes. HR staff members maintain these records using Excel spreadsheets on their desktop computers. The databases are not shared with other HR staff; HR staff members perform their work separately in discrete compartments, and much of the data they maintain have limited use for other functions.

Everyone interviewed by the FCMAT review team agreed that the district needs an integrated software solution to support HR functions. Different reasons were given for the responses provided, but the bottom line was that integrated software would provide better use of resources, make data more accessible, save time, reduce errors and reduce duplication of work and work products. Staff are frustrated with their workloads, data entry and the inability to extract data when requested. Information from several sources is needed to complete reports. Department staff members also perceive a lack of active support from the HR administrator for improved technology and software.

The Ed-Join system provides an efficient way to advertise positions and acquire job candidates, particularly teaching applicants; however, the standard application process on that system is cumbersome for both the applicant and the reviewer. When printed, the standard application is more than 20 pages long. District administrative staff reported that they are sent a large stack of applications to screen, many of which are from candidates who are not qualified or who have already accepted another position. The HR staff perform some screening but do not verify the credentials for each position or whether each applicant is still interested in a position. These tasks would require additional time and training.

Retention of applicants' documents was not discussed at length because this was not perceived as a problem. For a fee, Ed-Join will place a customized application on the Ed-Join website for a district. A customized application would allow the district to use a district-specific application with data organized for easy review of only those applicants who are interested in a Calexico job, making screening easier for HR staff and site administrators.

The district appears to have the technological ability to support the data functions of the HR department. The department needs to review available software programs used by other districts and consider selecting a software package that can accommodate its needs. The HR department should consult with the district's Information Technology department to ensure that any software being considered can be supported and serviced by the IT department staff.

FCMAT was informed that the district does not have several necessary board policies that could better support technology in the district, such as a data retention policy or an acceptable use of technology policy. The IT department should identify policies that may

benefit the district and use the California School Boards Association (CSBA) sample policies to help draft appropriate policies for the administration and board's consideration and approval.

Recommendations

The district should:

1. Create a task force to review, select and implement an appropriate software tool and technological support to conduct and improve human resources functions.
At a minimum, establish an integrated human resources information system (HRIS) data base as soon as possible.
2. Develop an acceptable use of technology policy for both students and staff. Staff should sign an acceptable use policy annually indicating their understanding that technology resources belong to the district and that their use of the district equipment requires adherence to the acceptable use policy. The policy should also make clear that individuals have no expectation of privacy in the use of district equipment.
3. Develop appropriate board policies to provide guidance regarding data retention.
4. Develop a customized Callexico employment application to post on the Ed-Join Web site.

District Staffing Comparisons

Data for a comparison of Human Resources staffing levels was obtained from six California unified districts with student enrollment levels similar to Calexico USD and a merit system for classified employees. The comparison unified districts that were surveyed were Carlsbad, Morgan Hill, South San Francisco, Berkeley, Los Banos and Castro Valley.

Table 1 lists the student enrollment and numbers of certificated and classified staff in each of the comparison districts. The table shows that the Calexico Unified School District employs a higher percentage of classified employees than other like-sized districts.

Table 1: Comparison of Like-Sized Merit System Unified School Districts Enrollment and Staffing Numbers

District	Enrollment	Classified	Certificated	% Classified
Carlsbad	10,549	406	516	43.0%
Morgan Hill	9402	312	550	36.2%
Calexico	9385	487	514	48.7%
South San Francisco	9336	301	517	36.8%
Berkeley	9088	489	618	44.2%
Los Banos	9021	275	481	36.4%
Castro Valley	8710	274	497	35.5%

Teachers, Pupil Services and Administrators
Data from CBEDS 2006-07

Data was obtained for the management and classified support staffing levels in the Human Resources offices/departments of these districts, the staffing assignments, and the budget distributions for the management/supervisory positions.

An effort was made to compare staffing in these comparison districts with the areas represented in the Calexico USD Human Resources department and Personnel Commission office. Due to differences in position titles for similar HR functions, there are some differences in the organizational structures of the comparison districts.

District Organization and Assignments

Three of the comparison districts have only one HR administrator (Assistant Superintendent) who also acts as the merit system director. In each of these three districts, the Personnel Commission budget supports all or a portion of the HR administrator's position.

Three of the comparison districts have a Classified Personnel Director (one is .75 FTE) supported 100% by the Personnel Commission budget, similar to Calexico. However, each of these districts integrates the functions performed under the authority of the classified merit system with other classified personnel functions. Although the position

is funded by the Personnel Commission budget, the director is responsible for all merit system and non-merit system classified personnel functions.

The Calexico USD total HR staffing level for both the HR department and the Personnel Commission office is greater than the staffing levels for HR functions in the comparison districts. Expressed as a ratio of staff per enrolled student, the Calexico USD HR staffing level of .00096 is 39% higher than the average staffing level of 0.00069 in the districts surveyed. If Calexico USD's HR functions were staffed using the average level per enrolled student of the comparison districts in the survey, Calexico would require a total of 6.5 positions instead of the current 9.0 positions (1.0 vacant) on its organizational chart.

Table 2 on the next page displays the organization and staffing arrangements of the human resources offices of the comparison districts.

**Table 2: Comparison of Staffing in Human Resources
Small Unified School Districts with Merit Systems**

District	Calexico	Carlsbad	Morgan Hill	South San Francisco	Berkeley	Los Banos	Castro Valley
Enrollment (2006-07 CBEDS)	9,385	10,549	9,402	9,336	9,088	9,021	8,710
No. of HR Offices	2	1	1	1	1	2 (same bldg.)	1
Chief HR Officer	Asst. Supt.	Asst. Supt	Asst. Supt.	Asst. Supt.	Asst. Supt.	Director	Asst. Supt.
Budget	100% District	100% District	90%/10%	50%/50%	100% Dist.	100% District	100% PC
Assignment	All HR Except Merit System	Certificated	All HR*	All HR*	Certificated	Certificated	All HR*
2 nd HR Mgr /Supv	Director	Director	Supervisor	n/a	Director	Director .75	n/a
Budget	100% PC	100% PC	85%/15%	n/a	100% PC	100% PC	n/a
Assignment	Classified (Primarily Merit System Functions)	All Classified**	All HR** Staff Supv/Eval	n/a	All Classified**	All Classified**	n/a
Support Staff FTE	7.0	5.0	5.0	4.5	5.6	3.5	4.0 ****
Support Staff Titles	HR Technician HR Technician HR Assistant HR Assistant HR Assistant HR Assistant HR Assistant	Executive Asst. HR Analyst/Cert HR Analyst/Class. Wk Cmp/Benft Tech	Exec. Secy Pers. Tech, Cert Pers. Tech, Class Benefits Staff Secretary	Cert Pers Exec Asst Clas Pers Exec Asst Pers. Asst .5 Receptionist	Admin Coord. Admin. Coord Pers Spec-Cert Program Asst. .6 Sr Pers Asst Clerical Spec.	Cert Pers Tech Class Pers Tech Clerk Typist Clerk Typist .5	Pers. Asst. Cert Pers. Asst. Classif Program Tech Pers. Clerk
TOTAL STAFF	9.0	7.00	7.00	5.50	7.6	5.25	5.0
STAFFING RATIO ***	.00096	.00066	.00078	.00059	.00085	.00058	.00057
Average Ratio of all Districts .00069							.00068 w/Benefits Added

* Includes Merit System Functions

** Includes District and Merit System Functions

*** Ratio of Total HR Staff Per Enrolled Student (Total Staff/Enrollment)

**** Benefits Function in Business Department

Organizational Restructuring

The following pages contain two organizational charts: the first depicts the current district organization, and the second depicts a suggested alternative organization.

Alternative Organizational Chart

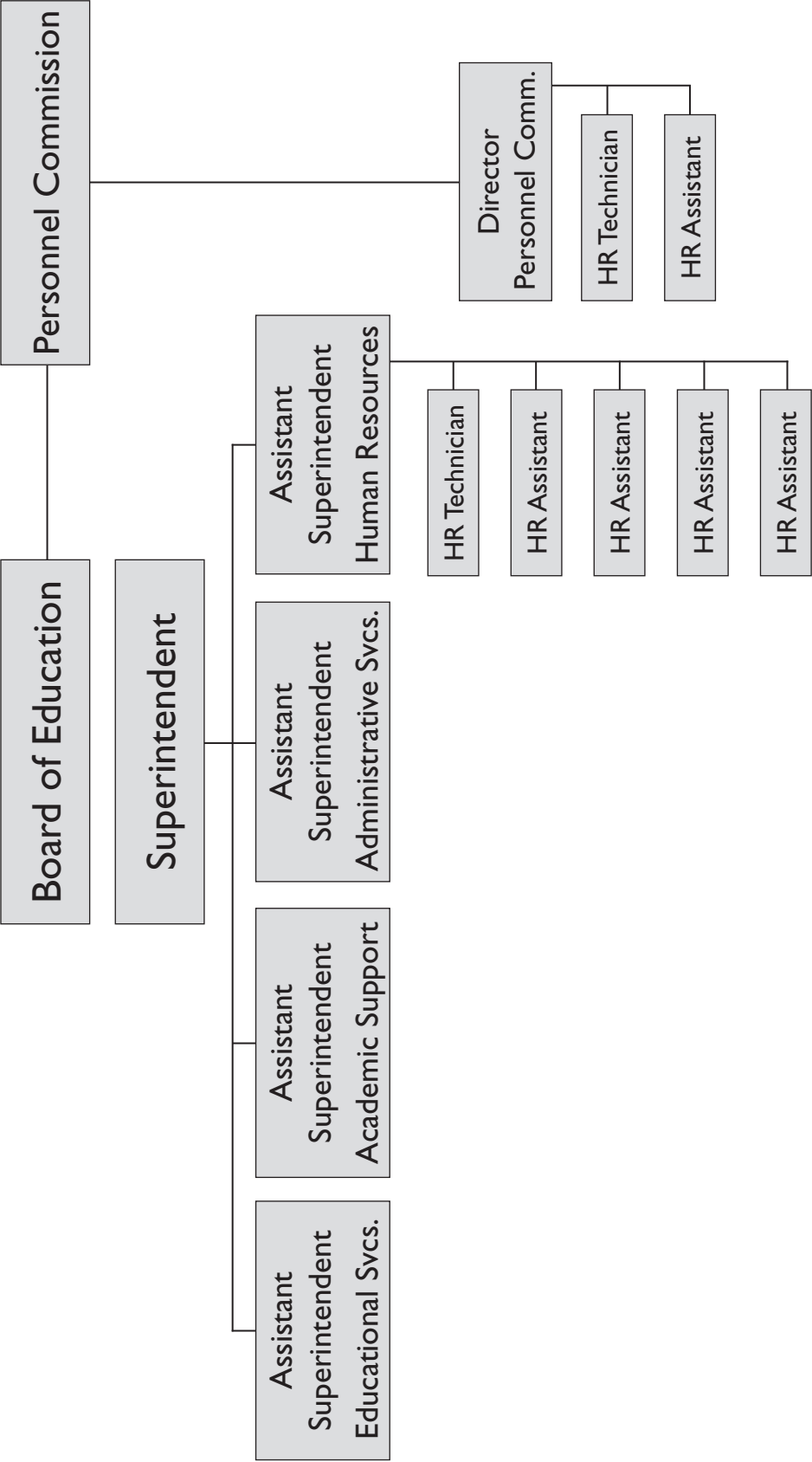
The suggested alternative organizational chart on page 31 establishes two departments under the Administrative Services Division: one to provide certificated personnel services and one to provide all classified personnel services. It places the certificated personnel services, led by a Director of Certificated Personnel Services, under the leadership of the Assistant Superintendent, Administrative Services. It also establishes a reporting relationship in which the Director of Classified Personnel Services reports to the Assistant Superintendent, Administrative Services. The position of Assistant Superintendent for Human Resources Services may be reduced to a position of Director of Certificated Personnel Services because the responsibilities would be limited to certificated personnel functions with fewer positions to supervise.

The Director of Classified Personnel Services would perform all classified merit system and non-merit system functions. This reorganization would establish a more comprehensive classified personnel office by adding activities that do not conflict with the independent role of the Personnel Commission, such as increasing the functions of the Personnel Commission office to include classified personnel records and actions such as notifications of employment (NOEs), and classified benefits.

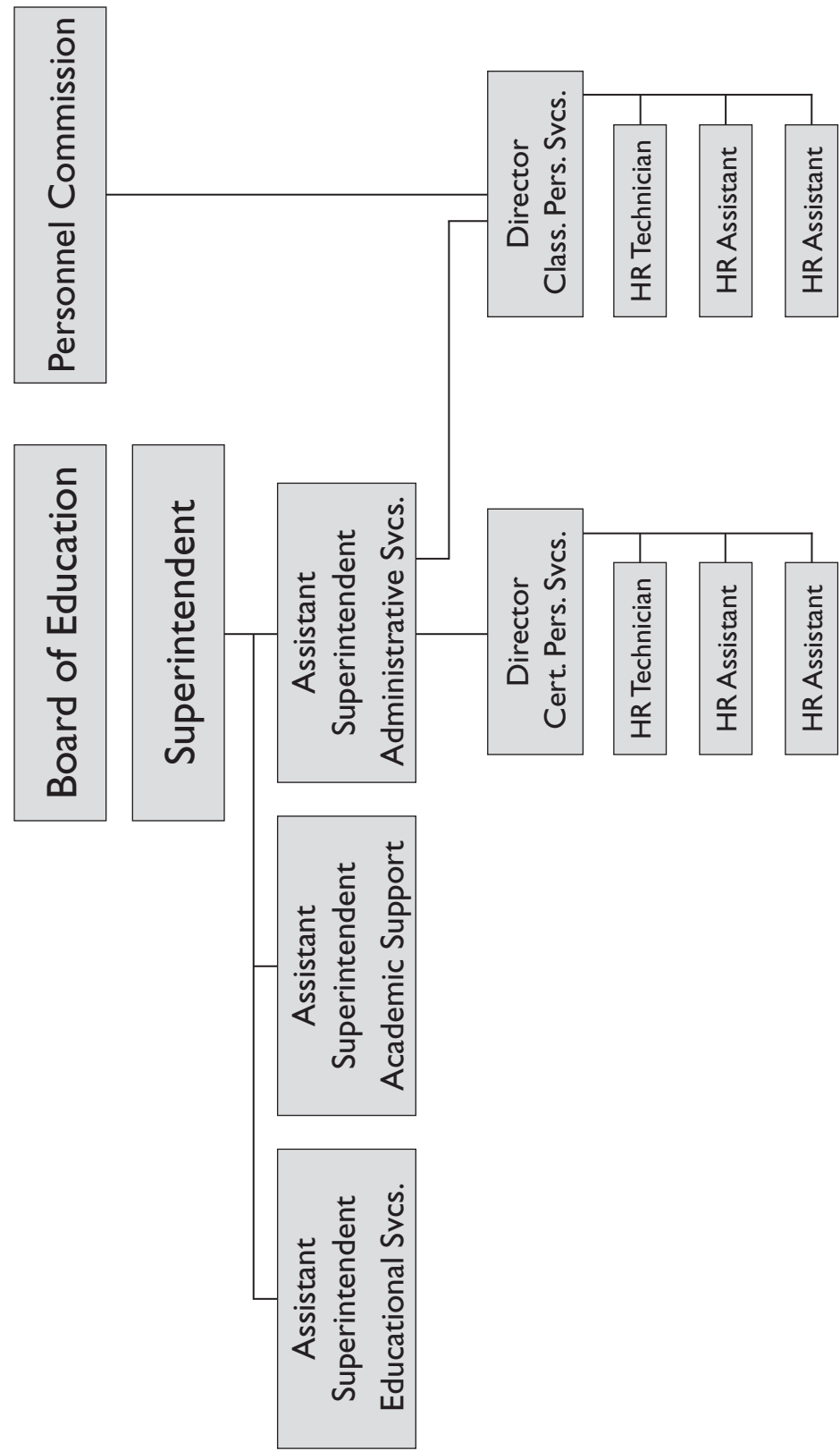
The district could agree to share with the Personnel Commission the funding for the Director of Classified Personnel Services position and one or more of the other support positions responsible for conducting merit system functions. The district and the Personnel Commission could also agree to collaborate in evaluating the Director and the functions and performance of the office.

If the district reorganizes the HR functions as suggested, the HR Assistant position in the HR department which currently performs the non-merit system classified employee functions should more appropriately report to the Director of Classified Services. The number of HR assistants for classified employee services would thus increase to two and the number of HR assistants for certificated employee services would decrease to two. The additional HR assistant position that had not been filled by the district, considered for providing benefits services, need not be filled.

Calexico Unified School District
Current Organizational Chart

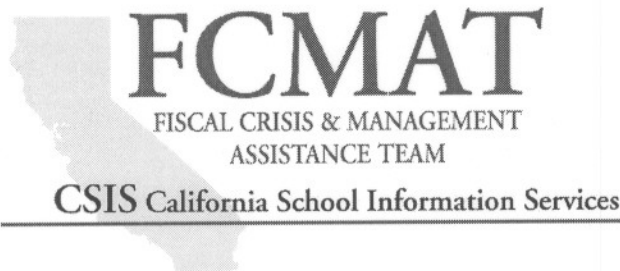


Calexico Unified School District
Alternate Organizational Chart



Appendix

Appendix A
Study Agreement



FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
September 10, 2007

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Calexico 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 Calexico 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.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

- 1) Conduct an organizational and staffing review of the District's Human Resources and Personnel Commission Departments to analyze the following factors:
 - i. Distribution of workload within each department
 - ii. Separation of functions between the departments based on provisions included in Article 6 (Merit System) Chapter 5 of Part 25 in Division 3 of the California Education Code commencing with Section 45240.
 - iii. Impact of responsibilities required as a merit system district
 - iv. Automation of employee and applicant information collection and retention
 - v. Staffing comparisons of like sized unified merit system districts

B. Services and Products to be Provided

- 1) 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.
- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.
- 3) Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District following completion of the review.
- 7) 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 costs. 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, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- A. FCMAT Team Leader
- B. Two FCMAT Human Resources Consultants

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.

Based on the elements noted in section 2A, the total cost invoiced to the district will not exceed \$11,000. The District will be invoiced with 50% of the cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District.

- C. Any change to the scope will affect the 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 organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- 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 District pupils. The District shall take appropriate steps to comply with EC 45125.1(c).

6. PROJECT SCHEDULE

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

Orientation:	To be confirmed based on scheduling of team
Staff Interviews:	To be confirmed based on scheduling of team
Exit Interviews:	To be confirmed based on scheduling of team
Preliminary Report Submitted:	Six weeks following conclusion of on-site review
Final Report Submitted:	To be determined
Board Presentation:	To be determined
Follow-Up Support:	If requested

7. CONTACT PERSON

Please print name of contact person: Vivia M. Arellano, Business Manager

Telephone 760 768-3937

FAX _____

Internet Address varellano@calexico.k12.ca.us

Superintendent
Calexico Unified School District

Date

[Signature] 9-17-07

Barbara Dean

9-25-07

Barbara Dean, Deputy Administrative Officer
Fiscal Crisis and Management Assistance Team

Date

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.

BOARD REPORT

Consent _____

Action X _____

Disc./Info. _____

Board Mtg 9-13-07 _____

TO: Board of Education

FROM: David Groesbeck *Dej*
Assistant Superintendent of Administrative Services

BY: Vivia Arellano
Business Manager

SUBJECT: Agreement between Fiscal Crisis & Management Assistance
Team and the Calexico Unified School District to provide
a variety of services to the school district

Recommendation:

It is recommended that the Board of Trustees approve the Agreement between Fiscal Crisis & Management Assistance Team and the Calexico Unified School District to provide professional services.

Background:

The Fiscal Crisis and Management Assistance Team (FCMAT) provides a variety of services to school districts and county offices of education upon request. The District has requested to conduct an organizational and staffing review of the District's Human Resources and Personnel Commission Departments which includes orientation meeting, On-site review at district office and at school sites if necessary, progress reports, a final report, and follow-up support.