



CSIS California School Information Services

San Diego County Superintendent of Schools

Outdoor Education Program Food Service Review

June 28, 2011

Joel D. Montero
Chief Executive Officer







CSIS California School Information Services

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Randolph Ward, Superintendent
San Diego County Office of Education
6401 Linda Vista Road, Suite 140
San Diego, CA 92111

Dear Superintendent Ward,

In February 2011, the San Diego County Superintendent of Schools and the Fiscal Crisis and Management Assistance Team entered into an agreement for a review of the superintendent of schools' outdoor education program. Specifically, the agreement stated that FCMAT would perform the following:

1. SDCSS is requesting the Team to conduct an in depth comprehensive review of the Outdoor Education Program-Camp Cuyamaca. The program serves sixth grade students who attend a four or five day residential school program that includes hands-on learning opportunities which incorporates the state science framework. The FCMAT Team will conduct a review of the Outdoor Camp's current child nutrition program which serves breakfast, lunch and dinner to approximately 12,000 students. The review will include food preparation, ordering, inventory, cash management, staffing, policies and procedures, federal and state compliance, menu planning, warehousing and food storage, purchasing and facilities. The team will provide recommendations for enhancing revenues or implementing changes needed to support the program and provide a more efficient operation.

The attached final report contains the FCMAT study team's findings and recommendations.

FCMAT extends thanks to all of the staff and administration of the San Diego County Superintendent of Schools and its outdoor education program for the assistance and cooperation provided during this review.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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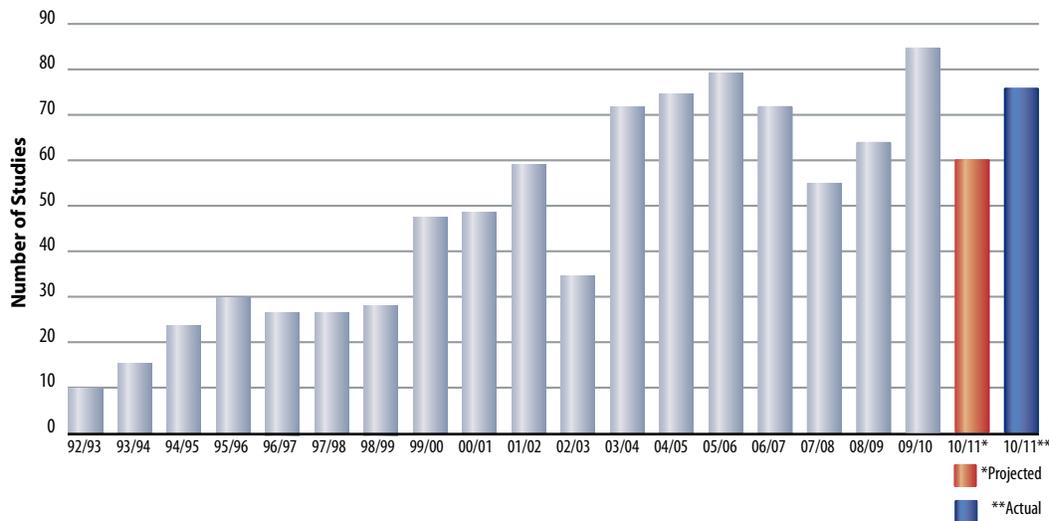
About FCMAT

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

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

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

Studies by Fiscal Year



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

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

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

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

Introduction

Background

The San Diego County Superintendent of Schools' (SDCSS) outdoor education program was established in 1946 to provide sixth grade students the opportunity to learn and experience life science and earth science, outdoor skills and various recreation activities.

The program is located at Camp Cuyamaca in Rancho Cuyamaca State Park near the small community of Descanso, California, approximately 40 miles east of San Diego. Originally, the outdoor education program had three mountain camps: Fox, Palomar and Cuyamaca. Fox camp was closed and merged with Cuyamaca earlier this school year; and the Palomar site is leased and the program has been consolidated with Camp Cuyamaca. The program recently celebrated its 65th anniversary.

The program's curriculum is designed to align with the California science content standards for sixth grade science. During the school year, students from throughout San Diego County attend a five-day residential camp under the leadership of visiting classroom teachers and trained camp counselors. Students are assigned to one of three "villages" where they learn and discover geology, meteorology, astronomy, biology, hiking, ecology, Native American lore, animal tracking, rock climbing and many other activities. The program serves approximately 12,000 students each year. Because the students are on site 24 hours a day, the cafeteria serves breakfast, lunch and dinner.

Camp Cuyamaca's rural location provides a perfect backdrop for sixth grade students to explore many aspects of natural science. It is this same rural environment that prevents the food service program from capitalizing on food pricing, vendor selections, availability of fresh fruits and vegetables and even recycling options.

The child nutrition program for camp Cuyamaca is unique and presents many operational challenges. These are challenging times for schools throughout California; budgets have been cut deeply over the last three years. As school district and county office budgets are reduced, supplemental programs are the first to be eliminated. The outdoor program has been affected by these changes, as evidenced by the closure of Fox Camp this last year, the reduction of camp Cuyamaca's budget by more than one million dollars over the last three years, and the camp's continued deficit spending.

In an attempt to provide a quality program at the most efficient cost, SDCSS requested that FCMAT study the outdoor education program's child nutrition program and provide recommendations to increase revenues or implement other changes needed to increase operational efficiency.

Study Guidelines

The Fiscal Crisis Management Assistance Team (FCMAT) visited the San Diego County Superintendent of Schools' outdoor education program at Camp Cuyamaca on March 28 and 29, 2011 to conduct interviews, collect data, review documents and inspect facilities. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Menu Planning, Purchasing and Meal Service
- III. Operation and Staffing
- IV. Special Meals
- V. Program Compliance
- VI. Additional Issues
- VII. Appendix

Study Team

The study team was composed of the following members:

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Executive Summary

The San Diego County Superintendent of Schools' (SDCSS) outdoor education program at Camp Cuyamaca follows the guidelines established for the National School Lunch and Breakfast Programs and uses the programs' traditional food-based menu planning option. Although dinner is not subject to the program requirements, the same nutritional standards should be applied.

A state review in 2009 found that the camp's menus were 89% compliant with regard to minimum number of calories and iron but slightly high in total fat and saturated fat. Since then, the food service department has implemented a corrective action plan and changed the menus to meet federal and state standards, and as a result the audit has been closed. The camp also recently purchased NutriKids nutritional analysis software and staff have begun entering information for every menu item.

This school year the camp included some organic fruits and vegetables when available. The food service department plans to continue partnering with organic suppliers.

The food service program serves more than 360 students, 50 staff members and 10 visiting teachers each day. Meals are served family style in two shifts. To comply with traditional food-based menu planning, each table must have a sufficient quantity of each meal component for each student. To minimize waste, staff should serve only the minimum quantities; refills are always available. Condiments should be served in closed or reusable containers to reduce waste.

Although food service is reasonably efficient, approximately one third of the students are served in the first meal shift and two thirds in the second shift. It would be more efficient to serve the larger group first.

Because current requirements include serving milk to each student and discarding unopened milk containers after they are served, the amount of milk wasted each day is of particular concern to management. The program manager should work with the CDE's regional child nutrition consultant to solve this issue.

Food service workers have a split shift with a one- to 2.5-hour midday break. Staggering the start and end times for workers would provide optimum coverage during the busiest time of day and would eliminate the need to have workers on site for 12 hours. To accommodate this schedule, warmer units could be used, allowing some foods to be prepared earlier in the day.

The chef position has been vacant for several months and its administrative duties are managed by an interim supervisor. The two cooks are fully capable of managing the kitchen operation under the guidance of the interim supervisor. The camp should consider restructuring staffing to include a supervisor position rather than filling the chef position.

Meals per labor hour (MPLH) is an industry standard measurement of food service efficiency. A minimum of 30 meals per labor hour is typical; however, many factors can affect this minimum. The camp had an MPLH of 21 over a 12-week period analyzed. An MPLH of 25 would be optimal for the camp. This suggests that the camp's food service program is overstaffed.

Students with special dietary needs are singled out as a group in front of other students and directed to the kitchen to inform the staff of their needs and later to receive their meals. The overt identification of these students in front of their peers is not acceptable and does not meet program guidelines. In addition, for health and safety reasons, no students should be allowed in the kitchen.

The regular potato chips and mayonnaise taken on hikes for lunches do not meet nutritional requirements and should be replaced or eliminated.

For the 50 permanent staff members and approximately 10 visiting teachers each week, the food service staff prepare different meals than the students receive and serve it 30 to 60 minutes before the students' meals. Policy states that staff may eat with students, or eat the different meal earlier. The staff meals are served in the kitchen area using counter space needed for student meal preparation; this increases the risk of cross-contamination and raises safety issues. Socializing provides positive camaraderie but also interferes with food service staff members' efficiency. Some staff ate the different staff meal in front of students. This meal service should be moved out of the kitchen, and staff should not eat different meals in front of students.

One kitchen ventilation hood was not operational. This is of particular concern because the kitchen must have adequate ventilation to meet health and safety code regulations.

The outdoor school program promotes environmental stewardship but does not recycle, and the school does minimal composting. Managers should research options for recycling and for composting more food scraps.

During meals, one student delivers food to the dining table, takes the water pitcher to the kitchen staff to refill, and returns dishes and utensils after the meal. This usually works well but could be modified to relieve congestion during cleanup at the end of the meal period.

The food service staff mop the cafeteria floor each Friday, but this should be changed to mopping sections of the floor each day and the entire floor on Fridays.

During the 2010-11 school year, Fox camp, another camp owned and operated by the SDCSS, was closed and merged with Camp Cuyamaca. The Fox camp facility is rented out on the weekends to nonprofit and governmental organizations. Because Fox camp is large enough to accommodate weddings or corporate retreats, the superintendent of schools should market the property for such events to raise additional revenue.

There is always room for improvement, but overall the food service program is efficient and serves nutritious and appetizing food. This report's recommendations offer strategies to reduce expenditures, increase revenues and provide a more efficient operation.

Findings and Recommendations

Menu Planning, Purchasing and Meal Service

Menu Planning

The San Diego Superintendent of Schools' outdoor education program follows the guidelines for the National School Lunch and Breakfast Programs' and uses those programs' traditional food-based menu planning option. This requires that at each meal the program serve certain meal components in specific amounts that meet or exceed minimum quality and nutritional requirements. In addition, the menus must meet specific calorie levels for various age groups as well as targets for protein, vitamins A and C, calcium and iron. The menus also may not exceed 30% total fat or 10% saturated fat. This traditional option also requires standard recipes and production records, and it must meet federal nutrition standards.

Meal components include the following:

- Meat or meat alternative
- Fruits and vegetables
- Breads and grains
- Fluid milk

Tables 1 and 2 describe the meal components and minimum quantities for the traditional program and offer some sample food items in each group for both breakfast and lunch.

Table 1: Traditional Food-Based Menu, Breakfast Components

Meal Component and Minimum Quantities K – 12		
Milk		
Milk – Fluid	On cereal and/or as a beverage	8 fl. oz. or 1 cup
Fruits & Vegetables		
Fruit/Vegetable/Juice	Fruit and/or vegetable, or full-strength fruit or vegetable juice	½ cup
Select one serving from each of the following components or two servings from one component:		
Grains		
Whole grain or enriched bread		1 slice
Whole grain or enriched biscuit, roll, muffin, bagels granola bar or oatmeal.		1 serving
Whole grain, enriched or fortified cereal		¾ cup or 1 oz.

Meat or Meat Alternatives		
Meat, poultry or fish (ham slice, Canadian bacon, turkey sausage, maple-flavored pork breakfast patty)		1 oz.
Cheese slices, string cheese, mozzarella cubes or cottage cheese		1 oz.
Hard-boiled egg or scrambled eggs		½ large egg
Peanut butter (or other nut), or seed butters		2 Tbs.
Cooked dry beans and peas		4 Tbs.
Yogurt		4 oz. or ½ cup
Nut and/or seeds	No more than 1 oz. of nuts and/or seeds may be served in any one meal.	1 oz.

Table 2: Traditional Food-Based Menu, Lunch Components

Meal Component and Minimum Quantities Grades 4 -12		
Milk		
Milk – Fluid	As a beverage	8 fl. oz.
Fruits & Vegetables		
Fruit/Vegetable	Two or more servings of vegetable or fruit or both	¾ cup
Grains		
Must be whole grain or enriched. One slice of bread is equivalent to one serving.	Equivalents to one slice of bread include: Biscuits, rolls or ½ cup of rice, macaroni, noodles, other pastas or cereals	8 servings per week. Minimum of 1 per day
Whole grain or enriched biscuit, roll, muffin, bagels granola bar or oatmeal.		1 serving
Meat or Meat Alternatives		
Meat, poultry or fish (ham slice, Canadian bacon, turkey sausage, maple-flavored pork breakfast patty)		2oz.
Cheese slices, string cheese, mozzarella cubes or cottage cheese		2 oz.
Hard-boiled egg or scrambled eggs		1 large egg
Peanut butter or other nut or seed butters		4 Tbs.
Yogurt		8 oz. or 1 cup
Cooked dry beans and peas		½ cup
The following may be used to meet up to 50% of the requirements, but must be used with any of the above food items.		
Peanuts, soy nuts, tree nuts, or seeds (or equivalent quantity or any combination or the above meat/meat alternative	1 oz. of nuts or seeds = 1 oz. of cooked lean meat, poultry or fish	1 oz. = 50%

Regulations also allow the program to provide what is known as “offer versus serve,” under which items are offered to students rather than served. The goal is to reduce waste and give students a choice in their meal selections yet continue to maintain minimum nutrition standards. Following are the National School Lunch Program requirements for offer versus serve.

National School Lunch Program Offer Versus Serve Traditional Food-Based Menus

- All five food items must be offered to all students.
- Students must take a full portion of at least *three* of the five food items:
 - One serving of meat, meat alternative, milk or grains/breads, and
 - Two servings of vegetables and fruits.
- Serving sizes must equal the minimum required quantities for the appropriate grade group.
- Students have the option of which item(s) to decline.

Although the traditional option does not require the camp to use computers to analyze the menu components, the camp is required to meet the standards and will be audited by the state during the scheduled program review. During a 2009 state review, 89% of the camp's food items complied with the minimum number of calories and iron, but some were slightly higher than the standard in total fat and saturated fat. The camp staff have since modified the menus to meet standards, and the food service department continues to make changes to improve the nutritional quality of the food and maintain the required standards.

The food service program has recently purchased NutriKids, a nutritional analysis computer program, to begin analyzing menus and recipes to ensure compliance during future state reviews. Implementation requires that all the menus and menu items be entered into the computer program, including a complete nutritional and caloric analysis of each menu item. The camp will benefit from completing this project to maintain compliance. The chef and/or supervisor will need to collaborate to ensure that recipes are followed consistently and that any new items are reviewed in the system before being placed on the menu. The chef position is currently vacant, but the child nutrition clerk is performing these duties and has made significant progress in correcting compliance issues.

The camp's commodity food entitlement is based on the number of meals served annually and thus comprises a small fraction of the total food required; however, it is still important to fully use commodities in menu planning. It is also possible to route commodity entitlements such as bulk beef, chicken and cheese to a commodity processor to turn these products into pre-cooked hamburger patties, chicken nuggets and pizza. Processing commodity foods may be more cost effective than purchasing processed items from a vendor. In addition, using pre-cooked commodity hamburger patties reduces production time and eliminates concerns about food-borne illness from undercooking meats or meat alternatives.

Menus are usually planned on a one-week rotating cycle with seasonal variations. The menu items are appropriate for the age group. Staff members take great pride in producing quality food that is both appetizing and nutritious. The cooks use whole grain products to make pancakes, whole wheat pasta and breads. The program offers meatless alternatives at all meals, and recently implemented meatless Mondays by serving only vegetarian meals to all students on Mondays.

The breakfast and lunch menus must follow the nutrition guidelines described above. Although dinner is not part of the National Lunch and Breakfast program and is thus not required to comply with the same regulations, the dinner menu offers the same nutritional components as lunch, with the exception of milk. At dinner, students are served a non-carbonated punch made from a mix that has high sugar content. The camp would benefit from eliminating the punch and offering milk instead to meet the high calcium requirements of children in sixth grade. Offering milk would also correlate with the outdoor education department's fitness and wellness goals and with Board Policy 3351 - Student Wellness in Outdoor Schools, which states, "...all foods and beverages served outside of the federally reimbursable meal program are nutritious and support student wellness."

Recommendations

The camp should:

1. Continue its efforts to analyze menus and recipes to ensure compliance with regulations.
2. Ensure that food service staff follow recipes and menus and note any changes in the production records.
3. Ensure that commodity products are used in the menus as thoroughly as possible. Consider sending commodity foods to a processor to reduce food costs.
4. Eliminate the non-carbonated punch from the dinner menu and offer milk instead.

Purchasing

Farm-to-School is a program encouraged by the United States Department of Agriculture (USDA) and the nutrition services division of the California Department of Education (CDE). This program is also included in the superintendent of schools' long-term *Goals for the Outdoor Education Child Nutrition Program*, dated 2009. The purpose is to promote better nutrition through the use of more fresh fruits and vegetables, and to encourage partnerships between local farmers and local schools. The camp is striving to use local and organic produce when available.

During this school year, staff used produce purchased from Dragon Organics, which is in the San Pasqual Valley on the campus of the San Pasqual Academy, a residential educational program for foster teens that offers several hands-on work readiness and training programs. Dragon Organics is one of the entrepreneurial educational programs that allow students to learn about business while gaining work experience.

Among the most recent purchases from Dragon Organics are organic lettuce and strawberries. Camp Cuyamaca plans to expand the use of organic products as they become available. Although this is a desirable concept, cost needs to be taken into consideration when using local produce. Depending on the source and the season, this option could be considerably more expensive than other vendors.

The camp uses mostly canned fruit and vegetables. However, fresh fruit and vegetables include salad, carrots, celery, apples, oranges and bananas. Fresh fruits and vegetables may be limited because of the difficulty of delivering them to the camp's remote location and the limited availability of seasonal options.

The interim food services supervisor is actively pursuing ways to combine the farm-to-school concept with the camp's food service by attending the countywide farm-to-school organization meetings. The camp will benefit if the staff continue to create partnerships with the local farmers and programs similar to Dragon Organics to promote good nutrition through the use of fresh fruits and vegetables.

Recommendations

The camp should:

1. Continue efforts to partner with local farmers and programs like Dragon Organics to procure local and organic fruits and vegetables.
2. Review fruit and vegetable choices on menus and incorporate more variety of fresh items.

Meal Service

The camp serves meals family style: bulk food is served on large platters and bowls and then placed on the students' tables for self service. As described earlier, the amount of food served must be of sufficient quantity to meet the minimum requirements for each student. Students may choose which foods they want to eat but are not required to take all the items. Second and third helpings are available to students who desire them.

During lunch, FCMAT observed that the posted menu included carrots, celery and olives as the vegetable choice. However, no celery and an average of just one carrot and one olive for each student was served, which did not meet the minimum requirements. The explanation given was that the kitchen did not receive the entire delivery order. Best practice in such a situation is for staff to substitute other vegetables for items that are not available, and to note these substitutions on menu production records.

Menu production records are a requirement under the traditional meal program. Their purpose is to document the number of meals served and the amount of food prepared to ensure that sufficient food was served to meet nutritional requirements for each student. They also document that the posted menu is being followed. The camp's kitchen staff have not been consistent about keeping these records in the past, and this was noted during the last state review in 2009. The interim supervisor has started using a state-approved production record form and is working with staff to maintain proper records.

The challenges of family style service include waste and food cost. Because the total number of portions of all meal components is required to be available on each table, there is often extra food which must be thrown away. One way to minimize the waste is to serve only the minimum portions on the platters during the initial service. Students can be encouraged to eat all the meal components served (fruits, vegetables, milk and breads) before being served a second portion of the entrée. Although some students may indeed be hungry and need more than minimum portions, it is important to ensure a well-balanced meal.

Some condiments, such as honey and barbeque sauce, are served in small bowls with a serving spoon; other condiments, such as pancake syrup, are served in a closed pitcher or squeeze bottle. If served in bowls or other open containers, the leftover condiments must be discarded; if served in closed containers, the leftover condiments may be stored and used at another meal. Closed containers also reduce the need to wash containers after each meal. The camp would benefit from using squeezable bottles or closed pitchers for all condiments to reduce waste and the need to wash containers.

The amount of milk being wasted is of particular concern to the camp's managers. The possibility of taking a head count of students at each table who want milk and serving only that amount was discussed with FCMAT. However, the state child nutrition consultant for the San Diego region indicated that is not an option. According to the consultant, the family style service requires that one carton of milk per child be placed on the dining table. Further discussion with the consultant regarding alternatives may offer another solution.

The staff collect unopened cartons of milk and return them to the kitchen for reuse. This is a violation of Section 114079 of the California Food Code, which specifically states that potentially hazardous foods or beverages served to a consumer may not be reused. This is further discussed in California Nutrition Services Management bulletin # 05-2008, dated September 2008 and is available on the CDE website at www.cde.ca.gov/ls/nu/sn/mgmb.asp. This bulletin refers to family style meal service, in which all foods and beverages served at the table must be

discarded. Although the local child nutrition representative has approved returning unused, sealed milk that has been properly maintained with the use of ice, child nutrition consultants from the CDE and local health departments that monitor these laws may have different interpretations of this requirement. Therefore, the camp's managers would benefit from a written opinion.

Placing posters from the American Dairy Council in the cafeteria to promote milk can provide students with valuable nutritional information regarding the importance of drinking milk and may also help reduce waste.

Calcium is stored in the bones and teeth and functions to support bone structure. According to the National Institute of Health's Office of Dietary Supplements, bones undergo a "constant resorption and deposition of calcium into new bone," and these are strong determinates of bone density. The balance between resorption and deposition of calcium changes with age but peaks in young children and adolescents. During periods of growth in childhood and adolescence, bones increase in size and mass. Strong *bone density* is usually attained by age 18 and lasts a lifetime with a balanced diet and exercise, but *bone mass* peaks around age 30. Yogurt, cheese and nonfat or lowfat milk have the highest concentrations of calcium along with nondairy sources such as spinach, kale and broccoli. Research supports the importance of milk in a child's diet and provides conclusive evidence of the link between children's bone development and calcium in the diet, especially for this particular age group. Providing nonfat or lowfat milk in the meal plan is also a requirement of both federal and state regulations; therefore, staff members should encourage students to drink milk at every meal.

Recommendations

The camp should:

1. Ensure that sufficient portions are served to comply with regulations. Monitor staff compliance in making menu substitutions when necessary and correctly documenting all foods on production records.
2. Instruct staff to substitute other vegetables if items on the menu are not available. Substitutions should be recorded on the production records.
3. Avoid serving excessive portions on platters and bowls to reduce waste.
4. Encourage students to eat all meal components before receiving a second entrée.
5. Use squeeze bottles and/or other closed containers for condiments so leftovers can be used and dishwashing reduced.
6. Work with the child nutrition consultant on possible alternatives to placing a carton of milk at every student's place at the table.
7. Encourage students to drink milk with their meals and use this as a nutrition education opportunity. Consider placing posters from the American Dairy Council in the cafeteria area to encourage this and inform students.
8. Check with the regional child nutrition consultant in the San Diego area and the local health department regarding the possible reuse of unopened

milk cartons. Cease this practice until written verification of the practice is obtained from program regulators.

Operation and Staffing

Operation

FCMAT observed the camp's two cooks and four food service workers from 7:45-10 a.m. During this time, staff washed dishes from the first breakfast, prepared and served the second breakfast, provided separate food to students with special dietary needs, washed second breakfast dishes, cooked the student and staff lunches, and started preparing for dinner service. The operation was efficient.

The Cuyamaca outdoor camp is divided into three groups called "villages," each of which has a maximum of 120 students. At breakfast and dinner, one village is served first and the other two villages come afterwards. One food service worker, called the floater, prepares platters and bowls between the two meal periods. The cook limits the amount of food served to the first group to ensure that sufficient food is available for the larger second group. During breakfast, one food service worker is stationed on the serving line while the other two workers are preparing food.

It would be more efficient to serve two villages at the first meal and one village at the second meal. This would facilitate setup for the second meal directly on the tables, thereby eliminating the time allotted for the floater to prepare the meal platters and bowls in between the meal services. It would also eliminate the concern about having enough food for the larger second meal. In addition, the majority of cooking for both meal periods would be accomplished during the first meal, allowing one additional worker to be stationed on the serving line during the later meal.

Staffing

Food service workers have a split shift, with a one- to 2.5-hour midday break. This causes workers to be on site for 12 hours each day except Friday, which is a short day because students are served only breakfast before returning to their school districts. Staggering start and end times for workers and overlapping their schedules during the busiest time of the day would eliminate the need to have all food service workers on site for 12 hours each day and would provide the appropriate coverage.

A staggered schedule would require food warmers so that the morning shift could start preparing evening entrees. Food warmers have temperature regulators and several shelves designed to hold large pans of prepared food. Some also have moisture control. These units can hold large amounts of food at a constant temperature for a long period of time. Pasta sauce, mashed potatoes, and macaroni and cheese are some of the many foods that could be prepared earlier in the day and placed in food warmers.

Table 3 shows a proposed staffing model that provides adequate coverage for breakfast, lunch and dinner. Schedules for Monday through Thursday include a one-hour break. The schedule provides a total of 40 hours of work per week for each employee, which does not alter the existing number of labor hours. Additional modifications to reduce staffing could be achieved based on a new staffing structure.

Table 3: Cuyamaca food service proposed staggered staffing schedule

Position	Monday	Tuesday	Wednesday	Thursday	Friday
Supervisor	8 a.m. - 5 p.m.	8 a.m. - 5 p.m.	8 a.m. - 5 p.m.	8 a.m. - 5:00 p.m.	8 a.m. - 5 p.m.
Cook	7 a.m. - 4 p.m.	8 a.m. - 6:30 p.m.	8 a.m. - 6:30 p.m.	8 a.m. - 6:30 p.m.	6 a.m. - 9:30 p.m.
Cook 2	10:45 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	6 a.m. - 9:30 a.m.
Food Service Worker-Pots/Salad	7 a.m. - 4 p.m.	8 a.m. - 6:30 p.m.	8 a.m. - 6:30 p.m.	8 a.m. - 6:30 p.m.	6 a.m. - 9:30 p.m.
Food Service Worker-Floater	10:45 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	6 a.m. - 9:30 a.m.
Food Service Worker- Dishwasher	7 a.m. - 4 p.m.	8 a.m. - 6:30 p.m.	8 a.m. - 6:30 p.m.	8 a.m. - 6:30 p.m.	6 a.m. - 9:30 p.m.
Food Service Worker- Dishwasher	10:45 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	9:15 a.m. - 6:45 p.m.	6 a.m. - 9:30 a.m.

In addition to a staggered staffing schedule, it is advisable to rotate staff member assignments within the kitchen to provide adequate cross training during staff absences.

The chef position has been vacant for several months; the child nutrition clerk is performing the administrative portion of chef position's duties on an interim basis three days a week. Based on the proposed schedule above, the staffing is adequate without filling the chef position. The two cooks are fully capable of managing the kitchen operation under the guidance of a supervisor. Creating a child nutrition supervisor position rather than filling the chef position could provide for increased management of the food service program. Although there may be no overall savings, FCMAT believes that this increased management would better meet the program's needs.

Recommendations

The camp should:

1. Serve two villages at the first meal and one village at the second to facilitate setup for the second meal.
2. Restructure the food service staff schedule to eliminate the split shift. Stagger the start times so that some staff start the day earlier and overlap with others who start later and finish the day.
3. Purchase a food warmer to facilitate an earlier cooking schedule.
4. Rotate the food service workers to provide cross training.
5. Consider eliminating the chef position and replacing it with a child nutrition supervisor position to manage the food service program.

Meals per Labor Hour

An industry standard for measuring productivity in food service is to analyze the number of meals served per hour of labor. The typical standard used in school food service is a minimum of 30 meals per labor hour (MPLH), though many factors can affect this minimum.

The rural setting of the camp and the need to serve three meals a day makes it different from a typical school district cafeteria service. Students arrive around midmorning on Monday and stay at the camp until Friday morning. The camp is relatively remote, with small communities nearby. Because the number of students served can vary greatly from one week to the next, staffing is maintained at the maximum capacity. These factors make it difficult to apply the normal standard of 30 MPLH to this type of operation.

Factors that increase the camp's MPLH include the family style service with bulk food on platters and bowls for each table instead of individual trays, and the fact that student helpers, called "hoppers," serve and clear food and dishes. In addition, the camp's method of counting students by table is quicker than having them go through a line and be accounted for on a computer.

Taking into account these factors, FCMAT analyzed the camp's MPLH using total student meal counts each week for 12 weeks from January through March, 2011. Staff meals were included, though verification of actual staff meals is not possible. Staff members are supposed to place a check mark by their names on a chart in the kitchen whenever they get a meal, but this does not happen consistently. For this calculation, FCMAT used the total possible staff meals served, which included 13 meals a week for each of the 50 regular staff and an average of 10 visiting staff. Using the total possible staff meals increases the total number of staff meals but does not have a significant effect on the calculation.

Labor hours were calculated using a 40-hour work week for six employees, for a total of 240 labor hours a week. The number of staff hours remains consistent each week, but the number of students served varies significantly from week to week. The hours for the food service supervisor were not counted even though she sometimes helps with production. Any extra floater or substitute hours were also not included in the calculation.

Table 4 shows the camp's MPLH over the 12 week period. The average number of meals served each week was 4,925, and the average MPLH was 21. Even considering the camp's rural setting and program, an average of 21 MPLH is low; an MPLH of 25 or more would be optimal.

Table 4: Outdoor Education Program meals per labor hour over 12 weeks

Week	Total Student Meals	Average Staff Meals Per Week *	Total Meals Per Week	Labor Hours Per Week **	Meals Per Labor Hour (MPLH)
1/10/11	4,764	780	5,544	240	23.10
1/17/11	3,359	780	4,139	240	17.25
1/24/11	3,650	780	4,430	240	18.46
1/31/11	4,329	780	5,109	240	21.29
2/07/11	3,778	780	4,558	240	18.99
2/14/11	3,988	780	4,768	240	19.87
2/21/11	3,241	780	4,021	240	16.75
2/28/11	4,859	780	5,639	240	23.50
3/07/11	3,374	780	4,154	240	17.31

3/14/11	4,959	780	5,739	240	23.91
3/21/11	4,782	780	5,562	240	23.18
3/28/11	4,660	780	5,440	240	22.67
Average Meals Per Week					
			4,925		
Average MPLH					
				21	

*Average Staff Meals – 50 permanent staff members plus 10 visiting teachers per week multiplied by 13 meals per week.

**Six food workers at 40 hours per week.

Based on the MPLH analysis and direct observations during fieldwork, the camp's labor hours are excessive. This data supports the earlier recommendation to consider replacing split shifts with staggered shifts. It also confirms that there is no need to replace the chef position for production. A supervisory position to ensure compliance with program regulations would serve the camp better.

Recommendation

The camp should:

1. Consider restructuring and staggering shifts, as recommended earlier in this report. Work with the employee bargaining unit when planning for this change.

Special Meals

Special Dietary Needs

The camp does a commendable job of accommodating students' special dietary needs. They receive dietary information from guardians and school districts ahead of time so they can be prepared to offer alternatives that meet students' special requirements.

However, the manner in which special diet needs are recognized and accommodated in the cafeteria needs modification. Students with special diet needs are called out in front of their peers in the cafeteria during the first meal of the week and asked to go into the kitchen. The dietary needs are not disclosed in front of the group, but at this age being singled out in a group can be embarrassing and may prompt questions from peers.

These students then go into the kitchen and wait to personally speak with the cook about their special dietary needs. Thereafter, at each meal the students come into the kitchen to receive their alternate meal.

The overt identification of students in front of their peers is not acceptable and does not meet program guidelines. In addition, students should never be allowed in the kitchen preparation area because this puts them at risk of an accident and may cause a liability to the camp. Having students inside the kitchen area also increases the risk of cross-contamination of food.

A better practice would be for students to meet with the cook before the meal to discuss their needs and be given their alternate meals from the serving counter outside the kitchen.

Sometimes students who are picky eaters but do not have special diet needs are catered to. This is not a best practice.

Recommendations

The camp should:

1. Refrain from singling out students who have special dietary needs.
2. Develop another method and time for students to meet with the kitchen staff regarding their special dietary needs.
3. Cease allowing students to come into the kitchen.
4. Serve students who have special diet needs outside the kitchen, on the serving counter.
5. Refrain from catering to picky eaters. Instead, encourage students to eat the foods served.

Meals on Hikes

Each village takes an all day hike one day during the week. In keeping with the family style food service, bulk food is packed and taken on these hikes. Students make sandwiches from loaves of bread, deli meat, cheese, mayonnaise, mustard, lettuce and pickles. Sunflower butter and jelly are sent for vegetarian students when available. The mustard is sent in a squeeze bottle and the mayonnaise is sent in a refillable plastic container. The condiment containers are time-consuming to clean and the leftover product must be thrown away for safety.

Using packets of condiments instead of containers would eliminate any concern over condiments such as mayonnaise exceeding recommended holding temperature, would reduce waste from leftover products and would eliminate the need to clean containers and thus reduce labor time.

Some food items, such as regular potato chips and mayonnaise, do not comply with the goals of the wellness plan and make it more difficult to minimize fat content in accordance with federal and state regulations. Eliminating mayonnaise and using baked or reduced fat chips would better meet these goals. Trail mix, reduced fat chocolate chip cookies, fresh fruit, water and chocolate milk are also viable options.

Recommendations

The camp should:

1. Use individual packets of condiments to eliminate product waste and cleanup time.
2. Consider eliminating the use of mayonnaise and using baked or low fat chips and/or other lower fat items.

Staff Meals

The camp has 50 permanent staff members and approximately 10 visiting teachers each week. According to camp policy, staff can eat student meals with students if they like or may eat a special meal prepared and served approximately 30 to 60 minutes before student meals are served. These early meals allow food service staff to cater to staff members' preferences and offer more variety than the regular student menu. This is appropriate because the student menu repeats weekly and the permanent staff members are there throughout the school year. Eating the student meals every week would be repetitious.

The staff meals are offered in a self-serve buffet in the kitchen preparation area. The food, dishes and utensils take up two full counters and the beverage station takes up part of another. This uses valuable space needed to prepare student meals.

The staff members are supposed to eat before students, but the food is usually kept out during the time the students are being served. There is considerable social interaction and camaraderie between kitchen staff and instructional staff, which is positive but also interferes with kitchen productivity. A great deal of food service time is spent talking with and catering to the instructional staff members' personal needs.

Allowing unauthorized staff in the kitchen preparation area creates a sanitation and safety concern, including a significant risk of cross-contamination. Accidents such as burns, falls and cuts can also happen in a kitchen that is overcrowded.

One possible better location for the staff meal service is the back of the cafeteria near the ice machine area. This area is sufficient for a table to be set up, with chafing dishes and iced containers to keep food at proper temperatures.

Staff members currently eat food that is not served to students in the students' presence. It was common to see staff members eating the special staff meal at the tables while students were waiting to eat. Staff members have choices that may be more appealing to students than what they are served, such as cookies, or baked chicken instead of soy nuggets. Some staff members also brought individual boxed pizzas into the dining area and ate pizza at the dining table while students were waiting to be served.

Recommendations

The camp should:

1. Ensure that staff adhere to the policy and either eat a special meal during the early meal time, or eat the same food as the students if they choose to eat at the same time as the students.
2. Move the serving area for staff meals outside the kitchen to ensure safety, proper sanitation and kitchen efficiency.
3. Review the current practice of staff members eating food that is not served to students in their presence

Program Compliance

The National School Meal Program is regulated by both the United States Department of Agriculture (USDA) and the California Department of Education (CDE). The CDE's nutrition services division monitors the program. The program is audited at least every five years (more often if it is out of compliance). The audit is divided into the following two parts:

1. The Coordinated Review Effort (CRE) covers general and specific program compliance including free and reduced price meal eligibility, counting and claiming of meals, breakfast and lunch program, menus, sanitation and wellness policy.
2. The School Meals Initiative (SMI) focuses on the nutritional aspects of the program including recipes, menus, menu production records, nutritional analysis and educational activities.

Detailed information on both of these reviews can be found on the nutrition services section of the CDE's website.

The camp's last CRE and SMI audits were performed in Nov 2009, and some areas were found to need corrective action at that time. A summary of the corrective action items follows:

- Incomplete meal counting and claiming procedures
- Inadequate food production records
- Failure to follow recipes to ensure adequate amounts of food were prepared
- Lack of documentation regarding food safety training for kitchen staff
- Serving products containing artificial trans fats
- Lack of implementation of the school's wellness policy

SMI compliance issues mainly involved menus that did not meet nutritional standards: they were slightly low in calories and iron and slightly high in fat and saturated fat. Completing the input of all items into the new NutriKids program will allow staff to monitor menu items to ensure compliance.

Since the 2009 audit, managers have prepared a corrective action plan for each of the corrective action items and submitted documentation to the state department that shows both improvement and compliance. In response, the CDE accepted the corrections and closed the review for both the SMI and CRE. The camp will need to continue to work diligently to maintain compliance.

Recommendation

The camp should:

1. Ensure that all kitchen staff members are aware of regulations and expectations to maintain program compliance.

Additional Issues

Kitchen Equipment

One ventilation hood does not work. This is of concern because the kitchen needs adequate ventilation to comply with health and safety codes. The camp has no maintenance agreement with an authorized vendor for situations such as this. Such an agreement would help ensure optimal equipment performance.

Food service staff used a large spoon to distribute pancake batter on the griddles when a pancake gun or ladle would have sped up service and reduced waste. Specialized wares such as these would help increase efficiency.

Recycling and Composting

The outdoor education program promotes stewardship of the planet. However, many recyclable items such as milk cartons, plastic bottles, plastic containers and cardboard boxes are placed in the garbage during clean up. Although the school is composting some food scraps, the majority of food waste is discarded in the trash. According to staff, the kitchen does not recycle because they have no vehicle to transport the recycling and have not found a recycler willing to pick up recyclable materials from the camp's remote location. Finding such a recycler or transporting recycling materials to San Diego on the current Tuesday mail run would benefit the camp.

Increased recycling and composting could be accomplished by making one student at each table responsible for collecting leftover food and napkins for the composting bin. Instructors could also incorporate the importance of composting and recycling into their lesson plans. Placing the composting and recycling bins near the trash containers would both allow the students to model a real-world example and demonstrate how this process could be used at their own schools and at home.

The CDE provides assistance and training in many areas of food service management. The February, 2011 Commodity Chronicle has an article titled "Ten Tips For Greener Food Service," which includes creative options for composting and recycling as well as websites containing additional information.

Serving and Cleanup

Because more than 360 students are served in double shifts, accelerating delivery and cleanup of the meal is essential.

Currently each student hopper delivers the bulk food to the dining table for twelve students. Hoppers who need to have the water pitcher refilled must wait for a food service worker to refill the pitcher from a large pot behind the serving counter. This same food service worker is responsible for refilling serving dishes, and refilling water pitchers sometimes delays this task. One way to improve efficiency would be to add a fixture to the dining room water fountain that would allow students to refill the water pitchers.

More than 20 student hoppers return used dishes at the same time to two cleanup stations at the end of the meal, which is sometimes chaotic. A third cleanup station would ease this congestion.

Currently, food service workers clean the restroom daily and mop the cafeteria floor each Friday. A more effective practice would be to mop one third of the floor each day for three days and the entire dining area on Fridays. For example, the floor area at and around tables 1 through 7 could be mopped on Tuesdays, tables 8 through 14 on Wednesdays, tables 15 through 20 on

Thursdays, and the entire dining area on Fridays. This should be the responsibility of the maintenance and operations crew.

Facility Rental

During the 2010-11 school year, Fox camp merged with Camp Cuyamaca and the outdoor programs at Fox camp were closed. This site is owned by the San Diego county Superintendent of Schools and is rented out on the weekends to nonprofit agencies, government organizations and other school programs.

Fox camp has eight cabins with 432 beds. Additional revenue might be generated if the property were marketed for to rent for weddings or corporate events.

Recommendations

The camp should:

1. Establish a maintenance agreement or agreements with vendor(s) to ensure optimal equipment performance. Priority should be placed on kitchen equipment that is not functioning properly.
2. Ensure that managers request from staff a list of equipment and small wares needed, and purchase these to increase efficiency.
3. Research the possibility of having a recycler pick up recyclable materials, and ask the current trash provider to provide containers for recyclable items. If these options are not available, consider having the camp's maintenance worker transport recyclable materials to San Diego each Tuesday during the existing mail run.
4. Set up a third cleanup station for used dishes after meals to ease the congestion.
5. Consider marketing the Fox camp property for weddings or corporate events to generate additional revenue.

Appendix

Study Agreement





CSIS California School Information Services

**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
February 16, 2011**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the San Diego County Superintendent of Schools, hereinafter referred to as SDCSS, 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. SDCSS has requested that the Team provide for the assignment of professionals to study specific aspects of the Outdoor Education Program-Camp Cuyamaca 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. This contract for services will terminate June 30, 2011, with the option to renew, if necessary.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

SDCSS is requesting the Team to conduct an in depth comprehensive review of the Outdoor Education Program-Camp Cuyamaca. The program serves sixth grade students who attend a four or five day residential school program that includes hands-on learning opportunities which incorporates the state science framework. The FCMAT Team will conduct a review of the Outdoor Camp's current child nutrition program which serves breakfast, lunch and dinner to approximately 12,000 students. The review will include food preparation, ordering, inventory, cash management, staffing, policies and procedures, federal and state compliance, menu planning, warehousing and food storage, purchasing and facilities. The team will provide recommendations for enhancing revenues or implementing changes needed to support the program and provide a more efficient operation.

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at SDCSS to brief SDCSS 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 SDCSS office and at school sites if necessary.
- 3) Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform SDCSS 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 SDCSS administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to SDCSS following completion of the review. The final report will be published on the FCMAT website.
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to SDCSS, if requested, to confirm the progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the SDCSS in a FCMAT Management Letter.

3. PROJECT PERSONNEL

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

- | | | |
|----|--------------------------|---|
| A. | <i>Debi Deal, CFE</i> | <i>FCMAT Fiscal Intervention Specialist</i> |
| B. | <i>Judith E. Stevens</i> | <i>FCMAT Consultant</i> |
| C. | <i>Pam Ivie</i> | <i>FCMAT Consultant</i> |

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. SDCSS 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 SDCSS.

Based on the scope of work identified in section 2 A, estimated total cost is \$8,000.

- C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. **RESPONSIBILITIES OF SDCSS**

- A. SDCSS will provide office and conference room space while on-site reviews are in progress.
- B. SDCSS will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current or proposed organizational charts
 - 4) Current and two (2) prior years' audit reports
 - 5) Any documents requested on a supplemental listing
 - 6) Any documents requested on the supplemental listing should be provided to FCMAT in electronic format when possible.
 - 7) Documents that are only available in hard copy should be scanned by the district and sent to FCMAT in an electronic format.
 - 8) All documents should be provided in advance of field work and any delay in the receipt of the requested documentation may affect the start date of the project.
- C. SDCSS 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. The final report will be posted on the FCMAT website.

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

6. **INDEMNIFICATION**

Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including but not limited to personal injury, death at any time, and property damage) arising out of or made necessary by (A) the indemnifying party's breach of the terms of this Agreement, (B) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with performance of this Agreement, and (C) the presence of the indemnifying party, its officers, employees, agents, assigns, or invitees on the other party's premises.

In the event that any action or proceeding is brought against a party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding at the other party's expense through counsel reasonably satisfactory to the other party. The obligations to indemnify set forth in this section shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) are actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused solely by the active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

7. **INSURANCE REQUIREMENTS**

Each party shall obtain, pay for and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than "A-;V" in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence; (2) commercial automobile liability insurance for "any auto" with combined single limits of liability of not less than \$1,000,000 per occurrence; and (3) workers' compensation insurance as required under state law.

Each party's policy(ies) shall contain an endorsement naming the other party as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to the other party at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each party shall furnish the other

party with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.

Nothing in this section concerning minimum insurance requirements shall reduce a party's liabilities or obligations under the indemnification provisions of this Agreement.

The parties acknowledge that The Team is permissibly self-insured under California law.

8. PROJECT SCHEDULE

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

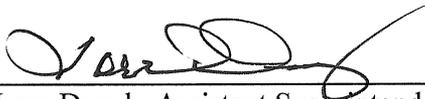
<i>Orientation:</i>	<i>March 7-11</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>if requested</i>
<i>Ending Date:</i>	<i>June 30, 2011 with option to renew, if necessary</i>

9. CONTACT PERSON

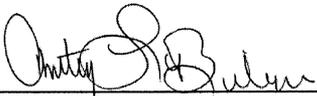
Name of contact person: Brian Swagerty, Senior Director, Outdoor Education Program

Telephone: (858) 292-3695 FAX: _____

E-mail: bswagerty@sdcoe.net



Lora Duzyk, Assistant Superintendent, Business Date
San Diego County Superintendent of Schools



Anthony Bridges, CFE February 16, 2011
Deputy Executive Officer Date
Fiscal Crisis and Management Assistance Team