

John Swett Unified School District

Special Education Review

August 27, 2009



CSIS California School Information Services

August 27, 2009

Michael McLaughlin, Ed.D., Superintendent John Swett Unified School District 400 Parker Avenue Rodeo, CA 94572

Dear Superintendent McLaughlin:

In April 2009, the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement with the John Swett Unified School District for a review that required FCMAT to perform the following:

- 1. Conduct a review the efficiency and effectiveness of special education programs in the district by reviewing staffing and caseloads. Prepare a breakdown and program analysis of services being provided and make recommendations to reduce costs.
- 2. Conduct a review of the special education transportation delivery system and determine how costs could be reduced.
- 3. Conduct a review of out of school placements such as NPS, NPA, and placements in. COE operated programs and provide recommendations on how to reduce costs.
- 4. Review the SELPA funding model. Confirm that the district is funded according the current AB 602 allocation plan and provide recommendations for improvement for funding equity.
- 5. Identify the process required to drop enrollment in present SELPA and determine process to join West Contra Costa SELPA.

FCMAT visited the district to conduct fieldwork, interview staff, and review documents. This report is the result of that effort.

Thank you for allowing us to serve you, and please give our regards to all the employees of the John Swett Unified School District.

Sincerely.

Joel D. Montero Chief Executive Officer

Table of Contents

Foreword	iii
Introduction	I
Executive Summary	3
Findings and Recommendations	5
Special Education Program	5
Transportation Operations	11
Transportation Finance	15
Nonpublic Schools and Agencies	19
Fiscal Review	21
Appendices	25

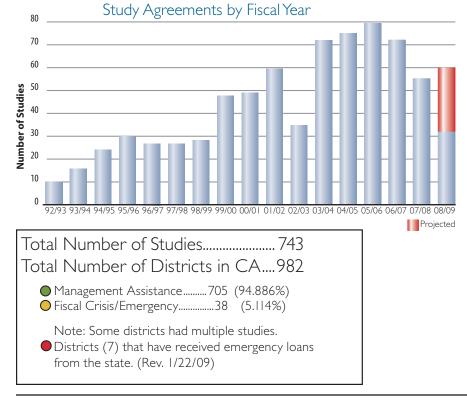
Foreword - FCMAT Background

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 (LEAs) in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that LEAs 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.

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

Since 1992, FCMAT has been engaged to perform nearly 750 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.





Introduction

Background

The John Swett Unified School District is located in Contra Costa County. The district serves 1,708 students with one elementary school, one middle school and one high school.

Throughout the state, county and district, superintendents, school principals and general educators are playing a larger and more significant role in special education for several reasons. These include ensuring that all students receive an effective free appropriate public education (FAPE) and that school agencies monitor the level of contributions from the unrestricted general fund. Because of the state budget crisis, all districts should evaluate program efficiency at all levels, including those for special education services.

In April 2009, the district requested that FCMAT review its special education and transportation programs and services. The study agreement specifies that FCMAT will perform the following:

- 1. Conduct a review of the efficiency and effectiveness of special education programs in the district by reviewing staffing and caseloads. Prepare a breakdown and program analysis of services being provided and make recommendations to reduce costs.
- 2. Conduct a review of the special education transportation delivery systems and determine how costs could be reduced
- 3 Conduct a review of out of school placements such as NPS, NPA and placements in county office of education operated programs and provide recommendations on how to reduce costs.
- 4. Review the SELPA funding model. Confirm that the district is funded according the current AB 602 allocation plan and provide recommendations for improvements for funding equity.
- 5. Identify the process required to drop enrollment in present SELPA and determine the process to join West Contra Costa SELPA

Study Team

The study team was composed of the following members:

William Gillaspie, Ed. D FCMAT Chief Management Analyst Bakersfield, CA JoAnn Murphy FCMAT Consultant Santee, CA

INTRODUCTION

James "Sarge" Kennedy FCMAT Consultant

Red Bluff, CA

Timothy Purvis

Director, Transportation

Poway Unified School District Poway, CA

Leonel Martinez

FCMAT Public Information Specialist

Bakersfield, CA

Michael Rea

Executive Director

Western County Transportation Agency

Santa Rosa, CA

Study Guidelines

FCMAT visited the district from April 29 to May 1, 2009 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. Special Education Program
- III. Transportation Operations
- IV. Transportation Finance
- V. Nonpublic Schools and Agencies
- VI. Fiscal Review
- VII. Appendices

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

Executive Summary

As a small school unified school district, the John Swett Unified School District faces several challenges in providing a full range of programs and services for students with disabilities. In addition, the district has a limited range of alternatives and interventions for students outside of special education.

Although the district operates a student study team at each of its three school sites, the formation and function of this process is inconsistent throughout the district. There is no Response to Intervention (RTI) model. These factors contribute to the fact the district has overidentified special education students for the past three years.

Effective programs are built on a solid foundation of skills and strategies for instruction delivered by professionally trained staff. The district's general education and special education teachers have limited opportunities for staff development in Individualized Education Plans (IEPs) for planning and development, behavior management and core curriculum areas. The district should explore the options for special education teachers to meet in "job-alike" groups at least twice a year. Opportunities should be provided for general and special education teachers to collaborate regarding instructional strategies.

The district has 245 special education students and employs a full-time special education director. An analysis of administrative ratios in districts of comparable size found that most districts provide special education oversight with a part-time position. The district should consider reducing the special education director to a 25% position. Other options for administrative support include joining the collaborative associated with West Contra Costa Special Education Local Plan Area (SELPA). This would provide the district with shared management, programs, service delivery and procedural operation. The relationship would also improve the overall efficiency and effectiveness of the district's special education programs.

Regular home-to-school and special education transportation services are provided through a private contractor. The California Highway Patrol annually inspects buses, maintenance records and drivers' records. For the past two years, the contractor has received the highest grade which of satisfactory. This indicates overall compliance with regulations, which can presume operational compliance and safety.

The district should investigate the possibility of increasing efficiency by contracting with a nonpublic school for special education transportation service. Pending high school bell changes should also be evaluated and discussed with the contractor to determine feasibility and efficiency.

John Swett Unified should consider developing more in-district program options or moving students to programs located closer to the district to reduce ride time for students, miles traveled, and special education transportation costs.

EXECUTIVE SUMMARY

District use of nonpublic schools as a program option for students with disabilities exceeds the statewide average. While it is difficult for smaller districts to have the capacity to develop a comprehensive range of programs in the district, other options should be considered to reduce the overall costs of out-of-district placements. The district should consider maximizing the availability of program options in neighboring districts such as the West Contra Costa School District. Both districts could develop a cooperative fee-based arrangement for shared program services to more efficiently serve student needs.

Because of a shortage of certified speech pathologists, the district has to contract with a nonpublic agency to provide the related services required included in the IEP. The average cost of speech pathologist services through an agency is \$18,000 to \$25,000 per year more than the cost of district-employed staff. The district should consider using incentives to attract qualified speech pathologists.

District enrollment has declined as has its proportionate share of the total SELPA enrollment. Until this year, the district was protected through the use of the program flexibility fund. With those full protections, the district was not encouraged to address the potential effects of declining enrollment.

General fund expenditures to support special education have increased by \$150,000 in the last fiscal year primarily due to the creation and staffing of a new special day class for severely handicapped students at the middle school level. Increases in the use of nonpublic agency staff to cover speech and language services also contributed to the additional costs.

As requested by the district, this report includes a brief review of the process of transferring from the district's present SELPA to the West Contra Costa SELPA.

Findings and Recommendations

Special Education Program

Process for Determining Special Education Services

The John Swett Unified School District lacks a procedural handbook for special education services that outlines operating guidelines and establishes criteria for identifying students with disabilities

The district operates student study teams (SST) at each school site; however, the range of available alternatives and interventions for students outside of special education is limited. In addition, there is no consistency in the formation and function of the SST process throughout the district. The district also has no Response to Intervention (RTI) model.

Analyzing the identification trends in the California Special Education Management Information System (CASEMIS) report is an effective method of determining whether a district overidentifies students for special education. This report is produced and submitted annually to the California Department of Education through the Contra Costa Special Education Local Plan Area. The data presented in the following table indicates that average identification rates for John Swett Unified students in K-12 are higher than other LEA rates in Contra Costa County and the state as a whole. The table also shows the identification rate has increased each year. This data can be a valuable tool for the district to analyze trends in disability areas and determine program needs and adjustments.

CASEMIS Comparison of Percentage of Students in Special Education (K-12)

	1		()
School Year	John Swett Unified	Contra Costa County	State
2006-07	12.4%	11.2%	11%
2007-08	13%	12%	11%
2008-09	14%	*Not available	*Not available

^{*}Neither the county or state enrollment in special education was available on Dataquest at the time of this report.

At the secondary level, special education students need assistance in core curriculum classes and are frequently assigned to special day classes. Teachers do not have equal access to instructional supply budgets from site to site. When new classes are formed, a start-up budget is not provided. As a result, special education teachers sometimes lack the appropriate materials they need for classroom instruction. When students are transferred from general education content-area classes to special education classes, they sometimes cannot access the core curriculum.

Effective programs are built on a solid foundation of skills and strategies for instruction delivered by professionally trained staff. The district's special education teachers have limited opportunities for staff development in important areas such as writing goals and objectives for the Individualized Education Plans (IEPs), behavior management and core curriculum areas. They do not meet in "job-alike" groups with special day class teachers, resources specialists and speech pathologists nor do they have an opportunity to meet with the district administration to develop a mission and range of options for special education students. Job-alike meetings provide great opportunities to share ideas, solve problems in difficult cases, gain new skills and build collaborative instructional teams. Although the district is small, this concept can still be developed to provide for a cohesive instructional special education program.

General education teachers lack training in behavior management, disability awareness, and differentiated instruction. Some training opportunities are available in the SELPA; however, the options for curriculum training are limited. The district should consider joint efforts with other districts to provide training for both general and special education teachers.

Recommendations

The district should:

- 1. Develop a districtwide procedural handbook for special education that outlines the operating guidelines for identification, programs and services for students with disabilities in the district.
- 2. Consider aligning procedures with the West Contra Costa SELPA and modify as appropriate.
- 3. Establish a districtwide student study team process at each school to reduce the likelihood that a student would be treated differently at one school site than another.
- 4. Train all school sites on the student study team (SST) process.
- 5. Include in the districtwide SST process a consistent method of documenting the following:
 - The levels of interventions operating at the school
 - The specific data collected
 - The criteria for referring for a special education assessment
- 6. Collect data from all sites to determine the effectiveness of the SST process. Data would include the following:

- The number of students discussed at the SST
- The number of students assessed for special education
- The number of students who were assessed and found eligible for special education
- 7. Include special education teachers in all Response to Intervention (RTI), strategy instruction and academic training provided to general education teachers as appropriate for their grade level and subject matter.
- 8. Ensure that all special education teachers have equal access to instructional supplies budgets, and that students have equal access to curriculum materials.
- 9. Provide special education teachers with training on writing goals and objectives on the IEP.
- 10. Survey the staff development needs of both general and special education teachers, and develop a staff development plan.
- 11. Consider consolidating staff development efforts with nearby districts for general education and special education teachers.
- 12. Provide opportunities for special education teachers to meet in "job-alike" groups at least twice a year with the participation and support of district administration.

Program Administration and Operation

The district has a full-time director whose sole responsibility is supervising the special education program, which has 245 students. The general practice in smaller districts is to combine the responsibilities of special education supervision with other administrative duties. The following table contains a comparative analysis of the administrative ratios for special education in comparable districts.

FCMAT estimates that approximately 25% of an administrative position should be allotted for supervision of a special education program of this size. This will result in a savings of \$78,108 per year.

Comparative Analysis of Special Education Administrative Ratios

County	District	Enrollment	Special Education Administration	Other Administrative Duties
Yolo	Winters Joint Unified	1739	Director of Education Services 100%	Categorical programs,
				curriculum/instruction, school
				site principal
Contra Costa	John Swett Unified	1745	100%	None
Glenn	Willows Unified	1783	None	Provided by the County Office
Lake	Kelseyville Unified	1789	2008-09 Director of Special	Categorical services,
			Education/Ed Services	curriculum, testing, special
				education etc
				2009-2010 the district
				will change to a director/
				psychologist position with the
				%TBD
Fresno	Sierra Unified	1819	Director of Special Education	Education Services
El Dorado	Black Oak Mine Unified	1847	25%	Categorical Programs,
				Curriculum and Instruction,
				Independent Study
Los Angeles	Acton-Agua Dulce Unified	1849	50%	School Psychologist
Fresno	Golden Plains Unified	1854	60% Director of Special Education	40% Resource Specialist

Greater efficiency in program administration and operation could be achieved by linkage with the West Contra Costa SELPA in cooperative arrangement with shared management, programs and service delivery and procedural operation.

Recommendations

The district should:

- 1. Consider reconfiguring the special education administrative support ratio by reducing the position to 25% for a 75% cost savings.
- 2. Consider linkage with the West Contra Costa SELPA in special education administration through mentoring and collaboration.

Staffing Ratios

The district ratio of psychologists to students is 1:895. Based on CBEDS, the standard of practice in California is 1:1,328. Psychologists are assigned to complete evaluations to determine eligibility for special education and provide counseling designated by the IEP. Despite their responsibilities, the district should reduce staffing by one FTE psychologist position at a savings of \$89,183 per year. The district lacks criteria for counseling services as well as a specific evaluation to determine the need for services. Greater efficiency and effectiveness can be achieved by developing entrance and exit criteria for counseling services based on a solid assessment of social and emotional needs.

As of April 1, 2009, the average caseload for resource specialists is 20. Education Code Section 56362 (6) (c) prohibits resource specialists from exceeding a caseload of 28. The district could increase caseloads and operate at 2.5 instead of 3 FTE resource specialists. This would meet Education Code requirements and realize a savings of \$47,056 per year. The district should maintain staffing formulas for the resource specialist program at all times, ranging from 24-28 students. As caseloads fluctuate, reassignment or itinerant assignments may be necessary at times to maintain caseloads at the most efficient levels.

The average caseload for instructional support programs (ISP) is 17. There is no current description for this program, and the teaching staff is unclear on its purpose. It is described as a more restrictive placement, but is not considered a special day class. The district should clearly define this range of service before determining the appropriate caseload size.

The district provides each resource specialist with a full-time six-hour aide. EC 56362 (6) (f) states that at least 80 percent of the resource specialists in a local plan shall be provided with an instructional aide. The district should request that the SELPA determine the percentage of resource specialists in the SELPA that have an instructional aide. There may be some opportunity for additional cost savings if the local plan area exceeds the 80% requirement. Further cost savings through elimination of benefits can be achieved by hiring two three-hour aides instead of one six-hour aide.

Recommendations

The district should:

- 1. Consider increasing the caseload for psychologists to align with the statewide ratio of one psychologist per 1,328 students. The district should also implement necessary staff reductions to achieve cost savings.
- 2. Develop entrance and exit criteria for counseling as a designated instruction service in the district. The district should develop an assessment plan to identify the need for counseling services.
- 3. Consider increasing the staffing formula for the resource specialist to 24-28 students to maximize resources.
- 4. Request that the SELPA determine the amount of aide time provided for resource specialists in the SELPA. The district should implement necessary staff reductions to achieve cost savings.
- 5. Explore the option of hiring three-hour aides instead of six-hour aides in benefitted positions to achieve additional cost savings.

Transportation Operations

The district provides regular home-to-school transportation and special education transportation through a contract with Durham School Services, a for-profit contractor and a subsidiary of the parent company named National Express headquartered in Downers Grove, Illinois.

The district owned buses and provided transportation service until it began contracting for this service in the mid-1970s.

The district provides home-to-school transportation services using four routes. The Annual Report of Pupil Transportation (Form TRAN) indicates that 748 students were served in 2006-07 and 761 in 2007-08. Five special education bus routes served 43 students in 2006-07 and 54 students in 2007-08. At present, 35 students are served with these five routes. Special education students who can ride on a regular home-to-school bus occasionally do so. The 2006-07 TRAN report indicates that three special education students rode regular education buses, and the 2007-08 TRAN report that no students did this. Every effort should be made to identify special education students who are able to ride regular education buses.

Following are two tables showing district bus routes and the approximate total hours per day of service as provided by Durham School Services.

Home-to-School	Approximate	Hours	of	Service
----------------	--------------------	-------	----	---------

	**
Route	Total Hours of Service (approximate)
501	4 hours and 50 minutes
502	5 hours and 10 minutes
503	5 hours and 25 minutes
504	6 hours and 30 minutes

Special Education Routes

Route	Total Hours of Service	Students
505	6 hours 35 minutes	1 a.m. student
506	5 hours 0 minutes	3 a.m. students
507	6 hours 35 minutes	2 a.m. students
508	7 hours 25 minutes	16 a.m. students
509	6 hours 20 minutes	13 a.m. students

In addition to this service, eight special education students are transported by their parents, who receive payment in lieu of their children riding a school bus. The parents are paid at the IRS mileage reimbursement rate of 55 cents per mile. Some parents requested to drive their own children because they believed the bus ride was too long or the activity level would have a negative effect on their children. In some cases, this may reflect a

personal preference. The district also may encourage parents to drive when the existing bus routes cannot provide the required transportation, and the only solution would be to add a route. There is no formal process to evaluate this service nor is there a formal contract.

Extrapolated to a 180-day school year, recent billings indicate that in-lieu transportation will cost \$34,043 in the 2008-09 fiscal year. The cost per student reported on the 2007-08 TRAN for special education students is \$8,455. It is less expensive to pay parents to drive their children to school; however, one student is transported to a program that is served by a district route. This student should be transported on the district route unless conditions justify the parent driving the child.

Four students are transported by a nonpublic school, and the district is charged for that expense. The annual contract for transporting those students is for \$20,807 per year. This is a cost-effective measure for placements outside the district for these students.

The district should carefully weigh its exposure and liability in the use of parent transport instead of district transport to district and nonpublic schools. School buses statistically provide the safest transportation.

Home-to-School Bus Routes

Home-to-school bus routes are guided by district policy. One of those policies specifies that students are eligible for transportation service if they live within the following distances from their school sites:

- K-3 Three fourths of a mile from school
- 4-5 One mile
- 6-8 One mile
- 9-12 Two miles

This policy also states that the superintendent or designee may authorize transportation inside of these areas when safety problems or hazards exist.

A small number of bus stops in Roadeo serve Roadeo Hills Elementary and are within these nonservice zones. The district may have determined that safety problems or hazards exist; however, these bus stops have existed for many years and should be regularly evaluated to ensure efficiency.

Board Policy 3541.01 refers to the responsibility of operating an in-house transportation program, and the district now uses a contractor. The district should update this policy and make reference to contracted services.

The district's home-to-school bus routes serve a small number of mid-day kindergarten students on early and late routes. In addition, late routes serve students who receive detention or are in after-school programs at all three schools. These late routes serve approximately seven students at the elementary school, 25 at the middle school and 10 at the high school. Each route operates for approximately one hour. The contracted rate for extra hours over the five hour base rate is \$26.05 per hour. The approximate cost of operating these four routes for the school year is \$18,756.

The California Highway Patrol performs an annual inspection of buses, maintenance records and driver records, and produces a report called the terminal grade. Durham reports for the last two years indicate that the Concord terminal has consistently received the CHP's highest grade of satisfactory, indicating compliance with all laws and regulations.

The high school is considering a change in its bell time to within five minutes of the middle school bell time for the next school year. Bell times are spaced so that each home-to-school bus route can deliver and return students from each school site, serving the same geographic area. Each bus run is reportedly full. If the high school makes this bell-time change, it would be impossible for the current bus routing system to transport all students without additional bus routes.

On several occasions, Durham has had to consolidate routes and complete them at a later time because of driver shortages. The transportation contract allows the district to charge liquidated damages (take a credit on invoices) for routes that are more than 15 minutes late. These incidents were documented, and liquidated damages were charged in the past, but no liquidated damages have been charged this year.

Recommendations

The district should:

- 1. Develop a process to allow paying parents to transport in lieu of the district transporting on school buses. The district should develop a contract for in-lieu payment.
- 2. Evaluate nonpublic school contracts that also provide transportation and determine whether it is more cost effective for the NPS to provide the service. The district should also evaluate the mode of service to ensure compliance with IEP and district needs.
- 3. Evaluate school bus stops regularly for safety and compliance with board policy.
- 4. Regularly evaluate board policy and discard antiquated policies.

14 TRANSPORTATION OPERATIONS

- 5. Evaluate mid-day kindergarten and after-school routes that serve limited numbers of students for possible elimination.
- 6. Consider high school bell changes and discuss these with Durham to determine their feasibility.
- 7. Document late routes and charge liquidated damages as per the contract.

Transportation Finance

Funding

Fiscal data regarding school transportation service is reported in the Standardized Account Code Structure through the TRAN report, which is part of the unaudited actual report submitted to the county office by September 15 of the following fiscal year. The following summarizes the district's data for the 2006-07 and 2007-08 school years:

Fiscal Tables/Transportation Costs

Fiscal Area	2006-07	2007-08
HTS Revenue	\$177,231.00	\$185,260.00
Approved costs	\$260,741.00	\$233,344.00
Cost/mile	\$3.82	\$4.18
Cost/student	\$348.60	\$306.00
Number of students	748	761

Special Ed Revenue	\$71,030.00	\$74,248.00
Approved Costs	\$432,422.00	\$505,984.00
Cost/mile	\$2.76	\$3.29
Cost/student	\$9,190.00	\$8,455.00
Number of students	43	54
Other costs (in lieu)	\$32,553	\$48,848

Home-to-school transportation is a permissive service that is not mandated by the state. Special education transportation is mandated under federal law as a related service as indicated in a student's IEP. California provided full reimbursement for a school district's reported transportation operational costs (not capital costs) until 1977. After the passage of Proposition 13, the state gradually reduced the percentage of reimbursement to school districts. In the 1982-83 school year, that reimbursement was 80%. That year, the state restricted the amount school districts receive, and since then, has only occasionally provided a cost-of-living adjustment.

The amount of transportation funding received by the district is based on service and the reported operational costs at that time. The statewide average reimbursement for school transportation is 45%, with school districts contributing approximately 55% from their unrestricted general funds to support the remainder of operational costs. Some districts receive a much higher percentage from the state and others receive funding that is much lower.

John Swett Unified receives 79.4% of its home-to-school transportation funding from the state. The cost per mile and cost per pupil is relatively low compared to many school districts in the state. If a district spends less than it receives, the state reduces the allocation to the level of costs.

The district receives approximately 14.6% of its special education transportation funding from the state. The overall reimbursement or apportionment funds 35.1% of total school transportation costs as reported on the 2007-08 TRAN report. The cost per mile and cost per student are similar to other school districts in the state. There is no effective way to increase the state apportionment, and the funding level is no reflection on the quality of the district's special education program. Because the apportionment is allocated separately for home-to school and special education transportation, the district could not, for example, eliminate home-to-school transportation to better fund special education transportation. If that occurred, the state would eliminate the district's home-to-school transportation apportionment.

Service Contract

Home-to-school transportation and special education transportation is being provided through a contract with Durham School Services. The district signed a three-year contract that covers from August 1, 2006 through July 31, 2009. Addendums in the second and third years increased rates. The district pays \$348.51 for a base five-hour route, with a cost of \$26.05 per hour for each additional route hour regardless of the size of bus. The trip rate is \$75.26 for a two-hour base field trip, with \$26.05 for each additional hour and 70 cents per mile for all miles. If Durham provides a bus aide, the cost is \$18.94 per hour. Under the contract, any service increase or decrease of 10% or more triggers a renegotiation of the contract.

FCMAT reviewed the records for some district field trips and found that Durham appears to charge a higher rate that what was stipulated in the contract. In fact, the appropriate rate was charged on only one field trip. Field trips are arranged through school site personnel who receive the quotation, issue a purchase order and approve payment, but are unaware of the contracted field trip rate.

Bus Aides

One bus aide rides on a special education route, primarily to keep order among students with emotional problems. Determining the need for a bus aide and assigning this position would typically follow a consistent, written protocol or a procedure. The district lacks such a policy. Bus aides are often assigned through the IEP process to focus on the specific needs of a single student although an aide may also be assigned to care for the needs of several students.

A bus aide has also been assigned to a regular education home-to-school routes. This is very unusual in California. School bus drivers receive training on passenger management, and the district has procedures for progressive discipline on a bus. These procedures culminate in the expulsion of a student from the school bus route. Aggressive training in passenger management techniques and support from Durham for its school bus drivers could improve student behavior, eliminating the need for an aide.

The contract with Durham ends July 31, 2009, and the district is preparing documents to go to bid for the service. The district has the option of extending the contract by one-year increments by negotiating with Durham.

County Office

The Contra Costa County Office of Education used to operate its own school transportation service, but terminated that service in the mid-1980s. It now contracts with Durham to provide special education student transportation for six school districts. The county office receives \$1,206,673 per year from the state and distributes the excess amount to participating districts on a per-student basis.

John Swett Unified transports 35 students, approximately the same number transported by the county office program for the Martinez Unified School District. In the 2007-08 school year, Martinez Unified's excess cost for special education transportation was \$246,093.33, and John Swett Unified's excess cost was \$431,736. However, if John Swett Unified contracted with the county office for special education transportation, county office revenue would be further distributed, reducing John Swett's excess costs.

The county office's two-page agreement for districts participating in the transportation program includes an annual term and a termination clause requiring 30 days notice. If John Swett Unified participated in the county office program, it would be able to retain its state special education transportation apportionment, and the county office's funding would be distributed to the district according to the current formula.

The county office is out to bid for its special education transportation contract and received competitive quotes. Further efficiency in the overall county-office-operated program would likely be achieved if John Swett Unified students rode buses that already travel to the same locations.

Policies, Practices and Procedures

Since the district has no operating policies or protocols on special education transportation, some students travel considerable distances and remain on buses for a long time. Several students ride for more than 1½ hours. In many locales, it is common to have maximum ride times of one hour. This may not be practical at John Swett Unified since special education students travel great distances, sometimes in heavy traffic, to attend programs in distant locations such as Antioch, Concord and Walnut Creek. Combining special education services with the county office program may further extend ride times. The district staff indicated that excessive ride times are addressed only as a result of parent concern.

Hosting special education programs in the district or moving students to programs located closer to the district can reduce ride time, the number of miles traveled, and the costs of special education transportation.

The district does not have a contract compliance officer or any employee who monitors the contract or service provided. Durham provides bus routing and scheduling. Although Durham has carried this out effectively, it would be desirable to assign a district employee to monitor service compliance with the contract.

Durham parks some buses at Roadeo Hills Elementary School. This parking arrangement is not mentioned in the contract. Some drivers reportedly live in or near Roadeo and park their assigned bus at home. This benefits the contractor as it reduces the miles traveled and cost, and the district, since buses and drivers are closer in case of an emergency that necessitates bus service or school evacuation. Durham's closest facility is in Concord. In future contracts, this arrangement should be formalized.

Recommendations

The district should:

- 1. Monitor field trip quotations and costs to ensure the charges to the district are consistent with the contracted rate
- 2. Require additional training for bus drivers on passenger management and rescind the approval for a bus aide on the regular education school bus route.
- 3. Make reasonable efforts to relocate special education programs to the district or assign students to the most appropriate programs that are closer to the district.
- Contract with the Contra Costa County Office of Education for special education transportation service and go to bid only for its home-to-school transportation service.
- 5. Appoint an employee to monitor and oversee the transportation contract.

Nonpublic Schools and Agencies

Nonpublic School Placements

When the district is unable to provide an appropriate school program for students with disabilities, it utilizes certified nonpublic schools and county office programs. Both options involve excess placement and transportation costs for the district. However, these disabilities necessitate mental health day treatment and intensive programming for aggressive assaultive behaviors that make these students unsafe on a public school campus. Smaller districts sometimes lack the capacity to develop these types of programs in the district.

As the following table shows, the number of district students attending a nonpublic school is significantly higher than the state average, according to 2005-06 state data (the most recent available). In the table, the total number of students attending a nonpublic school is divided by the district average daily attendance (ADA) and converted to the number of students per thousand. This number is compared to the statewide average. The difference is more pronounced when the projected number of nonpublic school students is compared to the current ADA. If the district ADA decreases, this number will be even greater. This is particularly evident in the 2008-09 school year, when district enrollment declined by 37 students.

Statewide vs. Districtwide Average of Nonpublic School Placements

	2006-07	2007-08	2008-09
Students in NPS	10	14	12
District ADA	1779	1745	1708
NPS ADA per 1000	5.62	8.02	7.02
Statewide Average	3.25	3.25	3.25
Difference from Average	2.37	4.77	3.77

District expenditures for nonpublic schools have increased from 2006-07 to 2007-08, yet enrollment and costs decreased in 2008-09. This year, the district opened a middle school class for students with severe disabilities. As a result, nonpublic school enrollment dropped, and annual tuition costs were reduced for 2008-09. The following table outlines annual costs for nonpublic school placements from 2006-09.

Nonpublic School Enrollment Costs

School Year	Number of students	Tuition Costs
2006-07	10	\$228,492
2007-08	14	\$342,730
2008-09	12	\$324,119

The district saved approximately \$18,000 by reducing nonpublic school enrollment; however, it incurred the additional costs of one teacher (\$80,864) and one instructional aide (\$36,365) by opening the new class. Future savings will be realized because placements in nonpublic schools will be unnecessary since the needs of students will be met in district programs.

Four students will reach transition age (18-22) next year, requiring community-based instruction. Two other students at this level are placed in other district/county programs in the county. For 2008-09, the district should consider designing a program in the district and within the students' community that will provide a more appropriate program and cost effective service delivery. Associated transportation costs could also be reduced.

Recommendations

The district should:

- 1. Continue to explore options for expanding district operated programs to reduce the dependence on nonpublic school programs.
- 2. Maximize the availability of program options in neighboring districts such as the West Contra Costa Unified School District. Both districts could develop a cooperative fee-based arrangement for shared program services to more efficiently serve student needs.

Nonpublic Agency Costs

There is a nationwide shortage of speech pathologists at medical clinics, private practice, hospitals and schools. This shortage has had a dramatic impact on the schools throughout California, which are required to provide speech therapy as a related service for students with disabilities. Without certified district staff, districts are forced to use contract agencies at an excess cost. The average cost of a speech pathologist hired through a nonpublic agency is between \$18,000-\$25,000 per year more than the cost of district-employed staff. John Swett Unified employs two nonpublic agency speech pathologists. The only way to decrease nonpublic agency costs is to hire district certified staff. Many districts are offering incentives to attract qualified speech pathologists. Those incentives include signing bonuses, stipends, alternative placement on the salary scale, etc.

Recommendations

The district should:

- 1. Maximize recruiting efforts and consider incentives to attract qualified speech pathologists.
- 2. Maximize the use of nonpublic agency speech pathologists by maintaining caseloads at a minimum of 55-60.

Fiscal Review

SELPA Funding Model

FCMAT reviewed the SELPA's AB 602 funding model to determine why the funding stream has decreased significantly over the past two years. Since 2007-08, SELPA funding to the district has decreased by approximately \$400,000 for 2008-09 and by a projected total of \$691,000 for the 2008-09 and 2009-10 combined school years. Preliminary analysis suggests that at least the following four factors may contribute to these decreases:

- Decreases in K-12 enrollment at the district, concurrent with an overall increase in total enrollment for the SELPA, after adjustment for the withdrawal of San Ramon Unified School District (see Appendix A, which is attached to this report).
- Decreases in program flexibility dollars used to hold the district harmless from decreases in entitlement from previous years.
- An increase in the number of district students requiring placement in county-officeoperated programs.
- The withdrawal of the San Ramon Unified School District from the SELPA. This district had a growing California Basic Educational Data System (CBEDS) count, and its withdrawal decreased the SELPA's funding by about 25%.

From 2006-07 through 2008-09, John Swett Unified had an enrollment decline of 4.17% or 76 students, from 1,821 in 2006-07 to 1,745 in the current year. During that time, the relative enrollment of the rest of the SELPA declined from 2.49% to 2.37% (adjusted for the decrease in enrollment in 07-08 when San Ramon Unified became its own SELPA). These declines decreased the district's annual computed allocations. In 2006-07, the district's allocation was computed at \$1,072,580 compared to the prior year's \$1,256,949, a reduction of \$184,369. In 2007-08, the computed calculation was \$1,059,101, dropping to \$1,002,515 in 2008-09. This amounted to a reduction of \$70,065 between 2006-07 and 2008-09.

The SELPA local plan contains provisions to hold districts harmless from the effects of declining population. These provisions require a percentage of the SELPA's allocation to be maintained in a program flexibility fund to help compensate for reductions in computed allocations. In 2006-07, \$184,369 was used from that fund to allocate the full 2005-06 amount of \$1,256,949 to the district. The following year, \$197,848 from the program flexibility fund was used to allocate \$1,256,949 to the district.

In the current year, insufficient funds were available to hold the district harmless from program decreases. The reduction in the computed allocation was \$254,434, which was partially funded with \$93,110. This resulted in an immediate allocation decline from the 2005-06 level of \$2,256,949 to \$1,095,625, a total of \$161,324. Although the decline occurred gradually, the hold harmless provisions shielded the district from its effects.

Because the flexibility fund could not fully implement hold harmless coverage, the district felt the full impact this year of what was actually an ongoing decline.

Another change from last year was a \$106,212 increase in the amount charged to the district for placing students in county-office-operated programs. The county office increased its fees for these services by nearly 9% in 2008-09 over 2007-08, concurrent with less funding available to the district under the SELPA formula. The district's enrollment of students in county-office-operated programs increased to 15 in 2008-09 from 12 in 2007-08, resulting in an additional \$80,000 in the cost for these services over the previous year.

The withdrawal of San Ramon Unified School District from the SELPA in 2007-08 removed a significant source of enrollment growth. Between 2004-05 and 2006-07, San Ramon Unified grew by 1,880 students. It grew by 1,222 students in 2007-08 and 1,013 students in 2008-09. Losing growth revenue and San Ramon Unified's share of the program flexibility contribution decreased SELPA revenues as well as the district's special education revenues. The current year's funding shortfall would not have affected the district as severely without the declines in enrollment and calculated revenue.

With a district budget of \$16 million, John Swett Unified spends \$3.2 million or 20% on special education. The unrestricted general fund contributes \$1.9 million in support for special education services, which equates to 60% of the special education budget. The 2007-08 statewide average is 38.23%. Because of declining revenues, this situation can only worsen unless the district takes measures to identify operational costs that can be reduced.

Information on the effects of the SELPA's allocation model is attached as part of Appendix A to this report.

The County Superintendent indicated that the county office will contract with FCMAT in the early fall of 2009 to review the SELPA allocation model and to determine whether districts receive the maximum amount of available dollars. Based on the district's proportionately larger share of students requiring placement in out-of-district programs (county-office-operated programs or nonpublic schools) relative to other SELPA member districts, the district recommends that changes in the funding model incorporate factors that were previously not included, but definitive of its own student population. These factors include the percentage of district students residing in public housing and requiring special education services, relative to district enrollment overall.

Recommendations

The district should:

1. Develop more effective cost-control measures that can be implemented as revenues decline.

- 2. Collaborate with the Contra Costa SELPA to analyze and implement the findings and recommendations from FCMAT's upcoming study of the SELPA's allocation model.
- 3. Implement other recommendations contained in this report that can reduce costs in the light of declining revenues.

American Recovery and Reinvestment Act (ARRA)

The American Recovery and Reinvestment Act (ARRA) contains \$11.3 billion in funding for the purposes of the Individuals with Disabilities Education Act (IDEA). Based on information provided by the state, the SELPA indicates that the district will receive approximately \$321,000.

These resources are considered fiscal year 2009-10 funds. The district can begin making expenditures against these funds on February 17, 2009, and the funds must be fully expended or obligated by September 30, 2011. All expenditures will be considered fiscal year 2009-10 expenditures, including those made to demonstrate maintenance of effort. Distribution of funds is scheduled to begin in May 2009 with the first installment of 20% if the grant. The district will then receive 10% of the grant each month for three months. Expenditure reports are required within the first 10 days of the month after funding is received. Distribution of the remaining half of the grant will begin October 1, 2009.

The funds may be used for IDEA projects except for construction or to purchase equipment without prior approval from the Office of Special Education Programs (OSEP). The Department of Education will reportedly distribute a template to LEAs to request authority to expend these funds for specified construction or equipment purchases. It will then compile these requests to seek OSEP approval for the use of ARRA funds. However, the funds may be used for the modernization, renovation, or repair of public school facilities, including those that are consistent with a recognized green building rating system.

For the most part, these funds should be used for one-time purchases or activities. These include purchasing state-of-the-art technology devices and adequate training in their usage, providing focused staff development, developing or expanding the use of data information systems to improve teaching and learning, and developing new strategies and opportunities for creating more placement options in public and private preschool programs and job training options for youths with disabilities.

Unless the state finds that the district fails to meet a standard of performance related to the state's performance plan, the district may use Section 613 of IDEA to reduce its required level of fiscal effort to support special education services in fiscal year 2009. Any year that an LEA receives an increase in IDEA funds from the prior year, it may use up to half of the increase to reduce its required maintenance of effort for that year, according to Section 613. The newly reduced level of effort carries over to the subsequent year.

One option is for the district to project its level of state and local and/or local only support for 08-09. If it appears the requirement level for this year might be surpassed, it could adjust expenditures made since February 17 from the current resource code to the new resource code for ARRA-targeted IDEA funds. It could then charge new expenditures to that code. The goal is to avoid spending less state and local or local only funds on special education than is required prevent that level-of-effort requirement from increasing next year.

In 2009-10 Section 613 could be used to reduce the 2009-10 and 1010-11 level-of-effort requirement. This could be accomplished using the remaining half of the grant to offset the general fund.

Transferring SELPAs

The district has expressed interest in terminating membership in its current SELPA and joining the West Contra Costa SELPA. To accomplish this, the West Contra must be open to the possibility of changing from a single district SELPA to a multidistrict SELPA, which is unlikely since this could reduce internal operational flexibility.

If the West Contra Costa SELPA was open, the two districts would be required to inform the Contra Costa SELPA, the county superintendent and the California Department of Education. If there is no concern about West Contra Costa's fiscal situation and its potential effect on the district and no other major objection is, the two entities would begin developing a new local plan. The Contra Costa SELPA would also need to revise its local plan indicating, the district's withdrawal as a member.

If all parties agreed, and the local plans could be approved at the state level by January 1, 2011, the new SELPA could begin operation July 1, 2011. Because of the time lines and issues to be addressed, it is more likely that the earliest the SELPA could begin operation would be July 1, 2012.

Appendices

- A. Pertinent Data
- B. Study Agreement

CC SELPA LEAs Ranked by Relative Change in Enrollment Between 2006-07 and 2008-09

			Change in	% Change in	change in
		per cent of	CBEDS	CBEDS	% amount
	2008-09	Total	Count	Count	of Total CBEDS
LEA	CBEDS	CBEDS	0607-0809	0607-0809	0607-0809
ANTIOCH	20,046	27.18%	(1,142)	-5.3898%	-1.78%
WALNUT CREEK	3,125	4.24%	(146)	-4.4635%	-0.23%
LAFAYETTE	3,178	4.31%	(84)	-2.5751%	-0.15%
MARTINEZ	4,077	5.53%	(74)	-1.7827%	-0.15%
PITTSBURG	9,451	12.82%	(21)	-0.2217%	-0.13%
JOHN SWETT	1,745	2.37%	(76)	-4.1735%	-0.12%
MORAGA	1,735	2.35%	(50)	-2.8011%	-0.09%
ACALANES	5,905	8.01%	2	0.0339%	-0.06%
CC COE	260	0.35%	(14)	-5.1095%	-0.02%
ORINDA	2,446	3.32%	9	0.3693%	-0.01%
CANYON	67	0.09%	(2)	-2.8986%	0.00%
KNIGHTSEN	523	0.71%	18	3.5644%	0.02%
BYRON	1,645	2.23%	48	3.0056%	0.05%
OAKLEY	4,637	6.29%	193	4.3429%	0.21%
LIBERTY	6,795	9.21%	954	16.3328%	1.23%
BRENTWOOD	8,105	10.99%	970	13.5950%	1.24%
SAN RAMON					
TOTAL	73,740	100.00%	585	0.7997%	

Ranking of CC SELPA's LEAs Based on Percent Change in Allocation between 2006-07 and 2008-09

	TOTAL		TOTAL				TOTAL					
LEA	LEA	Percent of	LEA	Percent of			LEA	Percent of				2 year
	ALLOCATION	Total	ALLOCATION	Total		percent	ALLOCATION	Total		percent	Two Year	percent
	2006-07	Allocation	2007-08	Allocation	Change	Change	2008-09	Allocation	Change	Change	Change	change
JOHN SWETT	\$989,043	1.8481%	\$961,053	1.7825%	(\$27,990.00)	-2.8300%	\$671,620	1.2565%	(\$289,433)	-30.1162%	-317,423	-32.0939%
WALNUT CREEK	\$1,871,513	3.4970%	\$1,765,141	3.2739%	(\$106,372.00) -5.6837%	-5.6837%	\$1,427,904	2.6715%	(\$337,237) -19.1054%	-19.1054%	-443,609	-443,609 -23.7033%
BYRON	\$842,016	1.5734%	\$808,701	1.4999%	(\$33,315.00) -3.9566%	-3.9566%	\$652,438	1.2207%	(\$156,263)	-19.3227%	-189,578	-22.5147%
KNIGHTSEN	\$503,540	0.9409%	\$478,390	0.8873%	(\$25,150.00)	-4.9946%	\$405,150	0.7580%	(\$73,240)	-15.3098%	-98,390	-19.5397%
PITTSBURG	\$4,693,286	8.7697%	\$4,353,607	8.0749%	(\$339,679.00) -7.2376%	-7.2376%	\$4,122,978	7.7137%	(\$230,629)	-5.2974%	-570,308	-12.1516%
ANTIOCH	\$9,296,477	17.3710%	\$9,074,406	16.8308%	(\$222,071.00) -2.3888%	-2.3888%	\$8,198,346	15.3384%	(\$876,060)	-9.6542%	-1,098,131	-11.8123%
OAKLEY	\$2,995,891	5.5980%	\$2,872,577	5.3279%	(\$123,314.00)	-4.1161%	\$2,978,693	5.5729%	\$106,116	3.6941%	-17,198	-0.5741%
LAFAYETTE	\$2,158,952	4.0341%	\$2,269,841	4.2100%	\$110,889.00	5.1362%	\$2,147,431	4.0176%	(\$122,410)	-5.3929%	-11,521	-0.5337%
MARTINEZ	\$1,924,264	3.5956%	\$1,902,230	3.5282%	(\$22,034.00)	-1.1451%	\$1,918,562	3.5895%	\$16,332	0.8586%	-5,702	-0.2963%
ORINDA	\$1,141,765	2.1335%	\$1,175,841	2.1809%	\$34,076.00	2.9845%	\$1,144,846	2.1419%	(\$30,995)	-2.6360%	3,081	0.2698%
MORAGA	\$917,438	1.7143%	\$876,031	1.6248%	(\$41,407.00)	-4.5133%	\$932,998	1.7456%	\$56,967	6.5028%	15,560	1.6960%
LIBERTY	\$3,752,092	7.0110%	\$3,915,548	7.2624%	\$163,456.00	4.3564%	\$3,838,121	7.1808%	(\$77,427)	-1.9774%	86,029	2.2928%
ACALANES	\$2,682,205	5.0119%	\$2,740,072	5.0822%	\$57,867.00	2.1574%	\$2,760,111	5.1639%	\$20,039	0.7313%	21,906	2.9046%
BRENTWOOD	\$3,946,292	7.3739%	\$4,199,786	7.7896%	\$253,494.00	6.4236%	\$4,288,017	8.0225%	\$88,231	2.1008%	341,725	8.6594%
CC COE	\$15,802,314	29.5276%	\$16,522,376	30.6449%	\$720,062.00	4.5567%	\$17,962,763	33.6067%	\$1,440,387	8.7178%	2,160,449	13.6717%
CANYON	\$0	0.0000%	\$0	0.0000%	\$0.00		\$0	0.0000%	\$0		0	
TOTAL	\$53,517,088	\$53,517,088 100.0000%		\$53,915,600 100.0000%	\$398,512.00	0.7446%	\$53,449,977	\$53,449,977 100.0000%	(\$465,623)	-0.8636%	-67,111	-0.1254%

3 year Analysis of John Swett's Allocation from the SELPA

John Swett	2006-07	<u>2007-08</u>	1 yr change	2008-09	1 yr Change	2 yr change
Prior Yr. LEA Alloc	\$1,256,949	\$1,256,949	\$0	\$1,256,949	\$0	\$0
Current Yr. LEA Alloc	\$1,072,580	\$1,059,101	(\$13,479)	\$1,002,515	(\$56,586)	(\$70,065)
Difference	(\$184,369)	(\$197,848)	(\$13,479)	(\$254,434)	(\$56,586)	(\$70,065)
Hld Hrm from Prg Flx	\$184,369	\$197,848	\$13,479	\$93,110	(\$104,738)	(\$91,259)
Preschool	\$74,144	\$95,390	\$21,246	\$90,200	(\$5,190)	\$16,056
To COE Ex RL	(\$306,241)	(\$295,488)	\$10,753	(\$401,700)	(\$106,212)	(\$95,459)
To Other SELPA	(\$24,247)	(\$76,035)	(\$51,788)	(\$107,120)	(\$31,085)	(\$82,873)
To Out of Dist	(\$11,562)	(\$19,762)	(\$8,200)	(\$16,700)	\$3,062	(\$5,138)
From In To Dist	\$0	\$0	\$0	\$11,225	\$11,225	\$11,225
Fed PS Grant	\$6,603	\$6,752	\$149	\$6,416	(\$336)	(\$187)
Presch Loc Ent	\$13,296	\$14,919	\$1,623	\$14,290	(\$629)	\$994
Presch Staff Dev	\$751	\$771	\$20	\$785	\$14	\$34
Sub total	\$1,009,693	\$983,496	(\$26,197)	\$693,021	(\$290,475)	(\$316,672)
Transport	\$71,030	\$74,248	\$3,218	\$74,248	\$0	\$3,218
Rev Lim Apport	\$363,946	\$455,031	\$91,085	\$427,936	(\$27,095)	\$63,990
Total	\$1,444,669	\$1,512,775	\$68,106	\$1,195,205	(\$317,570)	(\$249,464)



CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT March 30, 2009

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the *John Swett 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 *John Swett Unified School District* special education program and 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 review the efficiency and effectiveness of special education programs in the District by reviewing staffing and caseloads. Prepare a breakdown and program analysis of services being provided and make recommendations to reduce costs.
- 2) Conduct a review of the special education transportation delivery system and determine how costs could be reduced.
- 3) Conduct a review of out of school placements such as NPS, NPA, and placements in COE operated programs and provide recommendations on how to reduce costs.
- 4) Review the SELPA funding model. Confirm that the District is funded according to the current AB 602 allocation plan and provide recommendations for improvements for funding equity.
- 5) Identify the process required to drop enrollment in present SELPA and determine process to join West Contra Costa SELPA

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 staff on the procedures of the Team and on the purpose and schedule of the study.
- 2) On-site Review The Team will conduct on-site meetings at the District office to gather documentation and conduct interviews. The Team will request assistance from the District in setting up interview schedules with staff.
- 3) Progress Reports The Team will hold an exit meeting at the conclusion of the on-site reviews to inform the District representatives of significant findings and recommendations to that point.
- 4) Exit Letter The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report Sufficient copies of the final study report will be delivered to the District following completion of the review.
- 7) Follow-Up Support Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no costs. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. PROJECT PERSONNEL

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

- A. Dr. William Gillaspie, FCMAT Chief Management Analyst
- B. Two FCMAT Special Education Consultants
- C. Two FCMAT Transportation Consultants

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member, while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. Based on the elements noted in section 2 A, the total cost of the study is *estimated at \$18,500*. 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:

to be determined Orientation: to be determined Staff Interviews: to be determined Exit Interviews: Preliminary Report Submitted: to be determined to be determined Final Report Submitted: **Board Presentation:** to be determined Follow-Up Support: If requested

Barbara Dean, Deputy Administrative Officer

Fiscal Crisis and Management Assistance Team

7. **CONTACT PERSON**

Please print name of contact person: Ellen Monck	Chief Business Official
Telephone 510 245-4300 FAX	
Internet Address_emonck@isusd.k12.ca.us	
	4-16-09
Michael McLaughlin, Ed.D., Superintendent	Date
John Swett Unified School District	
Barbara Dean	March 30, 2009
Barbara Dean, Deputy Administrative Officer	Date

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