

FISCAL CRISIS
& MANAGEMENT ASSISTANCE TEAM

Lafayette School District

Organizational, Staffing and Technology Review

January 5, 2007

FISCAL CRISIS
& MANAGEMENT ASSISTANCE TEAM



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Superintendent of Schools

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January 5, 2007

Dr. William Levinson, Interim Superintendent
Lafayette School District
3477 School Street
Lafayette, CA 94549

Dear Interim Superintendent Levinson,

In September 2006 the Lafayette School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for a review of the districts organization and staffing. Specifically, the agreement asked FCMAT to:

1. Conduct a review of the administrative and operational positions of the district's central office in order to determine if the positions reflect sound professional practices and the implementation expectations of the district's 2006-2011 Strategic Plan.

Determine if the district's current Director of Curriculum and Instruction position should be reclassified to an Assistant Superintendent position. As needed, provide recommendations for suggested changes in the job descriptions, titles, roles and responsibilities, and reporting relationships of the identified positions, shown below:

Superintendent
Fiscal Services
Curriculum & Instruction
Special Services
Technology
Operations
Personnel

2. Conduct a comparative staffing survey of the district with six California K-8 school districts based on comparably sized enrollment and expenditures per pupil; and include in the final report a table of the information identifying the district name, position titles and FTE.

FCMAT visited the district October 17-18, 2006. This report is the result of that effort. We appreciate the opportunity to serve you, and we extend our thanks to all the staff of the Lafayette School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel D. Montero".

Joel D. Montero
Chief Executive Officer

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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

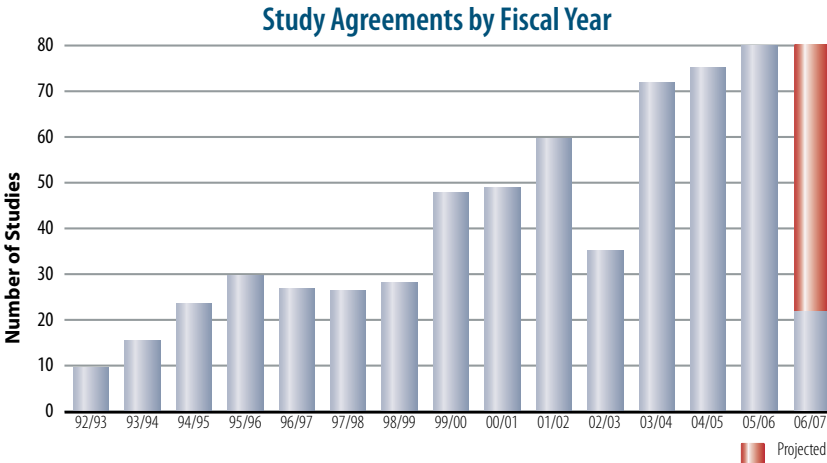
Since 1992, FCMAT has been engaged to perform more than 600 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides 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 604
Total Number of Districts in CA..... 982

Management Assistance.....	555	(91.89%)
Fiscal Crisis/Emergency	42	(6.95%)
Emergency Loan.....	7	(1.16%)

Note: Some districts had multiple studies

(Rev. 9/21/06)



Introduction

Background

The Lafayette School District is located in the town of Lafayette in the eastern San Francisco Bay Area and serves approximately 3,278 students in grades K-8 at four elementary schools and one middle school. Enrollment has been declining slightly each year for the past five years.

Study Guidelines

FCMAT visited the district on October 17, 2006 to conduct interviews, collect data and review information. This report is a result of these activities and is divided into the following sections:

- I. Executive Summary
- II. District Office Organization and Staffing
- III. Maintenance and Operations Organization and Staffing
- IV. Technology Structure and Organization

Study Team

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Executive Summary

The Lafayette school board adopted a strategic plan for 2006-2011 that is comprehensive and reflects a vision for student achievement and high academic performance. The board should recognize that implementation of the plan will require significant staff commitment, time and effort in addition to an existing heavy workload. Some of the more comprehensive aspects of the strategic plan are staff collaboration time and increased instructional minutes; a parcel tax renewal and increase; establishing a wellness committee; initiating a foreign language program; and developing district technology standards.

District staff enjoy open communication and a sense of group cohesiveness. Regularly scheduled district staff meetings should have a common focus and agenda, and should include discussion of topics and decisions that affect the organization's functions and services.

Cross training and desk or procedural manuals become especially important when an employee is suddenly and/or unexpectedly off work for an extended time. District staff members are hard working and help one another when the workload is demanding or when vacancies exist. However, staff do not currently have a clear understanding of who is to cover assignments when such absences occur. There is no cross training to ensure that remaining staff can successfully perform the duties of absent employees. The district should consider cross training all district office staff and should ensure that sufficient desk or procedural manuals exist to provide organizational continuity.

The district's job descriptions are out of date and do not reflect current duties and assignments. All descriptions should be updated to improve staff efficiency and effectiveness.

FCMAT compared Lafayette School District's administrative staffing with that of five similar elementary school districts. Based on FCMAT's comparison study alone, there is little justification for changing the title and position of the Director of Curriculum and Instruction to Assistant Superintendent. However, there may be justification for this change based on information in this report or other reasons that the district may have, including workload and complexity.

The district should consider changing the title of Director of Special Education to Director of Student Services and should consider adding a certificated staff person to the newly formed student services depart. Reasons for these changes include a significant and continuing increase in special education workload and the fact that the current director role also includes many responsibilities in the area of regular education student services.

The Director of Curriculum and Instruction position could be changed to an assistant superintendent position, with increased administrative responsibility for the personnel department. This would relieve the superintendent of supervising the personnel department directly and would more clearly establish a second in command.

If oversight of the personnel department is not assigned to the director of curriculum and instruction, the district should consider changing the title and position of Personnel

Assistant to Director of Personnel, making this a management position. It appears that additional clerical support would be needed to enable a director of personnel to carry out the higher level personnel duties currently performed by the superintendent. Many of the current personnel assistant's routine clerical tasks could be done by an entry level clerk.

The director of fiscal services, director of curriculum and instruction, and personnel assistant all spend a significant amount of time and effort performing routine clerical duties. This is not an efficient or effective use of these management level employees' time. These three managers could share an additional clerical support position.

The M&O foremen currently spend little time performing management duties. The individuals in these positions are respected long time district employees who have a wealth of knowledge regarding the procedures, duties and functions of their department. However, the department lacks written policies and procedures, cross training, and an organized plan and vision for the future. The district should ensure that the M&O department develops a policies and procedures manual.

The M&O department operates well and successfully, but effectiveness and continuity would suffer significantly if either or both of the foremen were to retire or have an extended absence from work. The district should consider developing a written plan for the M&O department that can help provide organizational continuity and ongoing care for the district's significant investment in facilities. The district should also consider requiring the M&O foremen to organize their offices, files and vital safety information.

The M&O department currently uses a cumbersome and antiquated manual work order system. The district should consider implementing one of the many available cost effective work order software systems to increase efficiency and improve tracking.

Custodial staffing appears to be adequate; however, FCMAT was not able to determine who is responsible for supervising second shift custodians.

The district's management structure does not provide a formal channel of communication and input from the M&O department. The district should consider placing the M&O department under the supervision of the director of fiscal services.

The district should determine whether computer specialists are providing supervision and instruction in computer labs. If so, this may raise a liability issue and may complicate the calculation of ADA. Computer specialists should be used as a first line of technology support at school sites. The district should use the middle school librarian, who has a Masters in library information systems (MLIS) degree, to provide technology leadership for computer specialists.

The district relies heavily on parent clubs for computer hardware purchases, but lacks published hardware standards and an approval process. Standards for hardware should be developed, including a requirement that purchases be approved by the technology department.

The district's middle school uses an online attendance; however, none of the elementary schools use this system, primarily because not all computers are capable of running the

required interface. Computers should be inventoried and replaced or upgraded as needed so that online attendance can be implemented districtwide.

The district should consider a variety of options before replacing its current telephone system, and should install and maintain an internet content filter.

To eliminate the perception that technology staff lack accountability and to increase communication, technology staff should send brief e-mail job status reports to teachers and/or principals at the end of each day.

The technology department has an appropriate number of staff, but is not organized for optimal efficiency. The director of curriculum and instruction oversees the department; however, day-to-day leadership of the department is split, and some certificated instructional technology staff report to a classified staff member without expertise in curricular matters. An organizational arrangement based on best practices would include a lead certificated technology staff member in a technology coordinator position reporting directly to the director of curriculum and instruction, with lead technology staff reporting to this position. This structure would increase the curricular resources available to staff and better integrate technology into the curriculum.

The district's network hub lacks environmental and server monitoring, and its network uses static Internet protocol (IP) addresses. Basic network services such as consistent backups and drive mapping are not being provided. The district should implement monitoring at the network hub, use a dynamic IP addressing scheme, and implement basic network services for all users.

The district's Web sites lack a consistent, professional look and feel. The district should assign the duties of Webmaster to a district-level staff member and redesign school and district sites to be visually consistent and easy to use.

Findings and Recommendations

FCMAT's findings and recommendations should be considered in the context of the district's 2006-2011 strategic plan. Some of the more comprehensive aspects of the strategic plan are the inclusion of staff collaboration time and increased instructional minutes; proposing and carrying out a parcel tax renewal and increase; developing a wellness committee; initiating a foreign language program; and developing district technology standards.

Planning and implementing these and other strategic priorities will require significant commitment, time and effort. FCMAT appreciates the depth and importance of the district's strategic plan, and has provided findings and recommendations that will coordinate with the plan.

District Office Organization and Staffing

Job Descriptions

Clearly written and up-to-date job descriptions are critical to the operational efficiency of an organization. Because there is no standard format for written job descriptions, they tend to vary in appearance and content from one organization to another. However, most job descriptions will contain at least three parts: the job title, a job identification section and a job duties section. Job descriptions may also include minimum requirements or qualifications, supervision exercised and received, and other relevant information.

Job descriptions can help employees learn their job duties and remind them of the results expected. Job descriptions also help employers by reducing misunderstandings about job requirements and establishing managers' rights to take corrective action when needed.

Descriptions of job duties are typically arranged in order of importance; the value of each duty is usually determined by the time devoted to it. The statements should stress the responsibility each duty entails and the expected results. A list of tools and equipment used is also usually included.

Most job descriptions also include personal qualifications or minimum requirements. The qualifications include the skills, knowledge, training, certificates, or other education required to perform the job. Physical demands and requirements of the job should also be included and should comply with the Americans with Disabilities Act (ADA) of 1990.

A job description should depict the job as it should be performed and contain all of the information a prospective employee would need to learn what the job entails. In educational agencies, job descriptions for positions with large numbers of employees, such as those for teachers, tend to be less specific; descriptions for positions with few employees tend to be more specific.

Cross Training

Cross training and desk or procedural manuals become especially important when an employee is suddenly and unexpectedly off work for an extended time. For example, if the personnel assistant, executive assistant to the superintendent, attendance and accounting assistant or administrative assistant to the director of curriculum and instruction were unexpectedly off work for several weeks or months, a significant gap in knowledge and information could result.

To ensure organizational continuity, it is important to have a written plan to cover the duties of every position in the case of unexpected and/or extended employee absence. The plan should include written desk manuals and procedures, and advance designation of a replacement employee or other options for ensuring that duties of the position continue to be carried out. Options include trading employee time with another district needing assistance, or requesting assistance from the county office. All employees should be informed of these plans.

Systematic cross training can help both employees and the district provide seamless organizational continuity in the case of an extended employee absence.

Recommendations

The district should:

1. Review and update all job descriptions to reflect the actual duties performed.
2. Cross train employees as needed.
3. Ensure that sufficient desk or procedural manuals exist to provide organizational continuity in case of unexpected or extended employee absences.
4. Ensure that a written plan is in place to cover the duties of each position in case of unexpected or extended employee absences.

Organization and Staffing Comparison

Before evaluating the organizational structure of a district, FCMAT extracts comparative organizational data on similar school districts from Ed-Data, a partnership of educational agencies. Ed-Data compiles its reports from fiscal, demographic and student performance data collected by the California Department of Education.

FCMAT recognizes the complexity of districts and how they may vary widely in demographics, resources and organizational structure. A critical evaluation is recommended when comparing California school districts. A failure to take into account significant circumstances can result in generalizations that are based on one or two criteria; these can be misleading and should not be misconstrued as creating a new standard. The following criteria are considered during a FCMAT review:

1. Demographic and logistic characteristics beyond the district's sphere of influence.
2. District financial resources, including community contributions, parcel taxes and general obligation bonds.
3. Decisions made primarily by the governing board with regard to resources to attract instructional staff, or maintain or reduce class size.

All of these factors affect how well students learn. Comparing and evaluating staffing and organizational structure can be the most difficult part of making comparisons.

FCMAT compared Lafayette School District with five similar elementary school districts. Enrollment in the six districts ranges from 1,772 to 3,309, and expenditures per ADA range from \$5,927 to \$9,173. In four of the five comparison districts, the student population is predominantly white/Caucasian in ethnicity. The percentage of English language learners ranges from 1.1% to 35.8% and the percentage of students receiving free or reduced price meals ranges from 0% to 48.4%.

Because job titles vary between districts, the following table is organized based on area of responsibility for district office management and confidential employees. School site management and confidential employees are not included in this survey.

10 | FINDINGS AND RECOMMENDATIONS
 District Office Organization and Staffing

Table 1-a: Comparison of district office management positions

Management Positions	Lafayette	Mill Valley	Moraga	Orinda	Walnut Creek	Santa Rita
District Enrollment	3,278	2,235	1,779	2,435	3,309	3,116
Expenditures per ADA	\$7,188	\$9,173	\$7,214	\$7,965	\$6,630	\$5,927
Management Positions						
Superintendent						
Director of Business Services						
Director of Fiscal Services						
Chief Business Official						
Asst. Supt. For Student Learning and Special Education						
Director of Curriculum and Instruction						
Director of Educational Services						
Director of Pupil Services						
Director of Special Projects Intervention and ELL						
Director of Special Education						
Director of Maintenance and Operations						
Director, Facilities and Maintenance						
Maintenance Foreman						
Transportation, Maintenance, Operations Supervisor						
Director of Facilities						
Grounds Foreman						
Director of Technology						
Food Services Supervisor						
Total FTEs Management	6	5	5	6	6	7

Table 1-b: Comparison of district office classified management/confidential positions

Classified Management/ Confidential Positions	Lafayette	Mill Valley	Moraga	Orinda	Walnut Creek	Santa Rita
District Enrollment	3,278	2,235	1,779	2,435	3,309	3,116
Expenditures per ADA	\$7,188	\$9,173	\$7,214	\$7,965	\$6,630	\$5,927
Classified Management/ Confidential Positions						
Administrative Asst. to Superintendent						
Executive Asst. to Superintendent						
Superintendent's Secretary						
Executive Asst. Student Learning and District Communications						
Administrative Asst., Personnel/Ed Services						
Administrative Asst., Personnel						
Personnel Technician			0.5			
Personnel Specialist						
Personnel Assistant						
Payroll Account Technician I						
Payroll Clerk						
Payroll Specialist						
Payroll Secretary						
Accountant I						
Accountant		*				
Accountant, Child Care			0.5			
Receptionist						
Network Specialist						
Instructional Technology Specialist						
Total FTEs Classified Management/Confidential	4	4	5	4	3	3

Notes on Table 1

Mill Valley

The superintendent assumes the curriculum and instruction administrative role, and acts as the personnel administrator. The personnel specialist reports to the superintendent. Approximately five years ago the district had a Director of Curriculum and Instruction position, but the position was eliminated due to budget reductions.

12 | FINDINGS AND RECOMMENDATIONS

District Office Organization and Staffing

The current assistant superintendent administers student learning and district communication. The district indicated that if it were to undergo a reorganization, the assistant superintendent would probably be given the title of Assistant Superintendent of Educational Services.

The executive assistant for student learning and district communications backs up the executive assistant to the superintendent.

The district is currently in the process of hiring a full time accountant, which will be a confidential position.

Moraga

The superintendent also serves as personnel administrator.

The Director of Pupil Services position includes responsibility for special education, suspension and expulsion, and the school attendance review board (SARB).

The current director of curriculum and instruction is also responsible for technology and is a former director of technology. The Director of Curriculum and Instruction position used to be an Assistant Superintendent position, with responsibility for curriculum and instruction, special education and personnel. The previous superintendent removed the personnel responsibility and changed the position's title to Director of Curriculum and Instruction.

With the exception of the chief business official (CBO) management position, all classified staff in the district office are confidential employees; there are no classified bargaining unit members in the district office.

The part time (0.5 FTE) child care accountant works in a before- and after-school program. The salary for this position is fully covered by fees charged to parents of children in the program.

The accountant is responsible for accounts payable and receivable.

Orinda

The previous curriculum and instruction administrator had the title of Assistant Superintendent. The title was used as a justification for a salary increase and to keep the employee in this position from leaving the district, but was changed back to Director when this employee left the district.

Santa Rita

In the past, the curriculum and instruction administrator had the title of Assistant Superintendent of Educational Services and Personnel. However, the personnel responsibility was removed during a reorganization and the title was changed to Director of Curriculum and Instruction.

The administrative assistant has split responsibilities, working half time for personnel and half time for educational services.

Walnut Creek

The superintendent also serves as personnel administrator; the personnel assistant reports to the superintendent.

The Director of Curriculum and Instruction position is also responsible for administrative services. This has been an Assistant Superintendent position in the past.

The Director of Facilities position is also responsible for maintenance and operations.

Based on the comparison study alone, there is little justification for changing the title of the Director of Curriculum and Instruction to Assistant Superintendent. The only comparison district that has an assistant superintendent is Mill Valley, and it combines student learning and special education. However, there may be justification for the title change based on information in this report or other reasons that the district may have. Based on workload and complexity, one could justify changing the title of Director of Curriculum and Instruction and/or the Director of Special Education (Student Services proposed) to Assistant Superintendent.

District Organization

A governing board's goals and objectives should be clearly defined and embedded in the district's organizational chart. The organizational structure should establish the framework that the district uses to demonstrate leadership and delegate specific duties and responsibilities. As a district's enrollment increases or declines, the organizational structure needs to adapt so that duties and responsibilities can be carried out effectively.

A district should be staffed according to basic theories of organizational structure and standards used in other school agencies of similar size and type, and a district's organizational structure should be modified to reflect generally accepted theories of organizational structure. The most common of these theories are span of control, chain of command and line and staff authority.

Span of Control

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

Chain of Command

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

Line and Staff Authority

The organizational structure of local school agencies contains both line and staff authority. Line authority is the relationship between supervisors and subordinates, referring to the direct line in the chain of command. For example, in most districts the superintendent has direct line authority over the chief business official (CBO), and the CBO has direct line authority over the business office staff. By contrast, staff authority is advisory in nature. Staff personnel do not have authority to make and implement decisions; rather, they support line personnel.

Director of Special Education

The district should consider changing the title of Director of Special Education to Director of Student Services and add a certificated staff person to the newly formed student services department. Reasons for these changes include a significant and continuing increase in special education workload and the fact that the current director role also includes many responsibilities in the area of regular education student services.

Since 1998 the special education workload has increased significantly because of a number of changes, including the following:

- Addition of a special education preschool program.
- Development of special education services for kindergarten students with needs other than or in addition to speech and language services.
- Development of inclusion services for support of modified curriculum in neighborhood schools
- The district's provision of services for nearly all students with special needs, including severely disabled students with complex disabilities and medical needs, who would be served by county office programs in many other districts.
- Development of legally required behavioral support, including training staff regarding the Hughes Bill and providing functional assessments and behavior support services.
- Development of required assistive technology support.
- Implementation of monthly meetings for each group of special education staff with similar jobs.
- Formation of a special education parent advisory committee and monthly meetings with this committee.
- Formation of a regional special education county mental health (AB 3632) triage team as required by the special education local plan area (SELPA).
- The 2004 federal Individuals with Disabilities Education Act (IDEA), which increased requirements to provide service plans and consult with private schools located within district boundaries.

In addition to increased special education duties, the special education director has taken on responsibility for the following regular education student services:

- Medical services for students with conditions such as diabetes, seizures and specialized health care needs.
- Medical care for students with head lice, and administration of first aid and medications for students
- State-mandated vision and hearing screening.
- PL 504 facilities compliance.
- School attendance review board.
- Healthy kids and adults wellness policy.

Student Services certificated staff position

Creating a student services administrative position and department would likely require the creation of a new certificated staff position in this department and the transfer of student services duties from the curriculum and instruction department. Examples of responsibilities that could be moved from curriculum and instruction to student services include student enrollments and transfers, suspension and expulsion (which fit under SARB), and home and hospital. It would be prudent to conduct a complete review of curriculum and instruction duties to determine which duties should be transferred to the new department.

Director of Curriculum and Instruction

This position currently oversees curriculum and instruction, but could be changed to an associate superintendent position with administrative responsibility for the personnel department, which would report to this position. This would relieve the superintendent of supervising the personnel department directly and would more clearly establish a second in command.

Director of Fiscal Services

The district could change the title and position of Director of Fiscal Services to Director of Business Services, with responsibility for overseeing the M&O department. Many districts place the M&O department under the supervision of business services.

Personnel Assistant

If the district chooses not to place the personnel department under the Director of Curriculum and Instruction, it could consider changing the title and position of Personnel Assistant to Personnel Director, making this a management position that includes some of the higher level duties currently performed by the superintendent.

Clerical Assistance

Changing the Personnel Assistant position to a Personnel Director position would probably create the need for additional clerical support to enable the personnel director to perform higher level personnel duties currently carried out by the superintendent. Many routine clerical tasks currently performed by the personnel assistant could be done by an entry level clerk, including the following:

- Filing of personnel notices, contracts, and sick leave forms.
- Typing annual classified evaluation forms for use by principals.
- Printing and distributing employee directory forms.
- Creating personnel folders with name labels.
- Assembling and mailing information packets for substitute teachers each August.
- Assembling employment paperwork packets for new employees.

- Mailing reasonable assurance letters annually.
- Collating and distributing teacher contracts annually.
- Duplicating job postings and distributing them to sites and placement offices.
- Attaching name labels, filing and logging certificated job applications on an Excel spreadsheet.
- Typing district information on live scan fingerprint forms.

Clerical support could also benefit the Director of Fiscal Services position during busy times of the year. In addition, the Director of Curriculum and Instruction position is likely to need clerical support from time to time as a result of the additional work implied by the district's strategic plan. This clerical support could be shared as needed among the personnel, fiscal services, curriculum and instruction, and other departments.

The receptionist position was reduced to a 10-month position when the position of Administrative Assistant to the Director of Curriculum and Instruction was added. The receptionist is off duty from mid-July through mid-August, which is when student registration takes place. As a result, other staff members must leave their regular duties to process registrations. Restoring the receptionist position to full time would reduce the workload on other staff during the summer months.

The superintendent's cabinet includes the superintendent and three directors. The leadership team includes the cabinet, the principals and assistant principals. The maintenance foreman, personnel assistant, grounds foreman and the technology personnel do not participate in any management group.

Recommendations

The district should:

1. Consider changing the title of Director of Special Education to Director of Student Services to more accurately reflect the duties being performed.
2. Consider adding a new certificated staff position to a new student services department if such a department is created. Move appropriate student services duties from the curriculum and instruction department to the student services department.
3. Consider changing the title of the Director of Curriculum and Instruction to Assistant Superintendent and assigning this position administrative responsibility for curriculum and instruction and for the personnel department.

If oversight of the personnel department is not assigned to the Director of Curriculum and Instruction, consider changing the title and position of Personnel Assistant to Director of Personnel.
4. Consider changing the title of Director of Fiscal Services to Director of Business Services, with responsibility for overseeing the M&O department.
5. Consider adding clerical staff to assist the Director of Personnel if this position and title is created.
6. Consider providing additional clerical support to the fiscal services, personnel, curriculum and instruction, and other departments as needed.
7. Consider restoring the receptionist position to full time.
8. Consider broadening the management team to include the maintenance foreman, the personnel assistant, grounds foreman and a technology specialist.

Maintenance and Operations Organization and Staffing

The maintenance and operations (M&O) department’s two foremen currently spend little time performing management duties. The individuals in these positions are respected long time district employees who have a wealth of knowledge regarding the procedures, duties and functions of their department. However, the department lacks written policies and procedures, cross training, and an organized plan and vision for the future. As a result, the foremen’s knowledge is not available to the department as a whole. The department currently operates well and successfully, but effectiveness and continuity would suffer significantly if either or both of the foremen were to retire.

A written plan for the M&O department can help provide organizational continuity and ensure that the district’s significant investment in facilities will continue to be cared for over the years.

Following is a typical management checklist that can be used to measure progress in establishing policies, procedures, training and plans to ensure future organizational effectiveness and continuity.

Table 2: Management Planning Checklist

YES	NO	
		Is there a written plan for maintenance, operations and grounds?
		Is the M&O department a component in the district’s planning process?
		Does the M&O department plan include long term and short term goals, objectives, budgets, and timelines?
		Have potential stakeholders in the M&O department planning process been identified?
		Have avenues for communicating the M&O maintenance planning process to staff and community stakeholders been investigated and implemented?
		Is there a way for members of stakeholder groups to participate in the M&O planning process?
		Have individual views and opinions been welcomed in the consensus building process?
		Has an M&O department vision statement been written?
		Is the vision statement closely related to actual day-to-day operations?
		Has the M&O department created and maintained accurate files and records of department activities over the years?

The district's M&O department currently uses a cumbersome and antiquated manual work order system that does not provide information in a timely manner and does not provide for collection of work order data. Currently, each work order generated at a school site goes through the following steps:

1. It is sent to the director of fiscal services at the district office for approval.
2. It is sent to shipping and receiving clerk.
3. It is sent to the maintenance or grounds foreman.
4. It is given to a worker to complete.
5. When the work is completed, it is returned to the foreman.
6. It is sent to the shipping and receiving clerk to be closed.
7. A spreadsheet of completed work orders is sent to sites.

A number of cost-effective work order software packages are currently available. These systems allow sites to submit work orders directly and instantly, provide for tracking of individual work orders, and allow data to be compiled on the status of work orders over time.

Custodial staffing appears adequate; however, there appears to be a lack of supervision of custodians working the day shift and the second shift. FCMAT was not able to determine who is responsible for supervising day and second shift custodians. FCMAT also noted that most district schools have active civic center use of their facilities during evenings and weekends.

Money collected for civic center use is currently placed back into the operations budget to replace supplies and materials used by the public. Grass fields at sites endure considerable wear during non-school hours; however, there are limited opportunities for re-seeding, fertilizing, conditioning, and resting fields.

A second shift custodial foreman could supervise custodial staff, help with setup and breakdown for civic center events, respond to nighttime alarm calls, arrange training for custodians, and assign substitutes and additional custodial help as needed.

Managing an effective custodial program requires setting standards and expectations for a clean school, then determining how staff and custodial efforts can meet those expectations. This involves determining who hires, trains and supervises custodial staff, as well as the scope of custodial duties. For example, in smaller districts it is usually not cost-effective to send an M&O employee to change a light bulb when an on-site custodian is available and able to perform this task. Custodial workload can also be eased by implementing small measures such as the 30 second rule, which encourages everyone in a building to take 30 seconds to clean up the space around them.

The district's present management structure does not provide a formal channel of communication and input from the M&O department. Many districts place the M&O department under the supervision of the director of fiscal services or the assistant superintendent of business, providing a means for representation of the department at the cabinet level.

The M&O department does not have access to clerical support. As a result, data and materials generated by the department do not appear to be stored in an organized manner. Although the department's foremen are reliable, dedicated and experienced, the lack of formal filing and data management and the lack of written policies and procedures to govern daily operations are weaknesses that can hamper efficiency and organizational continuity.

A formal operations manual for the department would strengthen procedures. Such a manual should include at least the following information:

- Department mission statement.
- Department personnel policies.
- Purchasing and ordering policies.
- Policies regarding use of outside contractors.
- Inventory policies.
- Asbestos procedures.
- Safety programs.
- Guidelines for vehicle use.
- School security and alarm procedures.
- Work order procedures.
- Key and lock policy.
- Energy conservation policy.

Recommendations

The district should:

1. Require that both M&O foremen organize their offices and files.
2. Ensure that M&O department records, maps, safety information, drawings, shut-off locations for utilities and other information is filed and labeled clearly.
3. Consider assigning each foreman to office duties for a portion of each work day to plan, organize, correspond, place orders and carry out other office tasks.
4. Consider placing daytime custodians under the direct supervision of site principals, with the director of operations having final supervisory authority.
4. Provide cross training of M&O department employees.
5. Ensure that a plan is in place to provide a smooth transition of leadership when one or both of the M&O department foremen retire. The plan should provide several weeks of training for the new employees hired for these positions.
6. Purchase and install work order software to increase efficiency and improve tracking.

7. Consider hiring a full time custodial foreman or supervisor for the second shift.
8. Consider assigning oversight responsibility for the M&O department to the business office, creating a line of reporting that provides for communication of issues at the administrative level.
9. Consider assigning a district employee to provide clerical support to the M&O department.
10. Ensure that the M&O department establishes and maintains an efficient filing and record keeping system.
11. Ensure that the M&O department develops a policies and procedures manual.

Technology Structure and Organization

The district exhibits a strong commitment to effective use of technology, particularly in supporting teachers and providing enhanced instructional delivery for students.

Attendance Systems

Teachers at Stanley Middle School use the Eagle Aeries student information system for both online attendance and grading. The district is not using this system at the four elementary schools, which represent approximately 63% of the district's ADA. The main reason for this is that not every elementary school classroom has a computer capable of running the Aeries browser interface (ABI).

Implementing online attendance reporting at the elementary schools would save instructional time and increase the ADA reporting percentage. Online attendance reporting is more efficient because the teacher only marks students who are absent, can update tardy students quickly, and can submit attendance without sending a student out of the classroom or having class interrupted by a student runner.

The district does not have an up-to-date, comprehensive inventory of its computer equipment.

Recommendations

The district should:

1. Consider implementing online attendance reporting at all of its elementary schools. This would involve the following steps:
 - a. Inventory all computers and create a database that has at least the following information for each computer:
 - Location (site and room).
 - User (principal, teacher, student, aide, or other).
 - Type of computer (work station, laptop, thin client, server, or other).
 - Number of processors.
 - Processor speed.
 - Memory.
 - Hard drive capacity.
 - Operating system (OS) and designated server, if applicable.
 - Comment field.
 - b. Compare information in the database with the minimum and recommended hardware requirements posted on the Eagle Aeries Web site. The minimum hardware requirements as of 4/17/2006 were as follows:
 - Single Processor.
 - 250 MHz processor.

- 128 MB memory.
- 16 MB hard drive capacity.
- Operating system: Any.
- Web browser: Must run ASP Web pages. Internet Explorer 6.0 or higher, or Firefox 3.5 or higher.

The recommended hardware is as follows:

- Single processor.
 - 500 MHz processor.
 - 256 MB memory.
 - 100 MB hard drive capacity.
 - OS – Any.
 - Web Browser – Must run ASP web pages. Internet Explorer 6.0 or Fire Fox 3.5 or above.
- c. Cooperate with the business department to determine the cost of providing sufficient computers so that every school can use the Eagle Aeries system, and develop a plan based on this information.

Telephone System

The district uses older Merlin Legend telephone systems at the elementary schools and a refurbished Nortel system at the district office and middle school. The two telephone systems do not interconnect, so calls to most school sites go through the public telephone system. Additionally all of the district's telephone hardware is approaching the manufacturer's designated end of life and will not be supported by the manufacturer much longer. A common system with a four-digit dial plan, common voice mail system, and 911 caller identification would enhance communications.

The district has been given a single vendor proposal for Voice over Internet Protocol (VOIP), which is very robust and has a large scale growth potential. FCMAT cautions that there are several options for telephone systems, including VOIP, conventional systems, and hybrid systems which combine the benefits of VOIP and conventional telephone systems. There may be a system that will meet the district's needs at a lower cost than the one currently under consideration.

Recommendation

The district should:

1. Consider several options before making a final decision regarding the telephone system currently under consideration. The first step in this process is to develop a request for proposals (RFP) that lists the capabilities the district needs in a telephone system.

Internet Filter

The district does not filter Internet content. In addition to obvious concerns regarding students accidentally downloading inappropriate material, it has been FCMAT’s experience that the lack of content filtering increases the possibility that staff may abuse district policies by visiting inappropriate Web sites. A content filter with adequate reporting and updating capabilities would reduce the chance of inappropriate Internet use and enable the district to monitor the network and track curricular uses of online resources. To provide adequate protection, a filter should have its database updated a minimum of once every 24 hours.

Recommendation

The district should:

1. Purchase, install and maintain an Internet content filter. Review closely the reporting and updating capabilities of any filter considered for purchase.

Equipment Acquisition and Standards

The district has relied heavily on parent clubs to purchase computer hardware for school sites. This can be a good practice if hardware and software standards are published and followed and if purchases are approved by the technology department. It does not appear that the district has in place published hardware and software standards or a process for technology department approval of purchases. Without these, the wide variety of equipment obtained can make maintenance and support difficult. In addition, it becomes more difficult to calculate a total cost of ownership and thus to accurately budget for equipment replacement over time.

Recommendations

The district should:

1. Create, publish and implement minimum standards for all hardware and software acquired.
2. Ensure that all technology purchases of more than \$50 require review and approval by the senior network specialist so that minimum standards are met.
3. Review and approve all new technology programs to ensure availability of ongoing funding for support and equipment repair/replacement.

Accountability

Several staff expressed concern about the accountability of the district's technology staff. This is a common concern in many districts throughout the state. Unlike special education, cafeteria, or transportation services, technology services have only been in schools for a little more than 15 years. In addition, conventional technology support staff are usually highly motivated to solve as many technical problems as possible, but may not fully understand the larger curricular needs of the school or district. Although the work done by the technology department is valued and appreciated, it is viewed as a scarce resource.

Some districts have implemented a policy requiring technical support staff to e-mail teachers and/or principals at the end of each day with a short message regarding the status of each work request. Many of these districts have experienced improved communication and accountability, and an increase in the perceived value of the technology staff.

Recommendation

The district should:

1. Ensure that technology specialists and other technology staff take 15 minutes at the end of each day to e-mail teachers and/or principals regarding the status of responses to work requests and job status. The district administration should be copied on these e-mails, which should use non-technical language and be no longer than 50 words.

Organizational Structure

The district's technology department has an appropriate number of staff in various positions; however, the organizational structure of the department does not appear optimized for efficiency.

The district has attracted two certificated technology employees to increase the integration of technology into the curriculum. Under the current organizational structure, these certificated employees report to a classified staff member. The certificated technology staff feel that this reporting arrangement affects their ability to serve the needs of principals and teachers.

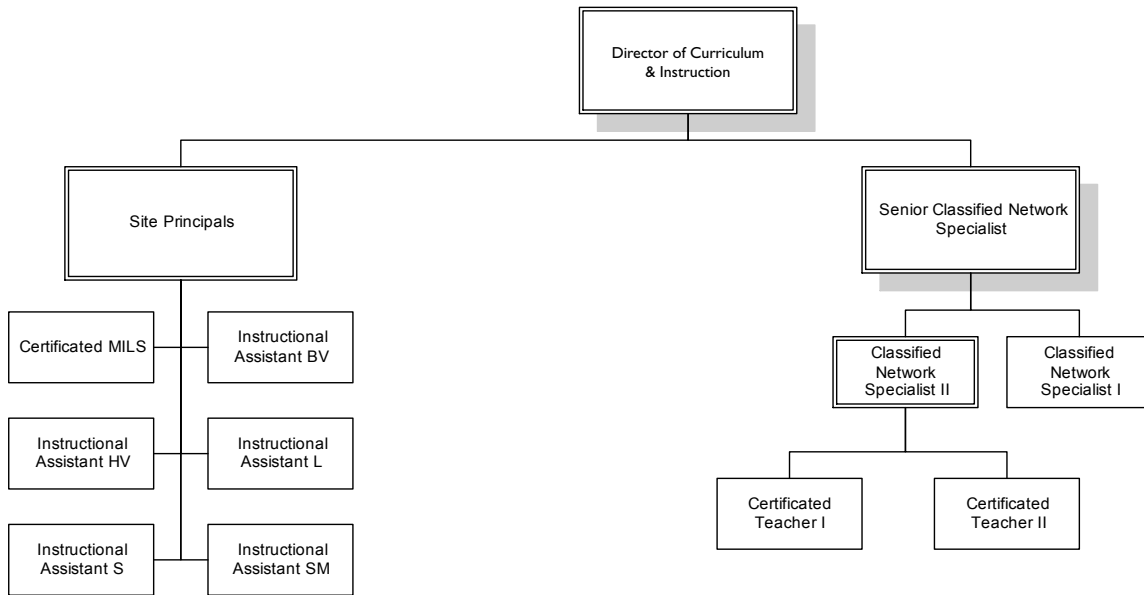
The director of curriculum and instruction oversees technology but does not actively monitor or direct the technology delivery system. A senior but non-administrative classified staff member serves as lead on district technology. The district does not have a technology coordinator/director position.

It seems appropriate for the technology department to report to one of the directors because most technology issues do not require a decision from or direct supervision by the superintendent. Whether the technology department reports to the director of curriculum and instruction or the director of fiscal services depends on the individual administrator's technical knowledge and current responsibilities. Because technology is a large expense, it is often helpful if the two departments can work together and serve as a check and balance.

The organizational and reporting structure below the assistant superintendent level is of greater concern.

A revised organizational chart is included in this report. The revised structure would enable the district to assign supervision and direction of the technology staff to an assistant superintendent. The district could add a certificated technology coordinator position to lead the department. If the technology department were to report to the assistant superintendent of business, the senior classified position and the certificated leadership position could have equal status and could both report to the assistant superintendent.

Figure 1: Current organizational structure



Recommendations

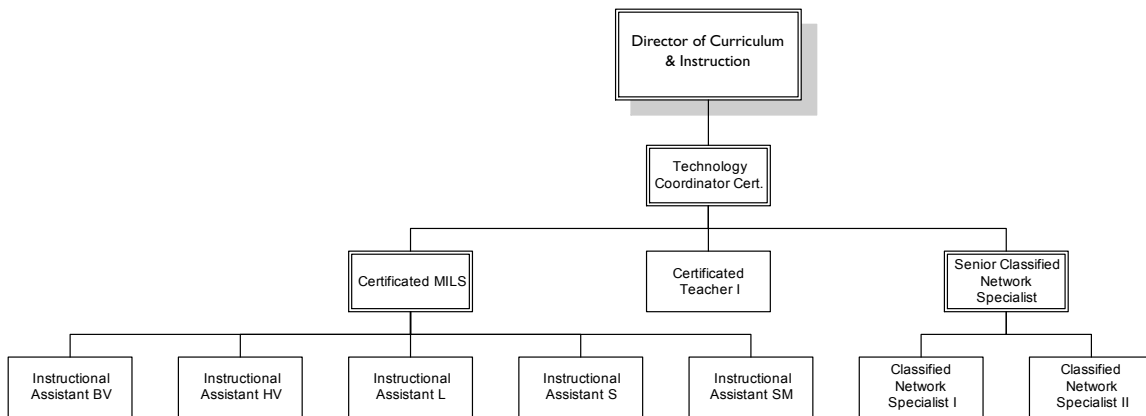
The district should:

1. Consider including the Stanley Middle School librarian as part of the technology team, and having this staff member and the two other certificated technology staff members report directly to the director of curriculum and instruction.

If these steps are taken, consider changing one of the certificated positions to a technology coordinator position to provide leadership of the department under the direction of the assistant superintendent.

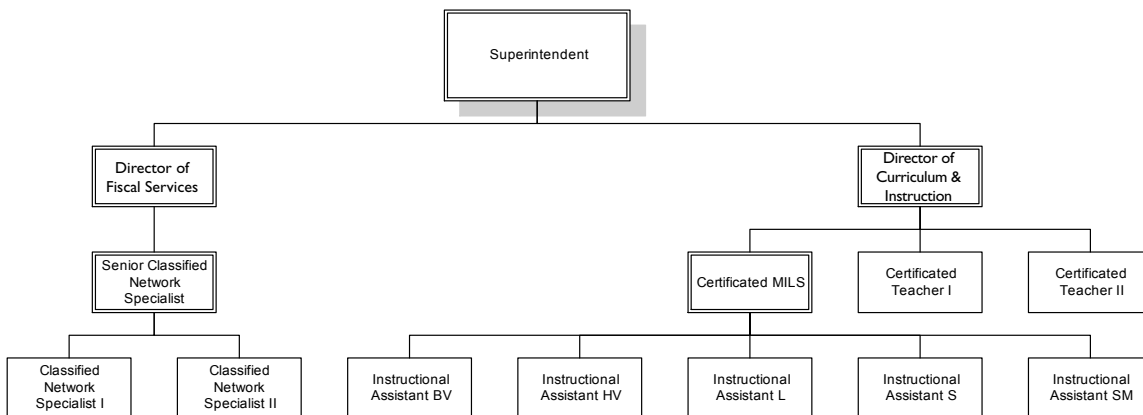
Figure 2 provides an organizational structure that reflects best practices.

Figure 2: Best practice organizational structure



2. If a change in organizational structure is pursued, consider the advantages and disadvantages of the organizational structure in Figure 2, and of the alternative structure provided in Figure 3, which splits the oversight responsibilities between two assistant superintendents.

Figure 3: Alternative organizational structure:



3. The organizational structure the district chooses to implement must address its specific needs. The district will need to modify its existing organizational arrangement, job descriptions and salary schedules, and involve employee groups in negotiating changes when necessary.

Computer Specialists

The district is appropriately staffed with regard to technology; however, computer specialists currently used in computer labs could be used more effectively as a site technology resource.

Computer specialists, often referred to as computer teachers, currently provide instruction in computer labs. Credentialed teachers bring students to the computer labs, then use the time as a preparation period.

Section 46300 (a) of the California education code states the following:

In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

This section of the education code becomes important if the minutes when students are not under the immediate supervision of a credentialed teacher are included in the average daily attendance (ADA) calculation. The district should review the use of computer specialists to make certain they are working under the direct supervision of a certificated employee.

Computer specialists could be effectively used as the first line of technology support in the instructional setting, providing support to principals and teachers and working with teachers to develop technology-enhanced lessons and research skills and increase the integration of technology into the curriculum. This would also reduce the potential liability that might result when non-credentialed staff provide instruction and supervision of students.

The librarian at Stanley Middle School has a teaching credential, a Masters of library and information science (MLIS) degree, more than 18 years of teaching and library experience, and provides workshops at her site. This individual could be a valuable resource for all computer specialists and librarians districtwide. Specifically, this individual could supervise computer specialists districtwide, creating a structure that would strengthen the curriculum resources available to principals and teachers.

Recommendations

The district should:

1. Continue using computer lab instruction to effectively deliver curriculum.
2. Use current instructional aides to assist with computer-related instruction in the labs and in classrooms
3. Consider increasing and improving the use of technology in the classroom by using site computer specialists as the first line of technology support and assistance for principals and teachers at school sites, rather than using non-credentialed staff to provide supervision and instruction.
4. Consider reviewing the computer specialists' job description and revising it to better align with new duties and responsibilities.
5. Consider having computer specialists report to the middle school librarian with the MLIS degree. Creating such a structure could improve the availability of support, assistance and curriculum resources to principals and teachers.
6. Remind teachers and administrators that students must be supervised by credentialed teachers.

Physical Network

FCMAT reviewed the district's firewall; all router configurations; the physical layout of the district server room; and the Master Distribution Frame (MDF), which is the central network hub. The firewall and all routers have current versions of software/firmware and appear to be configured correctly. The physical server layout and server configurations are well thought out and demonstrate sound engineering on the part of district staff.

In the MDF room, the major electrical feeds to the server racks and uninterruptible power supply (UPS) stations include extension cords coiled on the ground. In addition, the room has no visual fire sensor or environmental monitoring. FCMAT found no fire extinguisher in the room or within 20 feet of the door. The room also has an unsecured window that would make it easy for someone to gain entry.

Products such as the APC NetBotz can monitor the MDF room environment remotely, provide early detection of changes in temperature, humidity and sound, and alert staff. Other products, such as the Ipswitch WhatUp Gold, can continually check the server status and alert technology staff if a server does not respond. Products such as these would enable the technology staff to be proactive in solving problems and would help prevent major network outages.

The district's networks use static Internet protocol (IP) addresses. When users want to add or move a computer, a district-level technology staff member must configure the IP address. This amount of labor is unnecessary because modern routers and servers can be configured with a centralized dynamic host configuration protocol (DHCP), which tracks, configures and assigns IP addresses automatically.

Basic networking services are not provided. These include the following:

1. Nightly backups of files on all network drives and weekly rotation of backup media to ensure that a secure set of backup media is kept off site. At a minimum, use of a local bank safety deposit box to store off site backups. Backup media is not taken home by individual staff members.
2. A common drive letter mapping for all shared drives. For example "G" drive for personal logon folders, "T" drive for teachers, "S" drive for subject-based file storage, and other drives as needed.
3. A personal drive mapping for each user that matches their logon account.
4. A networking group for each school site, consisting of all site certificated staff. Within this group, all teachers and the site administrator share a common drive for file sharing. Grade level teachers also share a common drive.
5. Districtwide shared drives for each subject taught.
6. A networking group at each school, consisting of the site administrator and designated site classified staff. A common drive shared by this group for file sharing.

7. A networking group at the district office for all district administration, and a shared drive for members of this group.
8. Networking groups for departments at the district office that handle confidential information, such as personnel services and special education.
9. A networking group for all district office personnel, and a shared drive for members of this group.
10. A drive mapping plan for students, created by certificated staff and based on grade levels and curricular needs.
11. A common logon procedure requiring complex passwords. Site and year of graduation designations for student accounts so that accounts can be moved each year and purged after graduation.
12. Network resources such as printers, scanners and copy machines are made available based on user permissions when applicable.

Recommendations

The district should:

1. Ensure that facilities management staff review the environment conditions in the MDF room and replace extension cords with wire in a conduit which terminates at the rack.
2. Examine electrical distribution in the MDF room to ensure that circuits are not overloaded.
3. Consider purchasing, installing and using environmental and server monitoring systems such as the APC NetBotz and/or the Ipswitch WhatUp Gold.
4. Install fire extinguishers inside and directly outside the MDF room.
5. Install metal bars to cover the window in the MDF room, or eliminate the window and extend the wall to cover it.
6. Create a new IP addressing plan for the district that changes all network users to a centrally managed DHCP pool with a minimum one year lease. All network devices that are not user computers should be assigned a static IP address. Maintaining a uniform districtwide IP addressing plan will enable technicians to troubleshoot and resolve issues more efficiently. The following table provides one possible IP addressing plan for the district:

Table 3: Recommended districtwide network IP addressing plan

Site	Base Address	Network Equipment.	Printers	Other Devices	User DHCP Scope
District Office - Admin	10.20.100.x	10.20.100.1-99	10.20.100.100-129	10.20.100.130-149	10.20.100.150 -249
Happy Valley - Admin	10.22.100.x	10.22.100.1-9	10.22.100.10-19	10.22.100.20-29	10.22.100.30-249
Burton Valley -Admin	10.23.100.x	10.23.100.1-9	10.23.100.10-19	10.23.100.20-29	10.23.100.30-249
Lafayette -Admin	10.24.100.x	10.24.100.1-9	10.24.100.10-19	10.24.100.20-29	10.24.100.30-249
Spring Hill -Admin	10.25.100.x	10.25.100.1-9	10.25.100.10-19	10.25.100.20-29	10.25.100.30-249
Stanley Middle -Admin	10.31.100.x	10.31.100.1-9	10.31.100.10-19	10.31.100.20-29	10.31.100.30-249
Happy Valley -Academic	10.22.101.x	10.22.100.1-19	10.22.100.20-69	10.22.100.70-79	10.22.100.80-249
Burton Valley -Academic	10.23.101.x	10.23.100.1-19	10.23.100.20-69	10.23.100.70-79	10.23.100.80-249
Lafayette -Academic	10.24.101.x	10.24.100.1-19	10.24.100.20-69	10.24.100.70-79	10.24.100.80-249
Spring Hill -Academic	10.25.101.x	10.25.100.1-19	10.25.100.20-69	10.25.100.70-79	10.25.100.80-249
Stanley Middle -Academic	10.31.101.x	10.31.100.1-19	10.31.100.20-69	10.31.100.70-79	10.31.100.80-249

7. Discuss, develop and implement a plan to provide basic network services. The planning process should include input from teachers and principals at all schools to develop a consensus. The technology department will need to demonstrate what basic services are and introduce staff to the use of shared file systems.

Web Sites

The district does not have a district Webmaster role or position, and its five school Web sites lack a common, professional look and feel. School and district Web sites are quickly becoming the preferred means of communication for parents and community members, and are increasingly held to a high standard.

Recommendation

The district should:

- 1, Assign an appropriate district-level staff member to act as the district Webmaster. This staff member will be responsible for creating a common, professional look and feel for all of the district's Web sites. School sites should be encouraged to keep up-to-date information on their sites. The district Webmaster should be responsible for all content added to the site and for providing staff at school sites with access rights to their Web pages as needed.

Appendix

Appendix A: Study Agreement

MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
September 7, 2006

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Lafayette 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 Lafayette 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 review of the administrative and operational positions of the District's central office in order to determine if the positions reflect sound professional practices and the implementation expectations of the District's 2006-2011 Strategic Plan.

Determine if the district's current Director of Curriculum and Instruction position should be reclassified to an Assistant Superintendent position. As needed, provide recommendations for suggested changes in the job descriptions, titles, roles and responsibilities, and reporting relationships of the identified positions, shown below:

Superintendent
Fiscal Services
Curriculum & Instruction
Special Services
Technology
Operations
Personnel

- 2) Conduct a comparative staffing survey of the District with six California K-8 school districts based on comparably sized enrollment and expenditures per pupil; and include in the final report a table of the

information identifying the district name, position titles and FTE.

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 selected school sites.
- 3) Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District following completion of the review.
- 7) Board Presentation – Upon request.

3. PROJECT PERSONNEL

The study team will be supervised by Anthony Bridges, Interim 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 Management Analyst
- B. Andrew Prestage or Philip Scrivano, FCMAT Technology Management Analysts
- C. Bob Rice, FCMAT Administrative/Fiscal Consultant
- D. Rod Sprecher, FCMAT Operations 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, presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. Based on the scope of work identified in section 2 A, estimated total cost is \$9,200. The District will be billed based on actual cost. Any change to the scope will affect the estimate of total cost.
- C. 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.

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:	October, 2006
Staff Interviews:	October, 2006
Exit Interviews:	October, 2006
Preliminary Report Submitted	December, 2006
Final Report Submitted	To be determined
Board Presentation	To be determined

7. CONTACT PERSON

Please print name of contact person: Dr. William Levinson,
Interim Superintendent

Telephone 925 284-7011 FAX 925 284-1525

Internet Address blevinso@lafsd.k12.ca.us

Dr. William Levinson, Interim Superintendent Date
Lafayette School District

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.