



Hughson Unified School District

Staffing and Master Schedule Review

March 1, 2007

Joel D. Montero
Chief Executive Officer



March 1, 2007

Mr. Brian Beck, Superintendent
Hughson Unified School District
6815 Hughson Avenue
Hughson, CA 95326

Dear Superintendent Beck,

In October 2006 the Hughson Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into a study agreement for a review of the district's staffing and master schedule. Specifically, the agreement asked FCMAT to:

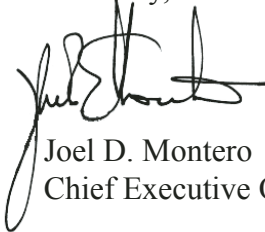
1. Conduct a staffing review of the following areas and provide recommendations for adjustments that will maintain adequate department coverage, provide cross training, ensure proper internal controls and compliance with reporting deadlines and control the use of overtime.

District Business Office
Food Services Program
Transportation Program
Maintenance and Operations Program

2. Conduct a master scheduling review of Hughson High School and provide recommendations to maintain teacher/student ratios in accordance with the collective bargaining agreement, when possible.

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 Hughson Unified School District.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

1300 17th Street - CITY CENTRE, Bakersfield, CA 93301-4533 • Telephone 661-636-4611 • Fax 661-636-4647
422 Petaluma Blvd North, Suite. C, Petaluma, CA 94952 • Telephone: 707-775-2850 • Fax: 707-775-2854 • www.fcmat.org
Administrative Agent: Larry E. Reider - Office of Kern County Superintendent of Schools

Table of Contents

Forewordiii

Introduction I

Study Guidelines I

Study Team 2

Executive Summary 3

Findings and Recommendations 7

District Office 7

Food Service..... 15

Transportation 25

Maintenance and Operations 29

Master Schedule 35

Appendices41

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.

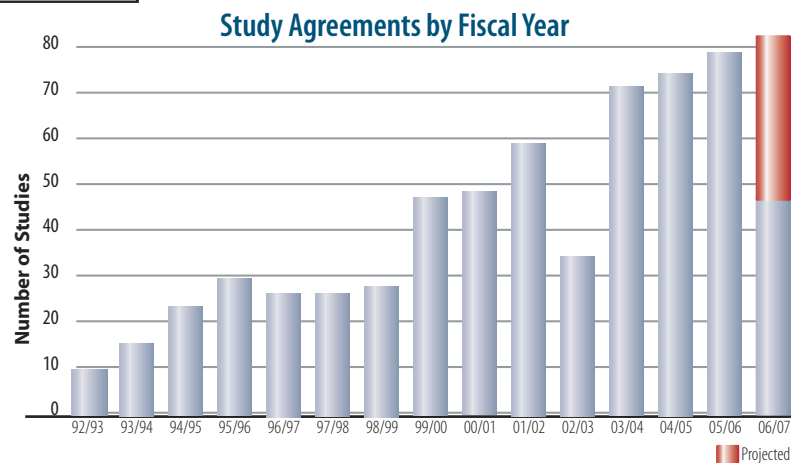
Total Number of Studies 628

Total Number of Districts in CA..... 982

- Management Assistance..... 594 (94.59%)
- Fiscal Crisis/Emergency 34 (5.41%)

Note: Some districts had multiple studies.

- Districts (7) that have received emergency loans from the state.
(Rev. 2/7/07)



Introduction

Background

Located in Stanislaus County, the Hughson Unified School District has a governing board consisting of five elected representatives. The district serves approximately 2,175 students in two elementary schools, one middle school, one comprehensive high school and a continuation school. The district also operates an adult school. While many California school districts have experienced declining enrollment, Hughson Unified has experienced increasing enrollment during the previous four years, with a slight decline of six students in the current fiscal year. The community supported the district by passing a \$14.3 million bond in 2004 to provide funding for new construction and modernization of facilities.

In September 2006, the Fiscal Crisis and Management Assistance Team (FCMAT) received a request from the district for management assistance. FCMAT and the Hughson Unified School District subsequently entered into an agreement for a management assistance review. The study agreement specifies that FCMAT will perform the following:

1. Conduct a staffing review of the following areas and provide recommendations for adjustments that will maintain adequate department coverage, provide cross training, ensure proper internal controls and compliance with reporting deadlines and control the use of overtime.
 - District Business Office
 - Food Services Program
 - Transportation Program
 - Maintenance and Operations Program
2. Conduct a master scheduling review of Hughson High School and provide recommendations to maintain teacher/student ratios in accordance with the collective bargaining agreement, when possible.

Study Team

The FCMAT study team was composed of the following members:

Diane Branham
Fiscal Intervention Specialist
Tehachapi, California

John Lotze
FCMAT Public Information
Specialist
Bakersfield, California

Don Fowler*
Administrator, Maintenance, Operations
& Transportation Services
Kern County Superintendent of Schools

JoAnn Smith
FCMAT Consultant
San Jose, California

Rod Sprecher*
Rainbow Six, Inc.
Bakersfield, California

Greig Welch*
Assistant Superintendent, Personnel
Paso Robles Public Schools

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

Study Guidelines

FCMAT visited the district on November 14 and 15, 2006 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. District Office
- III. Food Service
- IV. Transportation
- V. Maintenance & Operations
- VI. Master Schedule
- VII. Appendices

Executive Summary

Staff members in small school districts typically perform a variety of duties, and the staff of the Hughson Unified School District is no exception. During FCMAT's visit, staff were cooperative, candid and seemed willing to take on multiple tasks to support the education of students. Staff are also very supportive of the district's recently hired superintendent and director of fiscal services and expressed appreciation for their willingness to work with staff and the direction in which they are leading the district.

The duties of positions in the district office have changed over time. As a result, many job descriptions do not reflect current titles and responsibilities. The district's organizational chart is also outdated and does not reflect current positions, titles and lines of authority within the organization. All district office job descriptions should be reviewed and updated. The salary for each position should also be reviewed to ensure that it is commensurate with job responsibilities. The district's organizational chart should be updated and lines of authority clearly defined and communicated to all staff.

The district currently uses separate spreadsheets in the business and human resources offices to account for employee salary and benefit costs. The district does not have a position control system that is integrated with the personnel, payroll and budget modules. One of the most critical elements in budgeting for expenditures is accurately projecting employee salary and benefit costs, which account for the majority of a school district's budget. An effective position control system will save staff time, provide valuable employee information throughout the year, provide a necessary internal control component and streamline the budget development process. District staff should work with the county office of education to implement the position control module that is available for the district's finance system.

District office staff lack cross training in some key areas, including the SASI and California School Information Services (CSIS) student information systems. It is important that more than one individual be trained in every key area of responsibility so that the district is able to function smoothly in the absence of any staff member. The district should consider adding some technician hours in the technology department to accommodate cross training for the student information systems, provide a backup for the technology help desk and provide timely technology support to all sites. The district should also ensure that all staff members receive training needed for their job assignments.

It appears that some staff members are accumulating large balances of compensatory time which are not being used in a timely manner. It is important for the district administration to monitor compensatory time to ensure that sizeable liabilities do not accrue. The district should implement a system which requires prior approval for compensatory work time. It appears that some staff members may have time during the workday to take on additional duties and/or be cross trained in other areas. The district should consider reassigning some tasks in the district office to provide additional internal controls and to ensure that tasks are distributed equitably.

There are some concerns regarding the district's general fund contribution to the food service program. In the 2005-06 fiscal year the general fund contribution to the food service program was approximately \$50,000. In addition the program was not charged for all appropriate expenses, such as indirect costs. Contributions from the district's general fund affect the unrestricted budget and should be reduced or eliminated whenever possible. The food service department will need to focus on balancing their budget by reducing expenditures and/or increasing revenue from sales.

A daily average of only 46% of students participate in the lunch program. Offering reimbursable meals at the snack bars at the middle school and high school, installing a window to serve a la carte meals at the middle school, and having a salad bar at each school site are examples of changes that could increase student participation and food service revenue. These types of changes would help reduce the amount of time students spend in line, provide a wider selection of food choices and help increase participation. The food service director should attend food shows and staff development offerings each year to find additional ways to increase sales and expand food offerings.

Food costs for the department are higher than industry standards. Several measures should be considered to correct this, including participating in commodity and purchasing cooperatives. The district should consider centralizing purchasing with the food service director and establishing a central warehouse to take advantage of economies of scale and obtain the best prices. Meal prices should also be reviewed and increased in some areas to bring them in line with industry standards. Of particular concern are the low prices currently being charged for a la carte items, adult lunches and pizza and sandwiches provided by outside vendors.

Food service labor costs are also high due to low student participation and overstaffing. This is reflected in the low meals per labor hour (MPLH) count at each site. Industry standards are 50-60 MPLH for a heat-and-serve kitchen, and approximately 40 MPLH for a full cooking site. The MPLH count for Hughson Elementary is 17, not including the hours for the director and office assistant; the MPLH for Fox Elementary/Ross Middle School is 29; and the MPLH for Hughson High is 24. The Hughson High and Hughson Elementary sites are set up as full cooking sites, but approximately 80% of the entrees offered districtwide are heat-and-serve items. Because of this, and because cooking is labor-intensive, the district should consider making all sites heat-and-serve kitchens. To reduce labor costs to industry standard levels, the district should consider eliminating some positions and reducing hours for others, possibly through attrition. The district should also eliminate the use of overtime without prior approval from the district office.

The home-to-school transportation system is comprised of five bus routes covering the rural areas of the district. The department had a low general fund contribution of approximately \$7,500 for the 2005-06 fiscal year. The district's policy of transporting only students outside the city limits has significantly reduced transportation costs.

Because the current vehicle fleet size requires the attention of a full time mechanic, the district should continue to pursue additional substitute bus drivers to ensure that the

mechanic is not required to drive a bus daily. The district should also continue to pursue a certified bus driver instructor position and consider making the position a lead driver/instructor. This could be accomplished with existing personnel.

The average age of the district's usable buses is within statewide averages. The district should continue its replacement plan for buses based on a maximum life of 20 years. The district should also contact the California Department of Education to discuss recertifying two of its unused buses to qualify for funding from the state's Small School District Bus Replacement Program.

One lead position, lead maintenance, currently reports directly to the director of maintenance, operations and transportation (MOT). The district should consider restructuring the MOT department to include three working lead positions that can provide clear oversight for each of the three disciplines within the department: transportation; maintenance and grounds; and custodial. This change could be accomplished with existing staff. All three positions would report to the director of MOT and would assume responsibility for their discipline in the director's absence. The department's organizational chart should be updated to reflect any changes, and the lines of authority should be clearly communicated to staff.

The current maintenance work schedule does not appear to provide optimum service to each school site. The district should consider implementing the team work schedule provided in this report to improve service and increase efficiency. Custodial staffing is low compared to industry standards, which indicate the need for nine full-time equivalent (FTE) custodians. The district should determine the standard level of cleaning that is acceptable districtwide, then consider adding two full time equivalent custodial positions to bring staffing to an industry standard level. The district should also consider adopting a clean schools policy and implementing it at each site.

The director of MOT should play a key role in planning, submitting and administering the district's five-year deferred maintenance plan and should work closely with the district's facility consultant to coordinate facilities projects among all funding sources. Because the director currently reports directly to the superintendent, he should be included in central office meetings and the superintendent's cabinet to share information and provide input regarding maintenance, grounds, custodial, transportation and facilities issues.

The district should establish written policies and procedures regarding the standardization of equipment, supplies and materials, and ensure that the director of MOT reviews and approves all MOT purchases and donations. Custodial products and training should also be standardized districtwide to ensure that regulatory standards are met and that all sites receive the same level of service.

Because each school district is unique in its educational philosophy, available facilities and local educational culture, districts often establish their own methods for developing master course schedules. In-depth planning is essential to the proper implementation of master schedules. Budgetary factors and districtwide uniformity must be primary considerations in master schedule development. Optimum class sizes and staffing ratios should

be established, monitored, reviewed regularly and adhered to as closely as possible as the high school develops its master schedule each year. Proper planning and preparation can help align the schedule with the district's expectations and priorities in time for the start of the 2007-08 school year.

A timeline should be established for the high school to follow in preparing the master schedule. The plans, guidelines and timelines should be established immediately so that they can be implemented for the 2007-08 schedule. Optimum class sizes should be established for core academic and elective classes, based on a districtwide philosophy; these should serve as a guideline as the master schedule is developed. A plan should be implemented for classes with enrollment lower than allowable minimums.

A plan needs to be implemented to bring class sizes closer to the contractually allowed size of 32 pupils in core classes. The current schoolwide average class size is 21.33 pupils, excluding special education, music/drama and physical education. While small class sizes are admirable, they are also expensive and are affecting the district's general fund budget. For the district to further develop the fiscal accountability that comes with staffing control, it must establish guidelines and consistently monitor scheduling development and implementation. A district-level employee should regularly oversee the master scheduling process, including credential monitoring, class size and the impact of categorical programs such as ROP.

All elective class offerings should be reviewed and evaluated to determine their effectiveness in light of today's state and federal mandates, expectations and graduation requirements.

The district should conduct a study of staff demographics to determine if it is financially feasible to offer retirement incentives to teachers that meet certain criteria, if this would benefit the master schedule in balancing credential needs.

Findings and Recommendations

District Office

The FCMAT team interviewed all district office employees to evaluate the staffing and organizational structure of the district office. Staff members were cooperative and candid. Like staff members in many small districts, the staff of Hughson Unified School District perform a variety of duties and have multiple assignments.

Superintendent's Office

The superintendent oversees the administration of the district. In addition he supervises all human resources management functions. The superintendent's office is staffed with the following support positions:

Administrative Assistant to the Superintendent (1.0 FTE)

The administrative assistant provides administrative support to the superintendent. This position prepares agendas and minutes for and attends meetings of the governing board and the bond oversight committee. The position is responsible for processing board policies, inter- and intra-district transfer agreements, facility use applications and invoicing, mandated cost claims, annual notifications to parents, and the School Accountability Report Card (SARC). This position also processes maintenance and operations work requests for the district office.

Administrative Assistant, Human Resources (1.0 FTE)

The administrative assistant is responsible for personnel duties including the hiring process, credential monitoring for certificated staff, initial intake and open enrollment for health and welfare benefits, employee certifications for categorical programs, updating spreadsheets used in lieu of an integrated position control system, and preparing personnel-related board items. The position is also responsible for balancing the monthly bank statements for the revolving, cafeteria and clearing accounts.

Business Office

The business office is overseen by the director of fiscal services, who also supervises the director of food services. The business office is staffed with the following support positions:

Administrative Secretary (1.0 FTE)

The administrative secretary serves as the district receptionist and provides some secretarial support for the director of fiscal services. The position is also responsible for processing purchase orders, all accounts payable functions, collection of developer fees, receipt of checks and the collection of CBEDS information.

Payroll Specialist (1.0 FTE)

The payroll specialist is responsible for processing payroll for all employees, including health and welfare payments and voluntary deductions. The position is also responsible for tracking employee attendance, monitoring employee TB testing, bank deposits for all checks collected by the district and keying some journal entries into the district's financial system. The position is also the initial employee contact for workers' compensation claims and serves as the backup for the receptionist.

Shipping and Receiving Clerk (.50 FTE)

The part time shipping and receiving clerk is responsible for processing online orders with Office Depot and for receiving, sorting and distributing the district's mail and deliveries.

Curriculum and Instruction Department

The director of staff development, curriculum and instruction oversees the curriculum department. The department is staffed with the following support position:

Administrative Secretary (1.0 FTE)

The administrative secretary provides clerical support for the director and serves as the district's student information systems coordinator for SASI and CSIS. The position is responsible for helping coordinate after-school and summer school programs as well as student testing and assessment. The position serves as the liaison for textbook adoptions; processes textbook orders; helps coordinate staff development offerings; presents classes for staff on Excel, SASI and CSIS; prepares the annual student attendance calendar; and provides some clerical support for the special education staff.

Technology Department

The technology systems administrator is responsible for all of the district's technology needs. This is this only position in the technology department and its duties are as follows:

Technology Systems Administrator (1.0)

The responsibilities of the technology systems administrator include network administration, troubleshooting and repairing all district computers and student information systems, Web site maintenance, software maintenance, and monitoring the technology help desk. The position serves on the district's technology committee and provides staff development opportunities to district employees. Since FCMAT's on-site review, the title of this position has changed to Director of Technology.

Because of financial constraints, some former district office support positions have not been filled. Compared to districts of similar size and type, the Hughson Unified School District office appears to be slightly understaffed, as shown in Table 1.

Table 1: District Office Staffing Comparisons

District	Willits Unified	Hughson Unified	Fowler Unified	Muroc Joint Unified
Enrollment*	2,149	2,181	2,223	2,314
Superintendent's Office	Superintendent (1.0) Secretary (1.0)	Superintendent (1.0) Admin Assistant (1.0) Admin Assistant H/R (1.0)	Superintendent (1.0) Secretary (1.0)	Superintendent (1.0) Secretary (1.0) Personnel Tech (1.0)
Business Office	CBO (1.0) Accounts Payable (1.0) Payroll (1.0) Clerk (.75)	CBO (1.0) Admin Secretary (1.0) Payroll Specialist (1.0) Shipping/Receiving (.50)	Asst Superintendent (1.0) Accountant (1.0) Purchasing Clerk (1.0) Accounts Payable (1.0) Receptionist (.75)	CBO (1.0) Personnel Tech (1.0) Payroll (1.0) Accounts Payable (1.0) Budget Tech (1.0)
Curriculum/ Instruction	Asst Superintendent (1.0) Information Analyst (1.0)	Director (1.0) Secretary (1.0)	Director (1.0) Secretary (1.0)	Assistant Superintendent (1.0) Secretary (1.0)
Technology	Technician (1.0)	Systems Admin (1.0)		Technicians (3.0)
Total FTE	8.75	9.50	8.75	13.00

*Source: 2005-06 CBEDS

Several district office support staff have been with the district for many years. Over time, some district office employees have moved to new positions but retained some duties from their previous position. Job descriptions have not been kept current and in many instances no longer reflect current titles and responsibilities. The district's organizational chart, last updated in March 1998, is also outdated and does not reflect current positions, titles and lines of authority. It appears that these organizational changes have not always been clearly communicated to staff, which has caused some feelings of inequity, confusion and frustration. The district's administration is updating the affected job descriptions; the district should give priority to this task and to updating the organizational chart so that the staff can have clarity regarding responsibilities, expectations and the chain of command. The salary for each position should also be reviewed to ensure that it is commensurate with the position's duties and responsibilities. Any changes should be clearly defined and communicated to staff.

The district uses separate spreadsheets in the business and human resources offices to account for employee salary and benefit costs. The district does not have a position control system that is integrated with the personnel, payroll and budget modules. One of the most critical elements in budgeting for expenditures is accurately projecting employee salary and benefit costs, which account for the majority of a school district's budget. A reliable position control system helps prevent overstaffing by establishing authorized positions by site or department and ensuring that staffing levels conform to district formulas and standards. To help the district maintain accurate budget projections, employee salary, benefit and demographic information should be maintained in a position control system that integrates with the personnel, payroll and budget modules and is used to update the budget at each reporting period. To maintain proper internal controls, this task is normally divided between the business and human resources departments. An effective position control system will save staff time, provide valuable employee information throughout the year, provide a necessary internal control component and streamline the budgeting process.

The administrative secretary position that is responsible for accounts payable duties also serves as the district office receptionist. Receptionist duties typically involves answering telephones and greeting the public. The interruptions inherent in these responsibilities can make it difficult to complete other tasks at the same time and may increase the possibility of errors. The district should consider having another employee serve as the receptionist for some time each day or each week so that the administrative secretary can perform accounts payable tasks in an environment more suitable to these duties.

The district is preparing purchase orders manually, but the district's current Quintessential School Systems (QSS) financial software offers an online requisition processing feature. To streamline the purchase order process, the district should work with the county office to determine if the online requisition feature would be beneficial.

Some of the duties performed by the payroll specialist, such as tracking employee TB testing and serving as the initial contact for workers' compensation issues, are typically performed by human resources staff. In addition, the payroll specialist is not involved in

verifying the spreadsheets used by human resources in lieu of a position control system. The district should consider moving the duties which are typically assigned to human resources to the administrative assistant for human resources. The district should also consider assigning the payroll specialist the duty of verifying the manual spreadsheets currently used to monitor employee salary and benefit data in place of an automated position control system. This will provide a necessary level of internal control.

The administrative secretary for curriculum runs SASI student system reports as requested by numerous staff throughout the district, including site staff, special education staff and district office personnel. The district should provide additional training to site staff in the use of student information systems so that they can complete more of the SASI and CSIS tasks at the site level. It may also be beneficial to train individuals who routinely need particular SASI reports so that they can run the reports they need. Site staff should also be able to review reports for accuracy and make changes as approved by the district. Training should be user-friendly and should be repeated as needed so that each staff member can acquire the level of understanding they need.

There has been little or no cross-training in several key areas in the district office, including the SASI and CSIS student information systems. It is important for more than one individual to be trained in every key area of responsibility so that the district can function effectively in the absence of any staff member. The district should consider adding some technician hours in the technology department to accommodate cross-training for the student information systems, provide a backup for the technology help desk and provide timely technology support to all sites.

It appears that some staff members are accumulating compensatory time which is not being used in a timely manner. It is important for the district's administration to monitor the accumulation and use of compensatory time to prevent the accrual of significant liabilities. The district should implement a system which requires prior approval for compensatory work time. Cross-training is also important because it allows the district to continue functioning with little disruption in service when employees use their compensatory time. It appears that some staff members may have time during the work day to take on additional duties and/or be cross-trained in other areas. The workload should be distributed equitably among staff, taking into account the normal variations in each staff member's workload over time.

The director of fiscal services currently completes the state reporting for student attendance. This task should be performed by another staff member so that the director can double-check the report. This will provide an internal control for this important reporting process.

The district should ensure that all staff members receive the training needed for their job assignments. For example, the administrative assistant for human resources should receive training in the area of credentialing, then monitor each certificated employee's assignment throughout the year to ensure that it is commensurate with their credential.

Recommendations

The district should:

1. Continue to update and adopt job descriptions for district office personnel so that they reflect current titles and duties. Review the salary for each position to ensure that it is commensurate with job responsibilities.
2. Update the organizational chart so that it reflects current positions, titles and lines of authority; clearly define and communicate this information to all staff.
3. Work with the county office of education to implement the position control module of the QSS financial system. Once implemented, maintain the system and ensure that it is used in all stages of budget development and monitoring. Ensure that proper internal controls are maintained by dividing the position control duties between the business and human resources offices.
4. Consider assigning another employee to receptionist duties for a time each day or each week so that the administrative secretary can complete accounts payable tasks.
5. Investigate the QSS financial system software's online requisition feature to determine whether implementing it would benefit the district.
6. Consider transferring the duties of employee TB testing and serving as the initial contact for workers' compensation issues from the payroll specialist to the administrative assistant for human resources. In addition, consider assigning the payroll specialist the duty of verifying the manual spreadsheets currently used to monitor employee salary and benefit data, thus providing a necessary level of internal control for this function.
7. Provide additional training to site staff in the use of student information systems so that they can complete more tasks using SASI and CSIS at the site level. In addition, consider training individuals who routinely need particular SASI reports so that they can run the reports themselves.
8. Ensure that staff members are cross-trained in key areas of responsibility.
9. Consider adding some technician hours in the technology department to provide cross-training for the student information systems, serve as a backup for the technology help desk and troubleshoot and repair computer systems.
10. Require prior administrative approval for compensatory work time. Monitor the accrual and use of compensatory time to ensure that employees are not accumulating large amounts of it.
11. Consider reassigning the duty of state reporting for student attendance to a staff member other than the director of fiscal services so that the director can monitor and double check the report, thus providing an additional level of internal control for this key reporting function.

12. Ensure that all staff members receive the training needed for their job assignments.

Food Service

The Hughson Elementary School and Hughson High School kitchens are full cooking facilities. The Fox Elementary/Ross Middle School site has a heat-and-serve kitchen only, with speed lines designed for heating and serving prepackaged foods. The food service director expressed a desire for every site to be a full cooking facility, which would require additional and updated equipment as well as additional labor.

The total daily average student participation at lunch is 46%. This includes 64% percent of students who are eligible for free meals, 53% of students who are eligible for reduced price meals, and 28% of students who are required to pay full price. Food service is doing better financially at the elementary schools than at the secondary schools because of the low price of a la carte items offered at the secondary school sites. Low a la carte prices result in a student perception that a la carte purchases provide better value than a reimbursable lunch.

Eighty percent of menu items served are heat-and-serve entrees. Baked goods such as cookies and some bread items are made from scratch as needed. Portions are generous. Salad bars are not available. An offer-versus-serve option is provided to students by allowing them to refuse at least one of the items being served.

In the 2005-06 fiscal year the food service program received a general fund contribution of approximately \$50,000. In addition, not all appropriate costs, such as indirect costs, were charged to the program. With this year's increases in salary and benefits costs, general fund contributions are likely to continue. The district's 2005-06 unaudited actuals indicate that in that year 49% of food service expenses were for food, 47% of expenses were for labor and 4% of expenses were for paper and other expenditures. This left no funds for expenses such as indirect costs or equipment replacement.

Food costs are high because of low a la carte pricing and low reimbursable meal participation. Average daily participation is 16% for breakfast and 46% for lunch. A la carte sales may be high because of the low pricing structure. For example, the personal size pan pizza and Kozy Korner Deli sandwiches cost the district \$2.00 each and are sold for only \$2.50 each, thus these items have an 80% food cost. Average food costs should be between 33% and 40% so that the selling price is 2.5 to 3 times the purchase price. Food service staff appear to believe that students would leave campus if the a la carte prices were increased.

Joining a purchasing cooperative, increasing participation and restructuring a la carte pricing could lower food costs significantly. Changing the a la carte pricing could increase participation, especially among middle school and high school students who qualify for free or reduced priced meals. Currently, students find it more desirable to purchase food from the snack bar because they can find a wider selection of foods at the same or lower price than a school lunch. There are many ways to change this trend. One option is to bundle foods that would meet the lunch requirements by offering a box lunch containing an entrée with fruit or juice, milk, and chips or a cookie. The box lunch could be priced the same or higher than the reimbursable lunch. Any student who qualifies for

free or reduced priced meals must be able to receive this boxed lunch just as they would a regular school lunch. The idea is to avoid selling the entrée at a lower price than a school lunch. The students would not have to take the boxed meals if they did not want them, but the price would be the same. For example, a hamburger with lettuce, tomato and pickle along with chips, milk and a cookie would sell at the high school for \$2.75. If a student only wanted the hamburger and drink, the price would be the same. The students and parents need to see that the reimbursable meal is a good value. Making it possible to purchase lunch from the snack bar as well as the lunch line benefits everyone.

Another option is to charge the school lunch price for every entrée except the personal pan pizza and Kozy Korner Deli sandwich. The prices for these two items need to be set so that food costs are 33% to 40% of the sale price. If the deli sandwich costs the district \$2, applying a 40% food cost would make the price of the sandwich \$5.00. If \$5.00 is higher than the price the vendor charges its customers, then the district should match the vendor's price as long as it covers more than the total cost, including labor, utilities, overhead and product cost.

A third option is to sell the sandwich or pizza for the vendor's retail price and offer a \$0.25 discount if the student orders a beverage with the sandwich or pizza.

Another option to increase participation is to offer a salad bar at all grade levels. This would not increase labor costs and, in light of the epidemics of childhood obesity and diabetes, is a good way to encourage healthy eating habits.

Because the a la carte window has not been installed in the snack bar at Ross Middle School, the flow pattern of the reimbursable meal lines is slow, placing it out of compliance with state requirements. The speed lines are not used efficiently, resulting in long a la carte lines inside the cafeteria and preventing students from being served in a timely manner. The district needs to open the snack bar window. The speed lines are designed for reimbursable meals, using racks of pre-wrapped food that are warmed in the lines. In the absence of the a la carte window at the snack bar, one of the two speed lines has to first serve reimbursable meals to elementary school students, then switch to a la carte meals for middle school students.

Food service a la carte pricing should be comparable to convenience store prices. The food service department should tour the competition and find out what students are paying for the same or similar items. More stringent regulations regarding what can be sold as an a la carte item will take effect in July 2007. Items that will no longer be allowed include sodas, candy, Hostess products and fried chips. The district is slowly eliminating a few of these items and replacing them with new, approved items. If the district completes these changes this year, the new laws will have a less dramatic effect on sales at the beginning of the 2007-08 school year. A la carte prices should be changed to align with industry standards over the summer so that proper prices are in place at the start of the new school year.

Adult meal prices are relatively low. High school breakfast pricing is the same for students and adults at \$2.00 per meal. Adults at the elementary and middle schools pay

\$0.25 more than the students for breakfast. For lunch, adults pay \$0.75 more than students at the elementary schools, \$0.50 more than students at the middle school and \$0.25 more than students at the high school. Adult meal pricing needs to be reviewed. If adults are getting the same lunch as students, then adult meal prices need to be increased. The actual food cost for the lunch should be 33% to 40% of the selling price.

Food service labor costs are high, at 47% of expenses. This is mainly due to low student participation and overstaffing. Because approximately 80% of the entrées offered are heat-and-serve items, the cook and baker positions are not fully used. Meals per labor hour (MPLH) are very low at all sites, especially at Hughson Elementary. The food service director, a cook, a baker and two additional employees are located at Hughson Elementary School. This site also includes daily overtime and extra hours for an office assistant. As a result, when all these positions are accounted for, Hughson Elementary has an MPLH of 13. When the food service director and office assistant are not included in the calculation, the MPLH rises to 17, which is still low compared to industry standards. Hughson Elementary School is considered a full cooking site, but most of its entrees are heat-and-serve.

The Fox Elementary/Ross Middle School site has a supervisor and four employees. MPLH for this site is 29, which is very low for a heat-and-serve kitchen.

The food service staff at Hughson High School consists of a supervisor, seven food service workers and three students. This site also incurs extra time daily. The MPLH at this site is 24, which is low.

The industry standard is 50-60 MPLH for a heat-and-serve kitchen and 40 MPLH for a full cooking site. To bring its MPLH up to industry standard levels, the district will need to increase the number of meals served, reduce staffing levels, or both. Because of the types of food it offers, the district needs to consider replacing the 7-hour per day cook and baker positions with two 3- to 3.5-hour per day food service positions at the elementary sites. This could be done through attrition. This change would reduce costs and bring the MPLH closer to industry standards.

A centralized purchasing and warehouse process would eliminate the need for two site supervisors because the food service director would be responsible for menus and ordering. It may be possible to make this change through attrition given pending employee retirements. Because the Fox Elementary/Ross Middle School site is a heat-and-serve kitchen, the district should consider replacing the supervisor position with a 5-7 hour per day entry level position when the position becomes vacant and upgrading the current 7-hour per day position at this site to a lead position. The lead position should be developed through an appropriate collective bargaining process.

Because site cooking is labor intensive and because most entrées are heat-and-serve items, the district should consider using heat-and-serve kitchens at all sites. Limitations in the new food guidelines make cooking from scratch impractical. Numerous appealing and nutritious low fat baked items are available on the open market. The January 2007 food show in Santa Clara showcased new products that comply with the upcoming regula-

tions. Many of the items are processed using commodity foods. The district should ensure that the food service director attends food shows and takes advantage of staff development opportunities annually to find additional ways to increase sales by expanding food offerings.

Purchasing is done at each site; the only exception is commodities, which the director orders. The district does not participate in a commodity cooperative. Cooperatives allow districts to combine their commodities for truckload delivery to the processor, providing opportunities not otherwise available to small districts. Because the cooperative does not order unwanted foods from the state, it gives districts more flexibility.

Cooperatives use commodities more effectively by ordering more expensive protein commodities instead of low cost items like flour and pastas. Using commodity funding on high cost items would allow the district to cut costs on a number of entrées. Two cooperatives could deliver to the Hughson Unified School District: DJ Concepts, which distributes through Gold Star in Los Angeles; and SLICK, which is located in the bay area and delivers their own commodities. Gold Star is also a full-house distributor, delivering both commodity and non-commodity foods. The district should investigate both cooperatives as they each have different strengths and offer slightly different services.

No formal or informal bidding process appears to be in place. It is recommended that the district implement either formal or informal bidding for milk, produce, bread, snack items, entrees, baked items and all other food items purchased in large quantities, as well as for paper, disposables and cleaning items. Joining a purchasing cooperative would give the district economy of scale and pooled purchasing power to obtain these items at a lower price. In addition, implementing centralized food purchasing would enable the food service director to control what is ordered and obtain better pricing. The district would realize the greatest savings if it had a central warehouse and freezer that could accept weekly or bimonthly deliveries and in turn provide deliveries to each site weekly using a district employee.

The kitchen equipment is adequate for the type of meals being served, except that the middle school snack bar needs heat and refrigeration equipment. There is no centralized warehouse, and the limited freezer space is used for commodities. Over time, equipment will need to be replaced, so an annual budget line item for this purpose should be considered.

The food service director is responsible for the free and reduced priced meal application process, preparation of daily and monthly reports generated from the computerized point of sale program, and daily operational reports. The director also checks invoices for accuracy and submits them for payment; prepares and approves menus; receives the bank summary of deposits, but does not verify the deposits before they are sent to the bank; and performs other duties as required.

Bank deposits are currently made by each site. Each site supervisor counts their site's daily cash sales, prepares the deposit slip and delivers the deposit to the bank. The bank then counts each site deposit and sends the results to the food service office. A more

effective procedure would be to have each site deliver their bank deposit to the food service office at Hughson Elementary School, allowing the director to verify the amounts and make a single daily deposit. This procedure would help eliminate the differences between the site count and the bank count, provide additional internal controls and probably reduce banking fees. Shifting banking and purchasing responsibilities to the food service director would create two to three hours per day of clerical work, which could be performed under the current staffing level as overtime is now being approved regularly at the sites. The work could be accommodated without any routine approval of overtime if the staffing changes recommended in this report are made.

Food service employees are friendly with staff, students and fellow employees, and there appears to be a relaxed and cheerful environment at each site. The kitchens are clean and orderly, however, some employees were chewing gum or eating while preparing or serving food during FCMAT's site visit. For reasons of health and sanitation, chewing gum or eating is not acceptable during food service or preparation and should be reserved for break times. Employees did not appear to be wearing hair nets, though local health codes require three-quarters of an employee's hair to be covered with a hair net or other type of head covering. During FCMAT's visit, employees spoke of the way things used to be and expressed the opinion that they should be that way again. Staff members should be provided with inservice training to make them aware of changing state and federal regulations as well as the general fund contributions to the food service program so that they have a better understanding of why things are changing and will continue to change. Misperceptions held by food service staff include a belief that the department is nearly or completely self sufficient financially, that overtime is regularly approved because the department is understaffed by one employee, and that summer school food service expenses should be paid from the general fund. The district should work with the food service staff to correct these misperceptions. The food service director should encourage all staff members to use their work time efficiently and limit personal conversation to break times. Overtime should be needed only in unusual circumstances.

New government nutrition guidelines will be implemented by July 1, 2007. These changes will affect middle school and high school a la carte sales. The sale of soda, sugar-flavored water, chips, candy, cookies and most other sweet items will not be allowed for sale in any schools. Snacks currently sold at Hughson High and Ross Middle schools do not comply with the new regulations; however, the food service department is slowly replacing these items with new items that meet the new guidelines.

Following are statistics regarding the district's food service program, including eligibility, student participation, a la carte sales, meals per labor hour and meal pricing.

Eligibility

	<i>Enrollment</i>	<i>% of Enrollment</i>
Eligible for free meals	941 students	42%
Eligible for reduced priced meals	254 students	11%
Eligible for full paid meals	<u>1049</u> students	<u>47%</u>
Total Enrollment	2244 students	100%

Student Participation

<i>Total Daily Average</i>	<i>Breakfast</i>	<i>Lunch</i>
Total	16%	46%
Free meals	29%	64%
Reduced priced meals	17%	53%
Full paid meals	.5%	28%

<i>Site</i>	<i>Average Daily Meals</i>		<i>Average Daily %</i>	
	<i>Breakfast</i>	<i>Lunch</i>	<i>Breakfast</i>	<i>Lunch</i>
Hughson Elementary	101	452	17%	75%
Fox Road Elementary	61	221	2%	74%
Ross Middle School	126	191	26%	39%
Hughson High School	76	115	10%	15%
Head Start	2	46	½%	100%
Dickens High	0	10	0%	24%

A la Carte Sales

<i>Site</i>	<i>Avg Daily A la Carte Sales</i>	<i>Meal Equivalents*</i>
Hughson Elementary	\$ 15.73	8
Fox Road Elem/Ross Middle	\$ 421.22	211
Hughson High School	\$1,461.31	730

*Meal equivalents are determined by dividing the meal price (\$2.00) into the a la carte dollar amount.

Meals Per Labor Hour (MPLH)*

<i>Site</i>	<i>Daily Labor Hours/Employees</i>		<i>Daily Meals Breakfast/Lunch</i>		<i>Meal Equivalents</i>	<i>Total Meals</i>	<i>MPLH</i>
Hughson Elem.	40.5	6	50	452	8	510	13
Fox/Ross	25	5	93	412	211	716	29
Hughson High	39.5	11	39	171	730	940	24

*MPLH is calculated by adding the number of daily breakfasts divided by two, the number of daily lunches and the number of meal equivalents. This figure is then divided by the number of daily labor hours. The result is the MPLH.

Meal Pricing

	<i>Student</i>		<i>Adult</i>	
	<i>Breakfast</i>	<i>Lunch</i>	<i>Breakfast</i>	<i>Lunch</i>
Elementary	\$1.25	\$2.00	\$1.50	\$2.75
Middle school	\$1.25	\$2.25	\$1.50	\$2.75
High school	\$2.00	\$2.75	\$2.00	\$3.00

Recommendations

The district should:

1. Consider implementing the suggested options to increase student participation, such as making reimbursable meals available at the snack bar at the middle and high school sites and implementing a salad bar at each site.
2. Review and increase the prices for a la carte items to bring them in line with industry standards before the start of the 2007-08 school year.
3. Review adult meal pricing to ensure that the price is in line with the industry standard of 33% to 40% food cost.
4. Consider replacing the cook and baker positions, possibly through attrition, with two 3- to 3.5-hour per day food service worker positions.
5. Consider replacing one of the site supervisor positions with a 5-7 hour per day entry level position when the supervisor position becomes vacant, and upgrading the current 7-hour per day position at Fox Elementary/Ross Middle School to a lead position. Develop the lead position through an appropriate collective bargaining process.
6. Consider making all sites heat-and-serve kitchens as site cooking is labor intensive and expensive.
7. Ensure that the food service director attends food shows and staff development opportunities annually to find additional ways to increase sales by expanding food offerings.
8. Join a commodity cooperative to reduce food costs and make the best use of commodities.
9. Consider centralizing food service purchasing with the food service director to obtain better pricing.
10. Consider establishing a central warehouse and freezer to accommodate larger quantities and help realize the best product prices.
11. Implement formal or informal bidding for purchases of all major food items, paper goods and cleaning products. Consider joining a purchasing cooperative for lower prices and increased purchasing power.
12. Install a window to serve a la carte meals at the middle school, and obtain the heating and refrigeration equipment needed for the snack bar at this site.
13. Include summer school food service costs, indirect costs and equipment replacement costs in the food service budget.
14. Consider having each site deliver their bank deposit to the food service office at Hughson Elementary School so that the director can verify the deposits and make one deposit each day.

15. Eliminate the use of overtime without prior approval from the district office.
16. Ensure that food service staff do not chew gum or eat in the food service areas.
17. Ensure that food service staff have three-quarters of their hair covered with a hair net or other type head covering to comply with local health codes.
18. Provide inservice training to staff to make them aware of changing state and federal regulations and the general fund contributions to the food service program.
19. Complete the changes in food items this year to comply with the new government guidelines that take effect in July 2007 and to reduce the effect on sales at the beginning of the upcoming school year.

Transportation

The Hughson Unified School District operates five bus routes which cover the rural areas of the district and provide home-to-school service to approximately 225 students per day, which is approximately 10% of the district's total student average daily attendance (ADA). Statewide, the percentage of students transported by districts averages between 16% and 17% of ADA, with rural districts normally having a higher than average percentage.

The low general fund contribution to transportation of \$7,571 for 2005-06 is most likely a result of reductions made in the percentage of students transported. The district has experienced a small increase in enrollment over the past several years and no increase during the current year. The district was able to consolidate six bus routes into the current five routes, thereby reducing the general fund contribution to transportation.

The transportation department's director oversees the maintenance, operations and transportation (MOT) department. The director supervises an 8-hour per day, 10-month per year bus driver who is responsible for driving a bus route, assisting with records, scheduling, training, and some maintenance and operations record keeping. Four additional drivers are employed to drive routes varying from 4 to 5.5 hours per day; two of these drivers have some duties in addition to driving their scheduled route.

The district does not have a clearly defined structure of mid-level (working lead) employees in the MOT department to ensure an efficient flow of work. The transportation department does not have a certified school bus driver instructor; however, the eight hour per day driver is scheduled to attend the Instructor's Academy in Sacramento in February 2007 to become a state certified instructor.

The district transports only 10% of its ADA because it provides transportation only to those students who live outside the Hughson city limits. The five buses used for daily student transportation have a total capacity of 420 passengers. Although 100% capacity cannot reasonably be achieved, the 225 students currently transported represent only 54% of capacity.

The transportation department has a total of 11 buses, two of which are no longer certified for service. The two out-of-service buses are both pre-1977 models (#20 1975 Gillig and #22 1976 Gillig) and therefore qualify for the California Department of Education's Small School District Bus Replacement Program. This program will normally fund the full replacement cost of a certified pre-1977 school bus for districts with an ADA less than 2,500. However, the district has allowed the certification of these two buses to lapse: bus #20 has not been certified for five years; and bus #22 was last certified one and a half years ago.

The department's usable school bus fleet consists of nine buses with an average age of 16.5 years, which is within statewide averages. The entire fleet is of the transit style design, which has a life of approximately 20 years under normal operating conditions.

The district has followed an adequate replacement plan with its nine currently certified school buses.

The department has two substitute bus drivers who are not permanent employees and who drive a district school bus when needed if they are available. One substitute drives almost daily while the other is seldom available. Other needs for substitute drivers are met by the district's mechanic and the lead maintenance and operations employee, which are the only other permanent positions required to hold a school bus certificate. The mechanic is needed as a substitute driver almost daily, while the lead employee seldom drives. Having the mechanic drive a school bus route occasionally may be acceptable, but continued frequent use of the mechanic as a substitute driver will diminish the ability to maintain the fleet, which is large enough to need one mechanic's full time attention. A pool of two dependable substitute drivers would be needed to ensure that the mechanic is not frequently called on to drive.

Recommendations

The district should:

1. Consider restructuring the MOT staff to include three working lead positions that will provide clear oversight responsibility for the three disciplines within the department. A recommended organizational chart is provided in Appendix B. This change will not require additional staff and may only require a small salary adjustment for the operations lead. This change is needed to clarify roles and give formal responsibility to those staff members who already assume leadership roles within the department. All three lead positions should report to the MOT director and should assume full responsibility for their area of discipline in the absence of the director. Evaluation of all MOT employees would remain the responsibility of the director, with input from the lead positions.
2. Continue to pursue a permanent certified school bus driver instructor position. The new organizational structure provided in Appendix B includes a lead driver/instructor position. This position should drive a daily bus route, schedule field trips, make necessary routing adjustments, keep transportation records current and train school bus drivers. While this position is currently a 10-month position, the district may need to consider making it a 12-month position.
3. Continue the policy of transporting only those students residing outside the Hughson city limits, which has reduced the cost of transportation.
4. Strive to increase ridership to 60%-65% of bus capacity. The five current bus routes can accommodate a moderate level of student population growth.
5. Recertify buses #20 and #22 if mechanically feasible. Following recertification, apply for replacement bus funds through the Small School District Bus Replacement Program. This can be done on the California Department of Education (CDE) Web site, www.cde.ca.gov. It would be advisable to contact Sue Cervantes at the CDE directly for specialized instructions. Ms. Cervantes has been made aware of the district's situation and will be very helpful in this case. She can be reached at (916) 327-4406.
6. Continue planning for bus replacement, using a life cycle of 20 years.
7. Continue efforts to establish a pool of dependable substitute bus drivers.

Maintenance and Operations

Maintenance Work Scheduling

The district's maintenance employees and, to a lesser degree, operations employees, have a casual style regarding work assignments and directives. The lead maintenance employee receives a computer-generated work order from the MOT director. Setting priorities and assigning the work to others in the department is at the discretion of the lead employee.

It appears that employees are often paired up to perform work that could be accomplished by one employee. This is inefficient, resulting in two employees spending too much time traveling in one truck between various schools. Splitting up employees would allow more work orders to be completed.

The following schedule would allow the district to provide more effective and efficient maintenance service to each of the school sites.

Day of Week	Name of School	Number of Staff Assigned	Description of Work to be Performed
Monday	Fox Road Elementary	3	Be prepared to complete all backlogged work orders for site. Receive and complete all new work orders generated by site principal and staff. Take on all preventive maintenance tasks required at site including but not limited to cleaning downspouts, lubricating all pumps and fans, painting touch up, assisting with care of grounds.
Tuesday	Hughson Elementary	3	Same as Fox Road Elementary
Wednesday	Ross Middle School	3	Same as Fox Road Elementary
Thursday	Hughson High School	3	Complete all outstanding or incomplete work orders for school. Receive and complete any and all new work orders generated by the site principal and staff.
Friday	Hughson High School	3	Begin to follow a written and planned program of preventive maintenance on all school facilities.
Friday			Help with set up and breakdown for all school sporting events. Help line sports fields and tracks and move furniture as needed.

Note: In the event of maintenance emergencies, the designated responder will be the lead maintenance worker.

Custodial Staffing

The district's custodial staff consists of seven full time employees who are responsible for cleaning all district facilities including all school sites, the MOT facility and the district office. This staffing level is lower than industry standards.

Industry standard staffing levels indicate the need for nine full time equivalent (FTE) custodians. The following list provides an industry standard staffing level broken down by site. The total is rounded to the nearest full FTE.

Hughson High School	3.18 FTE (includes 0.2 FTE for community facility use)
Ross Middle School	1.80 FTE
Fox Elementary	1.00 FTE
Hughson Elementary	2.30 FTE
Dickens High/MOT/ District Office	.50 FTE

Industry standards include custodial duties as listed below. For a more extensive minute-by-minute daily schedule, the district should review the California Association of School Business Officials' (CASBO's) operations staffing handbook.

Noncleaning duties:

- Open school, check site for vandalism.
- Playground safety inspection.
- Raise flag.
- Accommodate teacher and principal requests.

Cleaning duties:

- Clean drinking fountains.
- Clean childcare facilities.
- Clean all classrooms.
- Clean all office spaces.
- Clean all restrooms.
- Clean all corridors and hallways.
- Empty all trash.
- Clean all multi-use space, gymnasiums, multi-purpose rooms and cafeterias.
- Clean all patio areas.
- Set up for lunch.
- Set up for community use events.
- Clean kitchen and all eating areas.
- Deliver supplies as needed.

The district should determine the standard level of cleaning that will take place districtwide, with the understanding that using custodians to perform duties other than those outlined above will result in a loss of cleaning time and may reduce the ability to meet cleaning standards and expectations.

Director of Maintenance, Operations and Transportation (MOT)

It does not appear as though the director of MOT has a sufficient amount of interaction with and participation in the district's central office administration. It is unusual to find a director level position that is not included in the superintendent's cabinet and other district office meetings if they are directly responsible to the superintendent. It appears that many administrative policies and decisions are being made at the central office without the input of the director of MOT.

Organizational Chart

The current MOT department organizational chart does not accurately portray the department's organizational structure as it functions today. The district should update the organizational chart to accurately reflect the current chain of command and the lines of authority.

Deferred Maintenance Plan

The interviews FCMAT conducted with staff indicate that the director of MOT has minimal input in the planning and submittal of the five-year deferred maintenance plan. The director should play a key role in planning and developing the district's deferred maintenance plan. The director should be instrumental in identifying department priorities and scope of work as well as the administration of all deferred maintenance projects. If the director is not familiar with the deferred maintenance process, he should attend California Association of School Business Officials (CASBO) and Coalition for Adequate School Housing (CASH) workshops to become familiar with the process.

In addition, the MOT director should work closely with the district's facilities consultant to coordinate the work among the deferred maintenance program and the district's general obligation bond and school facilities program.

Standardization of District Equipment, Supplies, Materials and Training

The district does not appear to have written policies regarding the procurement of maintenance and operations equipment, supplies, tools and materials. Department employees should meet regularly with the director to discuss and recommend types of equipment to be used by maintenance and operations. All chemicals, paper products and machines used by the department should be reviewed by the director before they are purchased to ensure that they meet district standards and requirements.

Custodial training and product purchases are not consistent throughout the district. Standardizing custodial products and training districtwide would help ensure that products meet regulatory standards and that all sites receive the same level of service.

The district should also implement a procedure to ensure that the director of MOT reviews in advance and approves or disapproves all equipment to be purchased by schools and clubs as well as donated equipment. The director should also review in advance and approve or disapprove all maintenance and operations products and equipment procured through modernization projects.

Facility Use

The district's fee schedule for facility use appears to be outdated. A suitable fee schedule should cover all costs related to facility use. Also needed are a review of the funding source for expenses related to facility use, such as labor and utilities, and steps to ensure that revenues generated by facility use are deposited into the correct accounts.

Clean Schools Policy

The district does not have a formal, written policy regarding a clean schools program.

As a result of custodial staffing reductions throughout California, many districts have developed and adopted clean schools policies and programs. These policies bring together principals, teachers and students, encouraging them to work with custodians to keep schools much cleaner and appealing to everyone. The policies typically request that all principals, teachers and students work together at each school to clean up their work environment by doing the following simple tasks:

- At the end of each school day (last one minute of the day) teachers ask students to check their immediate work area and place all trash into trash receptacles.
- Students are asked to place chairs atop desks (when applicable) before they leave the room.
- Teachers are encouraged not to use food and beverages in the classrooms.

Performing these quick, simple tasks will greatly reduce the time it takes for custodians to clean each classroom, providing more time for other cleaning duties.

Recommendations

The district should:

1. Consider implementing the maintenance staffing schedule provided to improve service and efficiency.
2. Determine the standard level of cleaning that is acceptable districtwide, then consider adding two full time equivalent custodial positions to bring the staffing level up to recommended industry standards. The district may consider adding these positions on an incremental basis over time.
3. Include the director of MOT in central office meetings and superintendent's cabinet meetings whenever possible. The director should be able to provide input on the operation of maintenance, grounds, custodial, transportation and facilities issues that affect the district. The director will also need to provide direction and leadership to staff based on these communications.
4. Update the organizational chart for the MOT department to accurately reflect the current chain of command and lines of authority.
5. Ensure that the MOT director plays a key role in planning, submitting and administering the district's five-year deferred maintenance plan. The director should also work with the district's facilities consultant to coordinate facilities projects among all facility funding sources.
6. Establish written policies and procedures regarding the standardization of equipment, supplies and materials and ensure that the director of MOT reviews and approves in advance all purchases and donations related to maintenance and operations.
7. Standardize all custodial products and training districtwide to ensure that products meet regulatory standards and that all sites receive the same level of service.
8. Review and update the fee schedule for use of facilities to ensure that it covers all costs related to facility use. The district should also review the funding source for expenses related to facility use, such as labor and utilities, and ensure that the revenue generated is deposited into the correct accounts.
9. Develop and adopt a clean schools policy and implement the policy at each site to increase efficiency by reducing the time custodians spend cleaning each classroom.

Master Schedule

Master Schedule Vision and Philosophy

School districts often establish their own practices and methods for developing master course schedules because each district is unique in its educational philosophy, available facilities and local educational culture. In-depth planning is essential to the proper implementation of master schedules. Budget factors and districtwide uniformity must be the primary considerations in master schedule development. Optimum class sizes and staffing ratios need to be established, monitored, and reviewed regularly.

When approximately 85% of a school district's budget is expended on salaries and benefits, it is reasonable for a district to take steps to monitor the master schedule and staffing of its schools. Without a master schedule that is accountable like other aspects of the district's operations, costs can be incurred and expenditures can mount.

Before designing and implementing the 2007-08 master schedule for Hughson High School, the district and the high school administration should firmly establish a mutual vision of expectations, philosophies, directions and minimum parameters.

Implementing a change in the master schedule will require a change from current practices, methodologies and routines. A methodical, well-conceived system must be established that includes input from the district and the high school so that it reflects the district's overall vision.

Steps for review and avenues for communication need to be identified with regular checkpoints as the master schedule is being designed. Both the site and the district should be aware of the personnel and fiscal factors before the schedule is implemented.

District Monitoring of Master Schedule Design and Implementation

The district's bargaining agreement and staffing allocations appear sufficient to support the development of a master schedule that is more than adequate for a school district the size of Hughson Unified with a small comprehensive high school.

The district's parameters for the master schedule need to be clearly defined and regularly communicated to the high school. The district office must take the leadership role in scheduling by disseminating data, setting deadlines and holding the high school accountable for staying within the established parameters. The high school and the district need to communicate regularly to ensure that they meet the needs of students, staff and the local community.

The master scheduling process needs to be reviewed and revised to ensure accountability. The district should develop checkpoints and controls to monitor the master schedule prior to its implementation. The process should become more standardized in terms of staffing ratios, class sizes and credentialing clearances. Standard forms and practices, clear lines of communication and established deadlines are all needed.

A small district's working relationship with the county office of education is critical to success in this area. A designated district-level staff member is needed to ensure compliance, monitor the master schedule and provide guidance to the site as needed. This person should be provided with ongoing training from the county office and from the Commission on Teacher Credentialing (CTC).

New mandates from No Child Left Behind (NCLB) legislation and rapidly changing credentialing laws can make it difficult for smaller districts to remain aware of all the requirements for highly qualified and fully credentialed teachers. The most recent California Basic Educational Data System (CBEDS) data indicates that only 135 out of 145, or 93.1% , of core NCLB classes at Hughson High School are currently taught by a highly qualified instructor. This is less than the expected minimum of 95%.

Following is a suggested timeline for the development of a high school master schedule:

- January – Provide enrollment projections and initial staffing allotments to the site. Hold districtwide training for all site personnel involved in master schedule development.
- February – Finalize registration materials for students and parents.
- March – Conduct student registration and hold meetings with departments regarding teacher requests for the following year. Issue a first draft of the schedule before March 15 so that nonpermanent teachers can be notified of their status for next school year.
- April – Finalize schedules at the site and provide them to the district for review.
- May – Notify teachers of their tentative assignments for the next school year.
- August – Adjust schedules to account for enrollment and staffing changes and/or additional funding that affects course offerings or size.
- September – Finalize scheduling to account for changes in enrollment and make necessary staffing adjustments. This should be done no later than the second week of school.

Class Size Issues

Contractual language regarding class size is in place and does allow for some flexibility. In the current schedule, approximately 5% of classes exceed the desired contractual maximum enrollment of 32 students per class. Excluding special education, music/drama and physical education, the current schoolwide average class size is 21.33 students. Detailed class size calculations are provided in Appendix D.

A long term plan is needed to bring class sizes in line with contractual allowances. While smaller classes are admirable, they are costly and are affecting the district's general fund budget. If the district is to further develop the fiscal accountability that comes with staffing control, it must establish guidelines and monitor class schedule development and implementation.

Staffing

An internal review of certificated staff demographics is needed, including information on existing credentials. This information will be needed during design of the master schedule each spring.

Adjusting some secondary teachers' schedules at the semester is a reasonable practice, even in smaller school districts. Classes can be combined or teachers moved to an alternative program or to the middle school for a period or two if their credential allows. These types of adjustments can often help accommodate a comprehensive high school's normal decline in enrollment during the school year.

Before any significant change or reduction in staffing at the high school, a number of factors need to be considered, including the following:

- Enrollment projections
If enrollment is steady or growth is expected, then it may be more effective to maintain the existing staff and methodically increase class sizes each year until they reach the desired level, as long as the district's budget is able to support this approach. This is less disruptive than letting staff go only to replace them one or two years later.
- Credentialing and NCLB issues
It is difficult for a high school of less than 1,000 students to employ enough staff to teach the range of courses that a comprehensive high school is expected to offer. Existing credentials must be carefully analyzed prior to any reductions to ensure that course requirements and expectations are met.
- The culture of the school and community
Each local high school has its own identity within its community that includes the types of courses it offers and the educational vision it communicates. A high school's master schedule actively demonstrates to the community the school's and the district's educational philosophy.

Electives and Categorical Programs

The district offers 10 survey classes to ninth grade students to introduce them to the variety of electives available during high school. The average enrollment in these classes is 11.3 students. Given normal attrition rates, it is doubtful that these classes are generating the expected enrollment increases in elective classes during the students' remaining years in high school.

The goal of any categorical program should be to pay for itself. This is a realistic goal for programs such as a regional occupational program (ROP); however, this may take several years for the district to accomplish in light of current credential factors and teacher tenure. Nonetheless, the plan to reduce general fund contributions to ROP should begin with the 2007-08 master schedule.

The district should set a goal of making categorical programs such as ROP self-sufficient so that general fund contributions are not needed. This is not currently the case with the ROP at Hughson High School, which is expected to need a general fund contribution of \$70,000 for 2006-07.

Meetings have begun at the high school level to look at ways to increase enrollment in ROP for next year. The school and the district need to work together to identify other possible solutions to begin reducing general fund contributions without losing ROP average daily attendance (ADA) to other schools that make up the ROP consortium.

Enrollment in most elective classes, including categorical fund programs such as ROP, is extremely low. This is partly a result of increased statewide graduation requirements and post-secondary aspirations. A lack of flexibility resulting from the credentialing constraints of NCLB legislation may also be a contributing factor.

Given the tenure and permanency of the current high school teaching staff, it may not be possible to resolve this issue quickly for the 2007-08 school year. What is needed is a methodical and well thought out vision that is understood and supported districtwide and that steadily restructures the elective offerings and categorical program courses to increase enrollment.

Recommendations

The district should:

1. Make in-depth preparations for planning and implementing the master schedule prior to the start of the 2007-08 school year. Budgetary factors, class size minimums and proper teacher credentialing must be primary considerations for any future master schedule decisions. Optimum class sizes should be determined for both core academic classes and elective subjects, and these numbers should be adhered to as closely as possible as the high school develops the master schedule. Staffing ratios should be established and monitored throughout the scheduling process. With proper planning and preparation, the schedule should begin to align with district expectations and priorities as early as the start of school in 2007.
2. Designate a district employee to oversee the master scheduling process on a regular basis, including credential monitoring, class size issues and the impact of categorical programs such as ROP. Provide this employee with ongoing training from both the county office of education and the Commission on Teacher Credentialing (CTC).
3. Establish a timeline for the high school to follow when planning and preparing the master schedule. The plans, guidelines and timelines for the 2007-08 schedule should be established immediately. Student requests for classes, which assist in the initial construction of the master schedule, should be submitted no later than March 2007.

4. Establish a districtwide philosophy regarding optimum class sizes for core academic classes and elective subject areas. These expectations should act as guidelines for development of the master schedule.
5. Implement a plan for classes with enrollment lower than allowable minimums. For example, the class might continue, but both the site and the district would be aware of the enrollment and its effect on finances and scheduling.
6. Conduct a study of staffing demographics that includes each teacher's credential, subjects they are authorized to teach, subjects for which they are highly qualified under NCLB, their age and time until retirement.
7. Evaluate the financial feasibility of retirement incentives for a limited number of teachers that meet certain qualifications, if pursuing this option would affect the master schedule by reducing the number of full-time equivalents (FTEs).
8. Consider replacing an elective that has low enrollment with a class that covers the approximately 40 high school students who serve as teacher's assistants (TAs) at the elementary level.
9. Consider replacing an elective that has low enrollment with work experience education and moving instructional responsibilities for the work experience class from one of the administrative learning directors to an elective instructor.
10. Review the ninth grade elective survey courses this spring.
11. Review all electives to determine their effectiveness in today's high school in light of current state and federal mandates, minimum requirements for students and credentialing requirements for staff. Recognize that new or different electives may be needed.

Appendices

Appendix A

Food Service Legislation

Appendix B

MOT Organizational Chart

Appendix C

School Safety and Security, Best Practices Grid

Sample Clean Schools Team Cleaning Program Guidelines

Appendix D

Class Size Data

Appendix E

Study Agreement

Appendix A

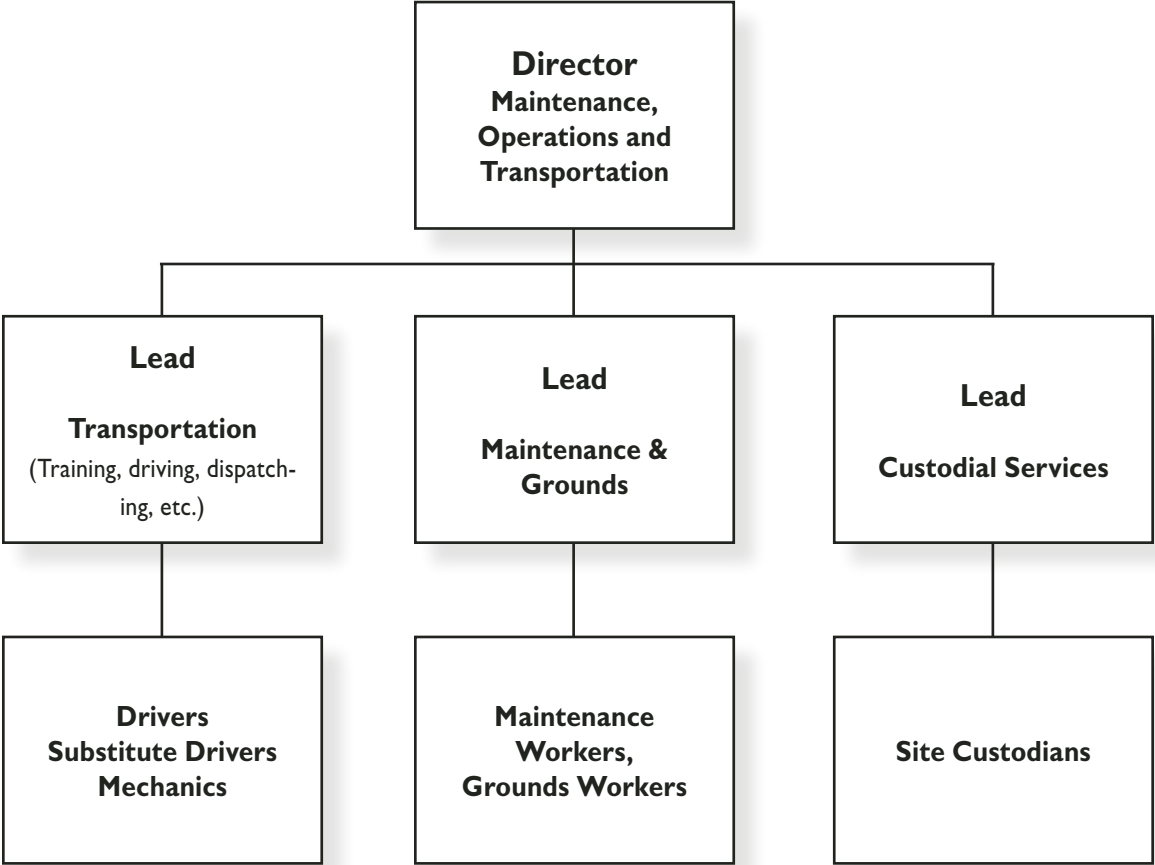
Food Service Legislation

Legislation	Implementation			
	Pre 2005	2006	2007	2009
Food	<p>EC 38085</p> <p>A minimum of 50% of the items, other than foods reimbursed under Chapters 13 of Title 42 of the United States Code, offered for sale each school day at any school site by any entity or organization during regular school hours shall be selected from the following list:</p> <ol style="list-style-type: none"> 1. milk & dairy products 2. fruit & vegetable juice 3. fruits & vegetables 4. nuts, seeds, & nut butters 5. Non confection grain products 6. Meat, poultry & fish 7. Legumes & legume products 8. Any food which would qualify as one of the required food components of the type A lunch 		<p>SB 12 – July 1, 2007</p> <p>Elementary</p> <ul style="list-style-type: none"> - individually sold nuts, nut butters, seeds, egg cheese, fruit, non-fried vegetable, and legumes allowed - individually sold dairy and whole grain foods not to exceed 35 % of it's total calories from fat, 10 % of it's total calories from saturated fat, 35 % of its total weight shall be composed of sugar and 175 kcals per item <p>Middle/High School</p> <ul style="list-style-type: none"> - individually sold nuts, nut butters, seeds, egg cheese, fruit, non-fried vegetable, legumes not to exceed 250 kcals are allowed -Snacks (A food that is generally regarded as supplementing a meal) not to exceed 35 % of it's total calories from fat, 10 % of it's total calories from saturated fat, 35 % of its total weight shall be composed of sugar and 250 kcals per item -A la cart entrees (A food that is generally regarded as being the primary food in a meal) < 400 kcals & 4 g fat per 100 kcals 	

Legislation	Implementation			
	Pre-2005	2006	2007	2009
Beverage		SB 677/965 -- By 1/1/06 <u>all</u> beverages must meet standards for elementary & middle schools Elementary/Middle School -fruit-based sweeteners with 50% fruit juice <u>and</u> no added sweeteners -vegetable-based drinks with 50% vegetable juice <u>and</u> no added sweeteners -water with no added sweeteners -milk (2 %, 1 %, nonfat, soy, rice, nondairy) Middle School -electrolyte replacement beverages with 42 g added sweetener per 20 oz **elementary – in effect all day **middle/high schools – ½ hour before to ½ hour after school day	SB 965 -- By 7/1/07 at least 50 % of all beverages must meet standards for high school Elementary/Middle/High School -fruit-based sweeteners with 50 % fruit juice <u>and</u> no added sweeteners -vegetable-based drinks with 50% vegetable juice <u>and</u> no added sweeteners -water with no added sweeteners -milk (2 %, 1 %, nonfat, soy, rice, nondairy) Middle/High School -electrolyte replacement beverages with 42g added sweetener per 20 oz **elementary – in effect all day **middle/high schools – ½ hour before to ½ hour after school day	SB 965 -- By 7/1/09 <u>all</u> beverages must meet standards for high school Elementary/Middle/High School -fruit-based sweeteners with 50% fruit juice <u>and</u> no added sweeteners -vegetable-based drinks with 50% vegetable juice <u>and</u> no added sweeteners -water with no added sweeteners -milk (2 %, 1 %, nonfat, soy, rice, nondairy) Middle/High School -electrolyte replacement beverages with 42 g added sweetener per 20 oz **elementary – in effect all day **middle/high schools – ½ hour before to ½ hour after school day

Appendix B

MOT Recommended Organizational Chart



Appendix C

School Safety and Security, Best Practices Grid

Sample Clean Schools Team Cleaning Program Guidelines

School Safety and Security, Best Practices Grid

HUGHSON UNIFIED SCHOOL DISTRICT

School Safety and Security Best Practices

Goals = (A, B, C...) Best Practices = (1, 2, 3...)

Goals & Best Practices	Yes	No	N/A	Explanation/ Documentation	Corrective Action	Fiscal Impact and Timeline
<u>Goal A:</u> The school district ensures that its safety and security program has clear direction and is effective at meeting its intended purpose in a cost efficient manner.						
1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.						
2. The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes administrative layers and processes.						

Goals & Best Practices	Yes	No	N/A	Explanation/ Documentation	Corrective Action	Fiscal Impact And Timeline
<u>Goal B:</u> The school district has comprehensive plans and procedures to ensure the safety and security of students and employees.						
1. The district has implemented a school safety plan that includes district-wide emergency and safety procedures and identifies those responsible for them.						
2. The district has developed a checklist for each educational facility that provides step-by-step emergency procedures.						
3. The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.						
4. The district provides emergency response agencies with floor plans and blueprints as appropriate.						
5. The district and each school regularly practice emergency responses based on potential hazards at each site.						
6. The district's Master Plan for In-Service Training identifies district and school personnel who need safety training and provides an appropriate level of safety training for all personnel.						

Goals & Best Practices	Yes	No	N/A	Explanation/ Documentation	Corrective Action	Fiscal Impact And Timeline
<u>Goal C:</u> The school district has developed a clearly written code of student conduct and communicated this effectively with students and parents.						
1. The district and each school have established disciplinary policies and a code of student conduct that is well defined.						
2. The district revises its code of student conduct and informs all stakeholders as to the final product.						

Goals & Best Practices	Yes	No	N/A	Explanation/ Documentation	Corrective Action	Fiscal Impact And Timeline
Goal D: The school district identifies, minimizes, and protects others from disruptive and/or violent student violence.						
1. Each school has a system or methods in place to identify the early warning signs of student violence.						
2. The district identifies and implements parent and community outreach strategies to promote safety in the home and the community as well as school.						
3. The district conducts a hazards analysis to determine the potential safety and security issues facing each school.						
4. Based on the needs identified in the school hazards analysis, the district implements appropriate violence and drug prevention programs at each school.						
5. The district has crime watch and school safety hotlines available in all schools.						
6. The Governing Board adopts curricula and programs aimed at protecting students, teachers, bus drivers, administrators, and other school personnel.						

Goals & Best Practices	Yes	No	N/A	Explanation/ Documentation	Corrective Action	Fiscal Impact and Timeline
Goal E: Educational facilities and equipment are safe and in good working order.						
1. The district conducts an annual review of all relevant health and safety issues for each facility						
2. The district designs educational facilities and site to enhance security and reduce vandalism through the use of "safe school design" principles.						
3. The district has procedures that govern access to each educational facility and its students and access is limited to authorized students and visitors.						
4. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.						
5. Each educational facility has appropriate equipment to protect the safety and security of property and records.						
6. The district provides appropriate safety equipment and information to prevent injuries to students and staff.						
7. The district follows environmental and food safety health practices and regulations.						

Goals & Best Practices	Yes	No	N/A	Explanation/ Documentation	Corrective Action	Fiscal Impact and Timeline
Goal F: The district takes steps to ensure the safety and security of students and staff during transportation.						
1. The district has procedures to create safe and orderly process for students arriving at or leaving each school campus.						
2. The district has implemented policies, procedures and practices that ensure the safety of transported students.						
3. School buses, including buses operated by charters or contractors, are inspected and maintained in accordance with the Department of Motor Carriers.						

Sample Clean Schools Team Cleaning Program Guidelines

HUGHSON UNIFIED SCHOOL DISTRICT Department of Maintenance & Operations

TEAM CLEANING PROGRAM “What the schools can do to help!”

WHAT NEEDS ATTENTION	HOW TO HELP
Entrances	Use walk off mats to help keep soil outside the building.
Work Areas	Keep your work area free of litter and clutter. Students should police their work areas the last 2 minutes of each day and place all paper and debris in trash can.
Spills	Wipe or blot up small spills on the floor to avoid slipping hazards. Immediately notify custodial services of serious spills or clean-up tasks that cannot wait for regularly scheduled maintenance.
Staples	Even the most powerful vacuum cleaner will not pick up staples. When you drop them please, pick them up and dispose of them.
Restrooms & Sink Basins	Water left on a lavatory sink can result in an embarrassing situation for the next person who leans against it. Please wipe the sink dry after use.
Classroom Trash & Paper	Classroom trash and paper should be emptied into trash barrels located at the end of each wing every day.
Chairs	All student chairs should either be placed on top of tables at end of school day or they should be stacked at front of room so that the custodians can clean floors. This only takes one or two minutes for the students to do whereas if the custodian has to do it takes him or her 10 minutes.
Walls and doors	Do not tape papers to painted surfaces. This practice makes it impossible to remove gum residue.

Good housekeeping practices will need to be implemented by teaching staff as well as students in order to have clean well-kept schools. Budget cuts and staff reductions necessitate the assistance of all staff in order to keep schools clean and safe.

Appendix D

Class Size Data

Summary Sheet	Enrolled	Sections	Average
Electives	719	46	15.63
English	821	39	21.05
Foreign Language	316	12	26.33
Math	667	29	23.00
Physical Education	642	21	30.57
Science	485	20	24.25
Social Studies	703	27	26.03
Totals	4,353	194	22.43

Music	265	5	53.00
Special Education	177	16	11.06

The district has 17 ROP Classes with an average enrollment of 12.7 students.

The district has 10 Ninth Grade Survey Courses with an average enrollment of 11.3 students.

The district's contract Contract Language in Article 10 — Class Size. Section C, Grades 7-12, is as follows:

In the areas of English, Math, Science, and Social Science only: thirty two (32). Should any single class size in any of these areas be greater than thirty five (35) students, the District shall consult with the Association in regard to developing a resolution process designed to alleviate the situation.

Hughson High School's enrollment in November 2005 was 755 students; enrollment in November 2006 was 746 students.

Hughson Unified School District's total enrollment in November 2005 was 2,157 students; in November 2006, total enrollment was 2,170 students.

Calculations are based on data provided by district, dated 10/04/06

Appendix E

Study Agreement

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
September 14, 2006

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Hughson 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 Hughson 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 a staffing review of the following areas and provide recommendations for adjustments that will maintain adequate department coverage, provide cross training, insure proper internal controls and compliance with reporting deadlines, and control the use of overtime.

District business office
Food Services program
Transportation program
Maintenance and Operations program
- 2) Conduct a master scheduling review of Hughson High School and provide recommendations to maintain teacher/student ratios in accordance with the collective bargaining agreement, when possible.

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.

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. Diane Branham, FCMAT Fiscal Intervention Specialist
- B. Jo Ann Smith, FCMAT Food Service Consultant
- C. Don Fowler, FCMAT Transportation Consultant
- D. Rod Sprecher, FCMAT Maintenance and Operations Consultant
- E. Greig Welch, FCMAT Curriculum and Instruction 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. Based on the elements noted in section 2 A, the total cost of the study is estimated at \$10,000. 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
- 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 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:	November 14, 2006
Staff Interviews:	November 14-15, 2006
Exit Interviews:	November 15, 2006
Preliminary Report Submitted:	January 5, 2007
Final Report Submitted:	To be determined
Board Presentation:	To be determined

7. CONTACT PERSON

Please print name of contact person: Cindy Whiteman, Director of
Business and Fiscal Services

Telephone (209) 883-4428 FAX (209) 883-4639

Internet Address cwhiteman@hughson.k12.ca.us

Brian Beck 9/29/06
Brian Beck, Superintendent Date
Hughson Unified School District

Barbara Dean 9-18-06
Barbara Dean, Deputy Administrative Officer Date
Fiscal Crisis and Management Assistance Team

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.