

# Vallejo City Unified School District

## ASSESSMENT AND IMPROVEMENT PLAN

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## Third Six- Month Progress Report May 31, 2006

# Executive Summary

## Introduction

This report, dated May 31, 2006, is the third and last of three six-month progress reports required by Senate Bill 1190 (Chapter 53, Statutes of 2004). These progress reports monitored the district's efforts to address the recommendations in the Vallejo City Unified School District Assessment and Improvement Plan, issued on November 1, 2004 by the Fiscal Crisis and Management Assistance Team (FCMAT). These reports have provided data to the district, community and Legislature to assist the district in achieving fiscal solvency, building the capacity within the district to promote student learning, and working toward the return of local governance to the governing board of trustees.

The Assessment and Improvement Plan issued in November 2004 provided an assessment of the district in the five operational areas of community relations and governance, personnel management, pupil achievement, financial management, and facilities management, utilizing 415 professional and legal standards of school district operations. Each standard was evaluated on a scale of 0 (not implemented) to 10 (fully implemented and sustained) as to the degree of implementation. The ratings provided baseline data of the district's status at that point in time in meeting the standards, and recommendations were developed by the FCMAT review teams for use as a basic improvement plan for successfully addressing the standards.

In collaboration with the California Department of Education and the State-appointed Administrator, FCMAT subsequently identified a subset of standards in each operational area for the district to address to return to local governance. These standards were selected as having the most probability, if successfully implemented, of assisting the district with recovery. It was agreed that an identified subset of 129 of the original 415 standards would become the focus of the ongoing six-month progress reviews. Selecting a smaller subset of standards enables the district to more quickly achieve a return to governance. Criteria for the return of powers were also established to indicate the level of progress substantial enough for a recommendation to be made to the Superintendent of Public Instruction for the incremental return of governance of an operational area to the Vallejo City USD Governing Board. Additional information on the identified subset of standards and the established criteria can be found in another section of the executive summary of this report.

FCMAT issued the first six-month progress report on May 1, 2005. The district requested that the two subsequent six-month progress reports be issued at the end of November and May instead of on the first of the month so as not to impede the district's efforts to open the 2005 school year efficiently. FCMAT and the California Department of Education concurred with this request, so the second six-month progress report was issued on November 30, 2005 and this third report is being issued on May 31, 2006.

FCMAT assessment teams conducted on-site fieldwork in the district in March and April, 2006, meeting with staff, parents and community and board members, preparatory to issuing this last six-month progress report required by Senate Bill 1190. The continuation of the assessment and monitoring process in the future may be commissioned by the district, or required by new legislation.

## Background

Senate Bill 1190, which was signed into law on June 21, 2004, required the Superintendent of Public Instruction (SPI) to assume all the legal rights, duties and powers of the Governing Board of the Vallejo City Unified School District (VCUSD) and to appoint, in consultation with the Solano County Superintendent of Schools, an administrator to act on his behalf in exercising authority over the school district. The bill appropriated \$60 million as an emergency loan to the Vallejo City USD, and authorized the school district to sell property owned by the district and use the proceeds from the sale to reduce or retire the emergency loan. The bill, except as specified, requires the school district to bear the costs associated with the implementation of the bill's provisions, and prohibits the district from being eligible for financial hardship assistance under the Leroy F. Greene School Facilities Act of 1998 from June 2004 through June 2006.

The bill further authorized the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct comprehensive assessments and improvement plans for the Vallejo City Unified School District in five major operational areas: community relations/governance, pupil achievement, personnel management, fiscal management, and facilities management. It was the intent of the Legislature that the governing board, staff and community of Vallejo City USD fully participate in this assessment and improvement process. The improvement plans referenced under Education Code section 41327.1(b) are distinct and unique from the recovery plans required by the Superintendent of Public Instruction (SPI) and referenced under Education Code section 41327 (a)(1)(2).

Assembly Bill 2756 (Chapter 52, Statutes of 2004), which was signed into law on June 21, 2004, made substantive changes to the provisions governing the existing law that provided emergency apportionments for school districts that have become insolvent. As AB 2756 preceded SB 1190, the district is subject to the changed provisions. One of the changes included Section 41328 of the Education Code, which was amended to read, "The qualifying district shall bear 100% of all costs associated with implementing this article, including the activities of the County Office Fiscal Crisis and Management Assistance Team or regional team."

The district drew down \$50 million of the \$60 million state loan authorized by SB 1190 on June 23, 2004, within two days of the signing of the legislation. A state administrator was appointed by the Superintendent of Public Instruction on June 23, 2004, and began part-time in the district on July 1 and full-time in mid-July 2004. The state administrator assembled a team of several individuals with expertise to assist in the district's improvement efforts and to serve as a leadership cabinet.

The district has been under state receivership for two years, as of this May 2006 progress report.

# Study Guidelines

FCMAT's approach to implementing the statutory requirements of SB 1190 is based upon a commitment to a standards-based, independent and external review of the Vallejo City Unified School District's operations. FCMAT performed the initial assessment of the district and developed the improvement plan in collaboration with three other external providers selected through a competitive process. Professionals from throughout California contributed their knowledge and applied the identified legal and professional standards to the specific local conditions found in the Vallejo City Unified School District. The initial assessment, entitled Vallejo City Unified School District Assessment and Improvement Plan, November 1, 2004, was presented to the district on November 1, 2004. The same teams of professionals have continued to assist FCMAT with the May 1, 2005, the November 30, 2005, and this May 31, 2006 six-month progress reports for the district.

Prior to beginning work in the district, FCMAT adopted five basic tenets to be incorporated in the assessment and improvement plans. These tenets were based on previous assessments conducted by FCMAT in school districts throughout California and a review of data from other states implementing external reviews of troubled school districts. These tenets formed the basis of FCMAT's work in the district. The five basic tenets are:

## **1. Use of Professional and Legal Standards**

FCMAT's experience indicates that for schools and school districts to be successful in program improvement, the evaluation, design and implementation of improvement plans must be standards-driven. FCMAT has noted positive differences between an objective standards-based approach versus a nonstandards-based approach. When standards are clearly defined, reachable, and communicated, there is a greater likelihood they will be measured and met.

In order to participate in the process of the Vallejo City Unified School District review, potential providers responded to a Request for Applications (RFA) that identified these standards as the basis of assessment and improvement. Moreover, the providers were required to demonstrate how the FCMAT-identified standards would be incorporated into their work. It is these standards on which the improvement plans for the Vallejo City Unified School District were based. The standards, while identified specifically for the Vallejo City USD, are benchmarks that could be readily utilized as an indication of success for any school district in California.

Every standard was measured on a consistent rating format, and each standard was given a scaled score from zero to 10 as to its relative status of completeness. The following represents a definition of terms and scaled scores. The single purpose of the scaled score is to establish a baseline of information by which the district's future gains and achievements in each of the standard areas can be measured.

### **Not Implemented (Scaled Score of 0)**

There is no significant evidence that the standard is implemented.

### **Partially Implemented (Scaled Score of 1 through 7)**

A partially implemented standard lacks completeness, and it is met in a limited degree. The degree of completeness varies as defined:



1. Some design or research regarding the standard is in place that supports preliminary development. (Scaled Score of 1)
2. Implementation of the standard is well into the development stage. Appropriate staff is engaged and there is a plan for implementation. (Scaled Score of 2)
3. A plan to address the standard is fully developed, and the standard is in the beginning phase of implementation. (Scaled Score of 3)
4. Staff is engaged in the implementation of most elements of the standard. (Scaled Score of 4)
5. Staff is engaged in the implementation of the standard. All standard elements are developed and are in the implementation phase. (Scaled Score of 5)
6. Elements of the standard are implemented, monitored and becoming systematic. (Scaled Score of 6)
7. All elements of the standard are fully implemented, are being monitored, and appropriate adjustments are taking place. (Scaled Score of 7)

**Fully Implemented** (Scaled Score of 8-10)

A fully implemented standard is complete relative to the following criteria.

8. All elements of the standard are fully and substantially implemented and are sustainable. (Scaled Score of 8)
9. All elements of the standard are fully and substantially implemented and have been sustained for a full school year. (Scaled Score of 9)
10. All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation. (Scaled Score of 10)

**2. Conduct an External and Independent Assessment**

FCMAT employed an external and independent assessment process in the development of the Vallejo City Unified School District assessment and improvement plans. FCMAT's reports represent findings and improvement plans based on the external and independent assessments from various professional agencies. The following agencies assisted in the November 1, 2004 comprehensive Assessment and Improvement Plan, the May 1, 2005 First Six-Month Progress Report, the November 30, 2005 Second Six-Month Progress Report, and this May 31, 2006 Third Six-Month Progress Report.

- California School Boards Association (CSBA) – Community Relations/Governance
- Community Training and Assistance Center (CTAC) – Pupil Achievement
- School Services of California (SSC) – Personnel Management
- School Services of California (SSC) – Facilities Management
- Fiscal Crisis and Management Assistance Team (FCMAT) – Financial Management

Collectively, the three professional agencies that assisted FCMAT constitute FCMAT's providers in the assessment process. The external and independent assessments of FCMAT and its providers serve as the primary basis for the reliability, integrity and credibility of the review.

### **3. Utilize Multiple Measures of Assessment**

For a finding to be considered legitimate, multiple sources need to be utilized to provide the same or consistent information. The assessments and improvement plans were based on multiple measures. Testing, personal interviews, group meetings, public hearings, observations, review and analysis of data all provide added value to the assessment process. The providers were required to utilize multiple measurements as they assessed the standards. This process allowed for a variety of ways of determining whether the standards were met. All school district operations with an impact on student achievement, including governance, fiscal, personnel, and facilities were reviewed and included in the improvement plan.

### **4. Empower Staff and Community**

The development of a strong professional development plan for the board and staff is a critical component of an effective school district. All FCMAT reports include the importance of a comprehensive professional development plan. The success of the improvement plans and their implementation are dependent upon an effective professional development process. For this reason, the empowerment of staff and community is one of the highest priorities, and emphasizing this priority with each of the partners is critical. As a result, a strong training component for board, staff and administration is called for consistently throughout the report.

Of paramount importance is the community's role of local governance. The absence of parental involvement in education is a growing concern nationally. A key to success in any school district is the re-engagement of parents, teachers, and support staff. Parents care deeply about their children's future and most want to participate in improving the school district and enhancing student learning. The community relations section of the reports provides necessary recommendations for the community to have a more active and meaningful role in the education of its children.

### **5. Engage Local, State and National Agencies**

It is critical to involve various local, state and national agencies in the recovery of the district. This was emphasized through the Request for Applications (RFA) process, whereby state-recognized agencies were selected as partners to assist with the assessment and improvement process. The city and county, professional organizations, and community-based organizations all have expressed and shown a desire to assist and participate in the improvement of the Vallejo City Unified School District.

## Study Team

The study team was composed of the following members:

### *For the Fiscal Crisis and Management Assistance Team – Administration and Report Writing*

Roberta Mayor  
Laura Haywood

### *For the California School Boards Association – Community Relations/Governance*

Scott Plotkin	Marge Peterson
Ben Bartos	Dan Walden
Martin Gonzalez	Diane Green
Holly Jacobson	

### *For the Community Training and Assistance Center – Pupil Achievement*

Donald Ingwerson	Maribeth Smith
Sara Accornero	Barbara Helms

### *For School Services of California – Personnel Management*

Sheila Bua  
Deberie Gomez

### *For the Fiscal Crisis and Management Assistance Team – Financial Management*

Michelle Plumbtree	Barbara Dean
Anthony Bridges	Michele McClowry
Phil Scrivano	

### *For School Services of California – Facilities Management*

Ron Bennett  
Maureen Evans

# Summary of Principal Findings and Recommendations

This report provides an in-depth review of the current status of the Vallejo City Unified School District's progress in addressing the recommendations of the identified subset of 129 professional and legal standards used to assess the district. The following is a summary of the principal findings that are presented in greater detail in later sections of this report.

This May 31, 2006 Third Six-Month Progress Report represents data collection and analysis at a specific point in time. FCMAT review teams visited the district in late March and April 2006. This report was distributed to the Vallejo City Unified School District and the Superintendent of Public Instruction on May 31, 2006.

This report is the last of three six-month progress reports required by SB 1190, and concludes FCMAT's monitoring role in the district. The continuation of the assessment and monitoring process in the future may be commissioned by the district, or required by new legislation. As this may be the last opportunity to comment on the district's condition, FCMAT provides the following overview of the areas of district improvement and the areas of continuing concern.

## ***Areas of District Improvement***

The district has taken steps to implement the recommendations in the identified subset of standards in the Assessment and Improvement Plan. The district has continued to make progress in all five operational areas assessed. Two of the five operational areas, Community Relations/Governance and Pupil Achievement, are close to meeting one of the established criteria that the Superintendent of Public Instruction will consider in determining the possible return of an operational area to local governance.

The district has made positive gains in several areas as noted below. The district needs to maintain the progress it has made in these areas.

1. The state administrator has assembled a team of personnel with expertise in various school district operational areas to assist in the improvement process. A vertical and horizontal reorganization of central office staff has been implemented to clarify roles, responsibilities and working relationships.
2. Initial FCMAT reports indicated that there were few established procedures supported by written documentation in any of the five operational areas. The district has begun updating board policies and operating procedures to provide the necessary operational guidance for staff. The pace of the board policy reviews and updates, however, has been slow.
3. The district continues to maintain a strong focus on improving student achievement in the district and addressing the needs of the lowest performing students. Several research-based instructional strategies have been implemented by the district to address the issues of underachievement and equal access. Significant staff development has been provided and the voluntary participation of teachers and principals has been high. Student support services received needed attention and a process was developed to regularly review student attendance, suspension, and expulsion data.



4. The district has been closely monitoring student enrollment and attendance data, clearly understanding the need for accurate data to build a reliable budget. The recruitment of teachers for the new school year is well on its way, as the district was able to use student data to develop master schedules and determine the staffing required at the sites. The district is making necessary staffing adjustments for the continuing decline in student enrollment and is prepared to make mid-year staffing adjustments if necessary.
5. The climate in the district remains positive. The administration's style in maintaining open communication and access to information has increased trust in district operations. Good working relationships have been maintained between the advisory board and the state administrator, between management and staff, and between the district and the community.
6. Internal and external communications have been strengths of the current administration. Outreach efforts to involve the community in school issues and decision-making are ongoing. The state administrator's office provides increased and timely communication to both staff and the community, and conducts several community forums to provide information, obtain community input, and respond to concerns.
7. The district and its employee groups have successfully concluded negotiations for new three-year bargaining agreements that included midyear implementation of salary compensation, identified savings by capping health and welfare benefits, and limited the accumulation and payment of excess vacation benefits. The new bargaining agreements are for a three-year period beginning July 1, 2005 through June 30, 2008. The district is now better able to focus on improving student performance and returning to fiscal health.
8. The district has taken aggressive action to assess its property assets, determine the best use of its properties, identify surplus properties and determine possible income streams from these surplus properties. The district acquired a renovated office property on Mare Island and will be relocating the district office to the new site in fall 2006; transferred students from Farragut Elementary to the newer, larger Mare Island Elementary campus in fall 2005; and will relocate its adult education program from McKinley School to the Farragut campus in summer 2006. The district has also recently accepted a bid of \$20 million for its Rollingwood property and is negotiating terms of the sale. The district is considering how other unused district properties might generate additional revenues for the district, and plans to rebid these sites in the summer or fall.

The district has also leased a portion of the Everest site, has leased space over several sites for cell phone towers, and has plans to lease 5,000 square feet of the new district office building. Designated income from lease and property sales is being placed in the state loan repayment fund that has been established by the district for repayment of the state loan beginning in the 2006-07 budget year.

### ***Areas of Continuing Concern***

Several areas identified by the assessment teams in the initial assessment of the district, and noted in subsequent six-month progress reports, continue to concern the teams.

1. The 2005-06 second interim report showed an operational deficit of \$6.9 million. The district's stated budget goal of balancing the general fund budget by the 2006-07 fiscal year will require extensive reductions from the 2005-06 budget allocations as the district continues to experience declining enrollment. If the projected June 30 balances are met, the district will have achieved its first budget goal.
2. A district under state administration is required to develop a multiyear Financial Recovery Plan [E.C. 41327 (a)(1)(2)]. The district has developed a draft of the plan, which is being reviewed by the California Department of Education. Critical components of the long-term financial recovery plan are actuarial studies such as for retiree health benefits (last completed as of June 30, 2002) and workers' compensation claims liability (last completed May 11, 2004) neither of which have been recently performed. However, the district has initiated the studies in accordance with GASB 43 and 45. The district has presented annual fiscal plans with stated goals to reduce the deficit and achieve a balanced budget for 2006-07.
3. The district was self-insured for workers' compensation benefits from April 2002 to fall 2005. In August 2005, the district accepted a proposal from State Compensation Insurance Fund and eliminated the self-insured program for workers' compensation. The district's accrued liability for claims on an undiscounted basis was \$4,301,000 as of June 30, 2005. Concerns remain that the 2005-06 payments to State Fund have been made from the claims incurred but not reported (IBNR) fund set aside for future claims and that no reserve requirement has been established for the outstanding claims incurred from April 2003 to June 2005. Although the budget for workers' compensation appears to be sufficient, without an actuarial, a thorough analysis cannot be completed.
4. Although the district has developed multiyear projections when required, the data may not be complete enough to be used for future planning. The projection submitted at first interim lacked important specific required detail and general assumptions. The projection submitted at second interim included more narrative but was still not complete, lacking specifics on future enrollment/ADA estimates, teacher staffing, step and column, changes in property and liability insurance, workers' compensation, and utilities. Also, because the district has yet to develop a complete financial recovery plan, the projection is of limited use in determining the district's future solvency.
5. The state controller's audit for 2003-04 contained numerous findings, some of which may carry significant monetary penalties for the district. The team has seen only the draft of the audit for 2004-05, but it also contains numerous findings. Although the district is working to reconcile the findings and will apply for settlement relief or waivers from any assessments, the audits remain an unknown fiscal liability for the district that will impact future budgets.
6. Although the district has made significant progress in many operational areas, concerns remain over the sustainability of that progress when the state administrator and key members of his leadership team leave the district. Greater attention needs to be focused on developing staff capability to assume the roles and responsibilities of the leadership team in order to sustain the progress that has been made.

As reported in the initial assessment report issued in November 2004, the district drew down \$50 million of the \$60 million emergency loan authorized by Senate Bill 1190 in June 2004. The district has not needed to draw on the available balance. However, fiscal recovery is a fragile process and the district will remain challenged in the future to achieve and maintain fiscal health.

A summary of the findings of the review teams' on-site visits for this May 2006 report follows on the next few pages. Greater detail is provided for each of the identified 129 standards in the later sections of this report dealing with each of the five operational areas.

## **Community Relations/Governance**

The Vallejo City Unified School District has continued to make steady incremental progress in the area of community relations and governance. The district continues the process of reviewing, updating and adopting policies. However, the district should conduct a comprehensive review and affirmation of all policies in a timely manner.

### ***Communications***

The district continues the many successful practices initiated: outreach to the local media, targeted mailings to parents, broadcast telephone messages to parents, and holding community forums, which are regarded as a reliable way to reach out to a broad segment of parents and the community and provide news and an opportunity for discussion about issues in the district. Forums regarded by staff and parents as worthwhile. The district has also engaged in outreach to the local faith community and to parents in a district neighborhood where a new school could potentially open. Efforts such as these should be continued and expanded as the district works to strengthen communications with non-English-speaking and traditionally less-involved parents.

A more streamlined district Web site has been launched, with a simplified navigational structure. While the site is clearly a valuable tool, not all areas of the site are fully functional or consistently updated. A policy on media relations has been adopted by the state administrator and affirmed by the board, and staff has been engaged in strengthening the relationship with the local media to generate positive news coverage about the district. The district office continues to play a leading role in coordinating and supporting the sites in their communication efforts. Employees are sent a newsletter each quarter from the district office, and administrative team meetings provide opportunities to distribute information and solicit feedback from the sites.

Communication efforts in individual departments still vary and efforts should focus on ensuring consistency in communication efforts from all parts of the district office. The district must build adequate staff capacity to sustain the goal of improved communications in the long term.

### ***Parent/Community Relations***

The Vallejo City USD has continued to successfully engage community members and provide information to parents. The district should endeavor to strengthen parent-teacher organizations at all sites by developing specific activities for parents and volunteers that are both meaningful and supportive of district goals.

In the past six months, the board membership has changed and has reflected an increased level of board involvement in community relations activities. At the organizational meeting of the board, members agreed to serve as liaisons between the district and specific groups within the community. Parent complaints generally appear to be responded to and resolved according to proper procedures.

### ***Community Collaboratives, District Advisory Committees, School Site Councils***

The district has maintained relationships with community partners, organizations, agencies and businesses in the Vallejo area while building new relationships with neighborhood groups and the faith community. Board liaisons are working with the city of Vallejo, the Vallejo Chamber of Commerce, the Solano Board of Realtors, the Solano County School Boards Association, the Omega Boys & Girls Club, the Adkins Scholarship Project and other community groups. Both the state administrator and the members of the district's advisory board have worked to build and strengthen these pro-

ductive relationships, and this coordinated strategy should be maintained. In addition, the district's Unsung Heroes program, recognizing community partners at board meetings for their efforts in the district, should continue. The district has made effective use of the property advisory committee in the past six months, and the successful strategies should be replicated for future committees.

### ***Policy***

The advisory board and state administrator have adopted a number of policies for the district's policy manual. In the last six months, the district has reviewed, received input on, adopted and affirmed policies in media relations, fiscal solvency and the state loan repayment fund. While the district's methodical and thorough process of policy review is laudable, this effort must be made a key short-term priority and the time line should be accelerated. All district policies, newly adopted and existing, now appear on the district Web site, as recommended in the last progress report. However, for the policies to be easily accessible and useful for parents and members of the community, and uniformly adhered to by administrators and staff, a consistent numbering and index system must also be adopted.

### ***Board Roles/Boardsmanship***

The board has changed membership since the last progress report, with two new members having been sworn into office. Both district office staff and board members report that they continue to work well together with the change in board composition. New board members understand that the current role of the board is to advise, not to govern. As recommended in the prior progress report, the board and the state administrator revisited and reaffirmed the district's vision/mission and goals following the election of the new board members, as well as the district's five key goal areas. Improving achievement for underperforming students remains a top district goal. Additionally, board members have begun to implement strategies to increase community involvement in Vallejo's schools.

### ***Board Meetings***

Agendas and discussions at the board meetings continue to be linked to issues of student achievement. As noted in prior reports, critical fiscal issues and the fiscal recovery plan continue to be a significant part of board discussions. Financial issues are still a top district priority, but each budget proposal at board meetings also includes a rationale describing the impact on student achievement. Training on budget matters and enrollment projections have occurred at board meetings over the past six months. Board agendas continue to provide specific opportunities to recognize community members who support the district and its schools. Board members are positive about the level of information they receive before meetings, and express satisfaction with the data and analysis provided, although some board members express a desire for even more information.

### ***In Summary***

The review of Community Relations and Governance included the assessment of a selected subset of 17 professional and legal standards of performance. The average rating of this subset of 17 standards, on a scale of 1 to 10, with 10 the highest score possible is as follows:

November 2004	3.35
May 2005	4.24
November 2005	5.24
<b>May 2006</b>	<b>5.94</b>

None of these 17 standards has a rating below a 4.



## **Personnel Management**

More progress in this operational area was made during the last six months than in the previous 12 months of monitoring.

### ***Organization and Planning***

The Human Resources Department (HR) is updating priority board policies that affect personnel operations, such as the delivery of services, roles, and processes for employment, and employee discipline and dismissal. Two policies have gone through the required two readings by the board, and four more have had one reading. The district has not yet developed a numbering system for the new policies.

The HR Department is undergoing another major reorganization. The responsibility for health and welfare benefits is again being moved back into the business department, as well as workers' compensation, so that all risk management functions will be consolidated under Fiscal Services. The Director-Staff Support position will thus be eliminated. A new position of HR Operations Manager is being created to oversee functions such as recruitment, credentialing, and the technical procedures associated with hiring. A new Recruitment Specialist position was also added to the organization in January 2006.

The development of operational desk manuals for each desk and a procedures manual for the department are works in progress. An annual operational calendar exists, but requires refinement to become a user-friendly tool for staff to implement.

### ***Internal and External Communications***

The district has not yet completed the redesign of its Web page, so HR cannot post all the information that should be available to current and prospective employees. However, salary schedules and job announcements continue to be posted to the Web site. Regular meetings of the HR management team, the HR department, and HR and Payroll staff are now occurring.

### ***Employee Recruitment and Selection***

The teacher recruitment process was vastly improved for the 2005-06 school year. HR worked with the instructional division to develop recruitment materials and strategies and a schedule of timely recruitment activities. A recruitment team of 23 site administrators, teachers, and HR directors was identified and trained. Seven job fairs were identified, including one that targeted potential special education teachers. A program of school visits was established for new recruits. The district allocated a budget of \$25,000 for recruitment and marketing.

### ***Operational Procedures***

The new position of Recruitment Specialist will be responsible for updating the district's job descriptions. Thus far, 93 job descriptions have been converted to Word documents and are on disk. Next steps include completing all job descriptions and placing them on the district's Web site.

The HR department has provided cross training in some job functions to provide backup support to those functions. However, there is no overall plan for providing backup for all critical functions in the department. The directory of department services should be provided to customers, with the primary and backup staff members identified for each job function.

The district has reconfigured its high school course offerings and schedules for the coming school year, necessitating changes in staffing. Enrollment projections have been completed, staffing needs have

been identified, and tentative master schedules developed for the new school year, enabling HR to begin the recruitment process earlier this year. The district has a process to continually monitor enrollment and, as enrollment continues to decline during this year, is prepared to reduce staffing at mid-year.

### ***Use of Technology***

The district has completed implementing the collective bargaining settlements in the new benefits module of the financial system. A benefits audit has been completed. The responsibility for auditing and maintaining the benefits portion of the system has been shifted to Fiscal Services.

This year, for the first time, HR was able to generate a Notice of Assignment for all employees. Staff members in HR continue to participate in the monthly CECC user group meetings, and more training has been provided on using that system, as well as the substitute management system. The HR department has undergone an upgrade of its computer workstations and has purchased document imaging software and hired a consultant to assist with its implementation. The district is giving some thought to implementing a web-based version of the Substitute Management System they currently use, or switching to the SubFinder System's Web version used by the Solano County Office. The move to a Web-based technology will greatly improve substitute services and efficiency and should be a high technology priority.

### ***Staff Training***

Members of the HR staff have attended a number of trainings to assist them in providing HR services. There also has been more professional development and training opportunities provided for managers and supervisors during this school year.

### ***Evaluation and Due Process***

Although employee evaluations are not all current, i.e., in the business department, HR has made progress in monitoring employee evaluations, and has developed procedures to ensure that evaluations are completed and submitted appropriately. HR worked with instructional personnel to provide four training sessions for principals on teacher evaluation.

### ***Employer/Employee Relations***

HR should provide training for the Leadership Team on the aspects of the recently settled agreements that affect their areas of responsibility. The district has set up regular meetings with bargaining unit leadership to communicate about current and upcoming happenings and issues. This process should continue to keep the lines of communications open and avoid unnecessary conflicts or disturbances in providing services and instruction to the district's students.

### ***In Summary***

The review of Personnel Management included the assessment of a selected subset of 35 professional and legal standards of performance. The average rating of this subset of 35 standards, on a scale of 1 to 10, with 10 the highest score possible, is as follows:

November 2004	1.34
May 2005	2.51
November 2005	2.74
<b>May 2006</b>	<b>4.26</b>

Twelve of these 35 standards have ratings below a 4.

# **Pupil Achievement**

## ***Overview of Reform***

During the first academic year under state administration the Vallejo City Unified School District focused on improving student achievement on the California Standards Test (CST). The district used high-leveraged, research-based strategies that included textbook adoptions, pacing guides, common student assessments, and AB 466 and AB75 training for teachers and principals. High school reform strategies included offering an a-g curriculum for all students and the initiation of small academic learning communities. The district office's support focused on developing accountability structures through strengthening principal leadership, completing teacher evaluations, providing coaching support, and conducting collaborative data-based sessions with teachers. The district received a quick payoff for this work in spring 2005 with statistically significant improvements overall in the CST: from 26.7% to 31.3% proficient and advanced in English language arts, and from 21.3% to 26.4% proficient and advanced in mathematics. Improvement varied by schools and grade levels.

The Academic Achievement and Accountability (AAA) division also focused on systemic reforms which resulted in a theory of action and an organizational schema that is both horizontal and vertical, that establishes greater interconnectivity of the district departments to center on student improvement. District level job descriptions and titles were revised as part of this work. Communication from the district to principals and teachers shows consistency of message, action, and resources.

## ***Deepening the Reform***

In 2005-06, the second academic year under state administration, the AAA division continued standards implementation into the high schools and increased the numbers of participants in AB466 and AB75 training for teachers and principals. However, the district's critical work in this second year has been to systematically deepen the reform and address the achievement gap and needs of the lowest performing students. Even with improved performance on the CST in 2005, a district median of 34.5% (with range of 26% to 49%) of students tested in grades 2-11 still scored in the Below Basic and Far Below Basic categories in English language arts. Another one-third of students are at the Basic level. The district scores are below state and county averages. While some schools in Vallejo are performing higher than others, all have students that are difficult to reach or that need special curricula and teaching. African American and Hispanic students are overrepresented among the underperforming groups.

Several strategies were initiated and are being implemented by the district to address the issues of underachievement and access in the district:

- (1) A universal access and intervention block was added to K-5 in the fall of 2005, along with training for teachers that includes methods of data analysis to help target interventions to meet student needs, and provides a system for district monitoring of the interventions implemented.
- (2) A new director was assigned to the student support services area; the School Attendance Review Board process has become functional; and a process to regularly review student attendance, suspension, and expulsion data has been established. Other activities include an attempt to improve attendance through a school competition, and additional training for assistant principals who administer school discipline.
- (3) The role of the resource specialist in providing standards-based curriculum to special education students has been refined, accompanied by related materials and training.
- (4) English language development (ELD) teachers were included in AB 466 training and, concomitantly, training in English learner assessments, designations, and supports were provided for mainstream teachers.

These strategies will contribute to increased access to the core curriculum for all students and will improve the achievement picture in the district. Some of the district's efforts have been advanced with the hiring of administrative personnel in the student services area, in categorical programs and in the English learners program. In the categorical and English learner areas, there is a plan for a revision of the district's Master Plan for English Learners.

In addition to district strategies to expand the district's reform efforts, a county School Assistance and Intervention Team (SAIT) has developed, in cooperation with the AAA division, Site Action Plans with Corrective Actions and Benchmarks. While this type of plan is a requirement for an LEA under Title I Program Improvement, it parallels the district theory of action and improvement strategies, as well as many of the FCMAT standards. These plans have bolstered the district's agenda, particularly at the high school level.

The original audit of the pupil achievement standards in Vallejo (November 1, 2004) noted "a lack of direction from the central office, little accountability and follow through, and insufficient data to track students or the work of adults." Since that time the steady progress of the district in fewer than two years to provide direction, accountability, and data-based decision making is admirable. With the efforts of principals and teachers, the district has made progress on all 23 of the identified priority Pupil Achievement standards selected as critical for instructional reform in Vallejo. These standards address (1) planning processes, (2) curriculum, (3) instructional strategies, (4) assessment and accountability, and (5) professional development.

### ***Sustaining the Reform***

To sustain the new organizational structures and strategies for educating Vallejo youth, the district's board policies and regulations and written plans need to be current, officially adopted, implemented, and published (with a date of adoption), so that staff and community members can share in the vision and actions of the district leadership. Recently, the Governing Board adopted three of several recommended policies in the curriculum, instruction, and student personnel areas. Drafts of other policies have been developed and are available. Updating policies and regulations is significant work in a school district. In the pupil achievement area, policies provide directions and guidelines and are the basis of the district's accountability procedures, in addition to being essential to complying with many state and federal program regulations. Clear, current written documents and communications will show the district reform and its outcomes to have been the result of deliberate and thoughtful planning and actions.

### ***In Summary***

The review of Pupil Achievement included the assessment of a selected subset of 23 professional and legal standards of performance. The average rating of this subset of 23 standards, on a scale of 1 to 10, with 10 the highest score possible, is as follows:

November 2004	2.39
May 2005	3.45
November 2005	5.09
<b>May 2006</b>	<b>5.91</b>

None of these standards has a rating below a 4.

## **Financial Management**

Steady progress has continued in most areas of Financial Management.

### ***Internal Control Environment***

Internal fiscal controls have continued to improve. Administrators should continue efforts to establish and enforce appropriate standards of behavior for all employees, and ensure that all employees are evaluated annually. The Business Division is developing a new organizational chart. Payroll procedures and staff morale have improved.

The newly hired Internal Auditor is developing policies and procedures to improve the district's internal controls. A county data processing system has been installed. Adequate training needs to be provided to ensure that employees follow Generally Accepted Accounting Principles (GAAP) in carrying out their duties.

### ***Inter- and Intra-Departmental Communications***

Work has begun on developing new procedures manuals for business-related functions. The Internal Auditor has drafted many new procedures and other documents related to cash handling, reconciliations and auditing that should be approved soon. Organizational charts and phone contact lists should be kept current for sites and departments to use on business issues. Payroll and Human Resources have resumed their monthly meetings to discuss issues and solve problems.

The district's first and second interim reports to the county office lacked the required components. A number of action steps were listed with the first interim so that the county office could accept the second interim as a final submission. Board members are being trained to interpret state-mandated reports, and the district intends to provide more thorough narratives with the reports. Multiyear projection information should be provided often while the district works toward fiscal health.

### ***Internal Audit***

An Internal Auditor position was filled in October 2005 and a number of policies and procedures have been developed to address the findings of the 2003-04 and 2004-05 audits. A calendar is being developed to schedule regular internal audits. A comprehensive list of the procedural changes required to correct the audit deficiencies also will be developed.

### ***Budget Development and Monitoring***

The 2005-06 second interim report showed an operational deficit of \$6.9 million. The district's enrollment continues to decline. The district has implemented an attendance program that uses incentives to improve ADA percentages. However, extensive reductions from the 2005-06 budget allocations will be required to balance the general fund budget for the 2006-07 fiscal year. Some reductions will be difficult to implement, as they are subject to collective bargaining.

The position of Administrative Services Manager, Fiscal Services, has been filled and will have daily responsibility for the budgets. The business office and the departments use a joint process to finalize the proposed budgets. Department and site administrators interviewed indicated that information on site discretionary funds is often received too late for adequate site planning.

The online purchase order system module has been introduced to sites and will be fully implemented by June 30, 2006. The system automatically verifies fund availability and account coding



when a site/department enters a requisition. District budgets showed some expenditure categories with overdrawn budgets, which means that the control to prevent this has been overridden. A “hard code” should be installed that cannot be circumvented. Online approval of purchase orders has reduced paperwork delays.

Online budget revisions have not been implemented as planned for the 2006-07 fiscal year. Once this occurs, budget transactions will be processed more timely and administrators can be more responsible and accountable for their budgets. Administrators need to be further trained on business related areas such as budget codes and transfers. Communication needs to continue between administrators and the business office about how budgets are allocated.

Effective internal controls have been initiated for position control. Overall, efficiency and accountability have improved. Position control does not include non-contracted positions, so the data cannot be rolled into the budget once the fiscal year begins, and budget overruns are likely to occur. The district must implement a process to ensure that position control data is reconciled to the budget periodically throughout the year since the changes do not occur electronically to both its financial and position control systems. The district is working toward full utilization of online position control. A separate health and welfare module is used to manage the budget, but not for payroll.

#### ***Attendance Accounting***

Employees responsible for attendance accounting attended in-service training in the fall. District high schools have online attendance in the classroom and middle schools are being brought online. Site staffs are well trained on the Aeries attendance system. The Attendance League, a program to reward good student attendance, began in January 2006. The importance of good student attendance should be stressed in school newsletters and at parent organization meetings.

#### ***Accounting, Purchasing, and Warehousing***

Board policies for accounting and purchasing still have not been updated. Payroll due dates are still overridden because some sites do not meet time card deadlines. The Director of Fiscal Services has assigned preparation of monthly cash flow projections to an accounting position, but should continue to closely monitor cash at least monthly. Current spending patterns indicate that, without budget adjustments, the district may face a cash shortage over the next two years.

The district should continue to strengthen its procedures for forecasting revenues and expenditures. Monthly bank reconciliations have not been prepared since October 2005 because of staff turnover and vacancies in the business department. Procedures to follow up on cash shortages are not fully implemented. Training on appropriate procedures will soon be provided to all employees who handle cash. Policies and accountability standards have been developed to prevent sites and employees from opening unauthorized bank accounts.

Communication and teamwork in the Payroll Department has greatly improved. Regular monthly meetings between Payroll and Human Resources have facilitated communication between the two departments. Responsibility for health benefits has been transferred back to the business department.

#### ***Multiyear Financial Projections***

Although multiyear projections are submitted at the required times, the data may not be complete enough for use in budget planning. The projection submitted at second interim included more narrative than in previous interim reports. The district has not completed its fiscal recovery plan,

so the projection alone cannot be used to determine future solvency. The budget office should consider providing multiyear projections more frequently than at interim reporting periods while the district is working to restore its fiscal health.

### ***Long-Term Debt Obligations***

The district has not completed a post-retirement benefit actuarial study since June 30, 2002. This will be a critical component of the proposed long-term fiscal recovery plan. The district should disclose annually whether it will reserve sufficient funds in the budget to pay the present value cost of retiree benefits. The tracking and projection of health benefit costs has been moved back to the business department. All active and retired employees who receive health and welfare benefits have been required to re-enroll. The district is evaluating the feasibility of offering a Supplemental Employee Retirement Plan to provide health and welfare benefits to retirees and their beneficiaries.

### ***Management Information Systems***

Most work requests to the Technology Department are received through the help desk. Implementation of the Aeries student information system is going well. Technology staff members are concerned about the substantial additional workload caused by contract cancellations, the move of the data and telephone infrastructure to Mare Island, and the increased demand for data reporting and technology device support. At the same time, the department has been asked to cut an additional \$100,000 from its budget. Progress has been made toward standardizing technology equipment at all levels, and staff training is now being provided.

### ***Maintenance and Operations Fiscal Controls***

Purported savings to be gained by changing from a self-insurance program to the State Compensation Insurance Fund for workers' compensation will need to be assessed and analyzed over time. No reserve requirement has been established for the outstanding claims incurred from April 1, 2003 to June 30, 2005. The district had not yet requested an actuarial study for 2005-06 at the time of this review.

The district's Web-based work order tracking system is an excellent tool to fulfill its work order needs. Clerical staff have been cross-trained on the system. The district also needs to conduct an annual physical inventory of its fixed assets.

### ***Special Education***

The district continues its ongoing self-review process involving parents and community members. The fiscal employee assigned to monitor Special Education budgets works closely with the Special Education Department director. This has helped to keep errors down and unexpected costs at a minimum.

### ***In Summary***

The review of Financial Management included the assessment of a selected subset of 39 professional and legal standards of performance. The average rating of this subset of 39 standards, on a scale of 1 to 10, with 10 the highest score possible, is as follows:

November 2004	1.31
May 2005	2.53
November 2005	3.56
<b>May 2006</b>	<b>4.33</b>

Thirteen of these 39 standards have ratings below a 4.

## **Facilities Management**

In the six months since the last progress review, the district has continued to address the identified deficiencies in this management area, implementing the action plans designed to correct the deficiencies. A cornerstone of the success of the implementation, however, hinges on the revision/adoption of comprehensive board policies and procedures for appropriately managing facilities, maintenance, and operations. At the time of this review, neither the board policies nor the Policies and Procedures Manual for these areas had been completed.

### ***Documentation of Policies, Procedures, and Processes***

The district is revising and expanding its board policies and administrative regulations. As policies and regulations are adopted, the district posts them on its Web site. To date, the district has reviewed and updated two policies related to facilities, maintenance, and operations: hazardous substances and environmental safety. The exact time line for addressing the rest of the policies and administrative regulations for facilities, maintenance, and operations is not clear. The district's stated goal is to complete its review and update of all policies and administrative regulations by the end of 2006.

The district's action plan calls for the development of a comprehensive policies and procedures manual for facilities, maintenance, and operations. The policies and procedures manual is intended to address all aspects of the operations of these departments, as well as address the findings and recommendations identified in the Assessment and Improvement Plan. To date, the district has accumulated information, best practices, and sample manuals, and has started the process of drafting and developing its own policies and procedures manual. The samples and outline for the manual show that the district's goal is to comprehensively address a broad range of areas and issues, including operations, personnel, safety, equipment maintenance and management. Evidence of the draft manual was available for review, and district staff indicated it was approximately 85% complete. The department's goal for completing a draft of the manual is June 2006.

### ***Communication between Central Office Departments***

The two departments basically responsible for district facilities are Student Housing Services, commonly known as Facilities, and Facilities Services, known as Maintenance and Operations. A weekly meeting is held for division staff to facilitate consistent communication between Student Housing and Facilities. In addition, the two directors participate in Cabinet meetings every other week. Student Housing and Facilities and other central office departments communicate via e-mail and phone calls as needed. Overall, communication appears to be improving, but there are still gaps.

Communication with sites regarding work orders has improved because of changes made to the work order management system. This has reduced the frustration that many principals previously felt in trying to ensure that requested work was being scheduled and performed. The completion of board policies, administrative regulations, and departmental policy and procedures manuals should help to formalize the frequency, nature, and format of interdepartmental communications.

### ***Communication between Schools and Central Office***

In the past, communication between school sites and the Maintenance and Operations Department has been a problem. Sites complained that work orders, e-mails, and voicemails either were not answered or were not answered promptly. Further, the work order system was viewed as cumbersome, time consuming, and not user friendly. As a result, the system was not consistently

used, which created problems in managing and tracking work orders. Conversely, when the work order system was used, sites frequently were not aware of the status of any given work order. As a result, multiple work orders were frequently submitted for the same job, which created administrative and tracking issues for the Maintenance Department.

The district upgraded its work order/preventive maintenance system and archived old data. This improved the speed of the system, and simplified the process for site staff to review the status of work orders. Feedback from site administrators regarding the upgraded system has been positive. While the upgraded work order system has been a success, some site administrators stated that the departments could be more prompt in responding to calls and e-mails. The departments should commit to returning calls and e-mails within 24 hours to ensure that site issues are addressed promptly.

### ***Fire, Health, and Safety Issues at School Sites***

The prior six-month review noted the district's major improvement with regard to fire extinguishers. At that time, only a few expired extinguishers were noted, virtually all classrooms had fire extinguishers, and access to fire extinguishers was clear at the sites visited.

The district has maintained its performance in this area at this review period. Only a few expired extinguishers were noted, virtually all classrooms had fire extinguishers, and access to the extinguishers was clear at the sites visited. Performance has continued to improve as a result of the district contracting for a fire life safety survey and requiring head custodians to perform a monthly inspection of fire extinguishers and submit a monthly inspection report. In addition, the district has hired a contractor to ensure that all safety systems (clocks, bells, alarms) are operating properly and to make repairs as necessary.

In those areas where problems were still observed, the district continues its efforts to address them. For example, a few instances of unsanitary restrooms were observed. In response to the need to improve bathroom cleanliness, the district continues to train custodial personnel on the use of the newly purchased restroom cleaning/sterilizing equipment, which will improve the quality and efficiency of bathroom cleaning. The custodial staff is required to use the restroom cleaning/sterilizing equipment, and district staff monitors equipment usage. In addition, the district has established a night custodial supervisor position to evaluate the adequacy of work done by night custodians, including restroom cleaning.

Generally, the number of sites with issues and the frequency of violations at sites have decreased.

### ***In Summary***

The review of Facilities Management included the assessment of a selected subset of 15 professional and legal standards of performance. The average rating of this subset of 15 standards, on a scale of 1 to 10, with 10 the highest score possible, is as follows:

November 2004	2.46
May 2005	3.13
November 2005	3.87
<b>May 2006</b>	<b>4.47</b>

Five of these 15 standards have ratings below a 4.

## Returning the District to Local Governance

Several conditions need to be met for the district's eventual return to local governance. Senate Bill 1190, Chapter 53, Statutes of 2004, and AB 2756, Chapter 52, Statutes of 2004, clarify the conditions and intent regarding the return of the designated legal rights, duties and powers to the Governing Board. The authority of the Superintendent of Public Instruction (SPI) and his administrator designee shall continue until the SPI determines that the conditions of the law are satisfied. Consistent with Education Code section 41326, the Superintendent of Public Instruction has sole authority to decide when the return of legal rights, duties and powers to the Governing Board occurs.

The conditions to be met include the following:

1. One complete fiscal year has elapsed following the district's acceptance of a state loan or, at any time after one complete fiscal year has elapsed following that acceptance, the administrator determines, and so notifies the SPI and the county superintendent of schools that future compliance by the district with the improvement plan is probable.

The SPI may return powers to the Governing Board for any of the five operational areas if performance for that area has been demonstrated to the satisfaction of the SPI.

2. FCMAT completes the improvement plan specified in the Act and has completed a minimum of two reports identifying the district's progress.
3. The administrator certifies that all necessary collective bargaining agreements have been negotiated and ratified and that the agreements are consistent with the terms of the improvement plans.
4. The district completes all reports required by the SPI and the administrator.
5. The SPI concurs with the assessment of the administrator and FCMAT that future compliance by the Vallejo City USD with the improvement plan and the multiyear financial recovery plan is probable.

SB 1190, Section 7, provides specific and direct responsibilities to FCMAT in assisting the Superintendent of Public Instruction and the Vallejo City Unified School District with recovery. These duties include the following:

1. On or before November 1, 2004, FCMAT shall conduct a comprehensive assessment and prepare an improvement plan for the Vallejo City Unified School District incorporating the following five operational areas:
  - Financial Management
  - Pupil Achievement
  - Personnel Management
  - Facilities Management
  - Community Relations

The improvement plan for personnel management shall include training for members of the Governing Board, the superintendent and district staff.



2. Based upon the progress reports, FCMAT shall recommend to the Superintendent of Public Instruction those designated functional areas of school district operations that it determines are appropriate for the Governing Board of the school district to assume.
3. FCMAT shall file written status reports that reflect the progress the district is making in meeting the recommendations of the improvement plans.

As required by SB 1190, the November 1, 2004 Assessment and Improvement Plan developed by FCMAT constituted the comprehensive assessment and improvement plan for the Vallejo City Unified School District. The initial report assessed the district using 415 professional and legal standards in five areas of school district operations. The scaled scores for all of the standards in each operational area provided an accurate measure of the district's status regarding recovery at that time. Each standard was measured for completeness and a relative scaled score from zero (not met) to ten (fully met) was applied. An average of the scores for each operational area was determined. The averages of those scaled scores became the baseline of data against which the district's progress could be measured over time.

For the subsequent six-month progress reviews, including this May 2006 report, a smaller subset of these standards was selected by FCMAT in consultation with the California Department of Education (CDE) and the appointed State Administrator. The standards were selected as having the most probability, if addressed successfully, in assisting the district with recovery. The selected standards are identified in the Tables of Standards in later sections of this report, and are the focus of each six-month review.

The Vallejo City Unified School District is not required to reach a scaled score of 10 in every selected standard, but the district is expected to make steady progress that can be sustained, as substantial and sustained progress is a requirement of SB 1190. It is reasonable to expect that the district can reach an average rating of at least a six in each of the five operational areas. In collaboration with the California Department of Education, FCMAT established the following criteria to measure the district's progress. When the average score of the subset of standards in a functional area reaches a level of six, and it is considered to be substantial and sustainable, and no individual standard in the subset is below a four, FCMAT will recommend to the Superintendent of Public Instruction that this particular condition has been met. The final authority to return governance authority to the district board lies with the Superintendent of Public Instruction.

Subject to progress, recommendations every six months will address the functional areas of school district operations that could be returned to the Governing Board of the school district by the SPI. The ultimate return of legal rights, duties and powers is based upon the SPI's concurrence with the assessment of his administrator designee and FCMAT that the future compliance by the district with the improvement plans and the multiyear financial recovery plan is probable.

## Implementation Plan

FCMAT assessed the district using 415 professional and legal standards for the November 1, 2004 Assessment and Improvement Plan, providing an in-depth review of these standards in the five operational areas. A subset of standards in each operational area was identified to assist the district in successfully achieving recovery and return to local governance. This subset of standards is the focus of the ongoing six-month progress reviews conducted in the district. Although all professional and legal standards utilized in the comprehensive assessment process are important to any district's success, focusing on this identified subset of standards will enable the Vallejo City Unified School District to more quickly achieve a return to local governance.

FCMAT, with the collaboration of the California Department of Education and the State Administrator, identified the following subset of 129 standards in the five operational areas that are to be reviewed during each six-month progress review.

- 17 standards in Community Relations and Governance
- 35 standards in Personnel Management
- 23 standards in Pupil Achievement
- 39 standards in Financial Management
- 15 standards in Facilities Management

A progress narrative for each of these standards is provided in following sections of this report. These standards are also identified in bold print in the Table of Standards displayed at the end of each operational area section.

In collaboration with the California Department of Education, FCMAT established the following criteria to measure the district's progress. When the average score of the subset of standards in an operational area reaches a level of six and it is considered to be substantial and sustainable, and no individual standard in the subset is below a four, FCMAT will recommend to the Superintendent of Public Instruction (SPI) that this particular condition of SB 1190 has been met and that this operational area could be returned to the Governing Board.

FCMAT will assess the district's progress in each of the five operational areas during each six-month period and determine the operational area, subject to the criteria, that could be returned to the Governing Board of the school district on an incremental basis. The ultimate decision for the return of legal rights, duties and powers will be based upon the SPI's concurrence with the assessment of his administrator designee and FCMAT that the future compliance by the district with the improvement plans and the multiyear financial recovery plan is probable.

The average of the subset of standards in each operational area is indicated below. The ratings for November 1, 2004 provided a baseline of data against which the district's progress can be measured over each six-month period of review.

**November 1, 2004:**

Community Relations/Governance: average rating **3.35**, with **11** standards under a 4.

Personnel Management: average rating **1.34**, with **33** standards under a 4.

Pupil Achievement: average rating **2.39**, with **23** standards under a 4.

Financial Management: average rating **1.31**, with **37** standards under a 4.

Facilities Management: average rating **2.46**, with **11** standards under a 4.

**May 1, 2005:**

Community Relations/Governance: average rating **4.24**, with **4** standards under a 4.

Personnel Management: average rating **2.51**, with **25** standards under a 4.

Pupil Achievement: average rating **3.48**, with **10** standards under a 4.

Financial Management: average rating **2.53**, with **28** standards under a 4.

Facilities Management: average rating **3.13**, with **9** standards under a 4.

**November 30, 2005:**

Community Relations/Governance: average rating **5.24**, with **0** standards under a 4.

Personnel Management: average rating **2.74**, with **22** standards under a 4.

Pupil Achievement: average rating **5.09**, with **0** standards under a 4.

Financial Management: average rating **3.56**, with **24** standards under a 4.

Facilities Management: average rating **3.87**, with **5** standards under a 4.

**May 31, 2006:**

Community Relations/Governance: average rating **5.94**, with **0** standards under a 4.

Personnel Management: average rating **4.26**, with **12** standards under a 4.

Pupil Achievement: average rating **5.91**, with **0** standards under a 4.

Financial Management: average rating **4.33**, with **13** standards under a 4.

Facilities Management: average rating **4.47**, with **5** standards under a 4.

## Progress in Meeting the Criteria for Return of Powers

### Average of Ratings in Five Operational Areas

<b>Operational Areas</b>	<b>November 2004 Average Rating and Baseline</b>	<b>May 2005 Average Rating</b>	<b>November 2005 Average Rating</b>	<b>May 2006 Average Rating</b>
Community Relations/ Governance	3.35	4.24	5.24	5.94
Personnel Management	1.34	2.51	2.74	4.26
Pupil Achievement	2.39	3.48	5.09	5.91
Financial Management	1.31	2.53	3.56	4.33
Facilities Management	2.46	3.13	3.87	4.47

### Number of Standards in Each Operational Area Rated Less Than 4.0

<b>Operational Areas</b>	<b>November 2004 Standards &lt; 4</b>	<b>May 2005 Standards &lt; 4</b>	<b>November 2005 Standards &lt; 4</b>	<b>May 2006 Standards &lt; 4</b>
Community Relations/ Governance	11	4	4	0
Personnel Management	33	25	25	12
Pupil Achievement	23	10	10	0
Financial Management	37	28	24	13
Facilities Management	11	9	5	5

## **Community Relations/Governance**

The Vallejo City Unified School District has continued to make steady incremental progress in the area of community relations and governance. During the last six months, the district has sustained efforts to implement plans that address many of the priority standards. Community forums have been and continue to be a consistent part of the overall communication efforts of the district and serve as a reliable method for providing information to parents, staff and community members. The district has also engaged in outreach to community and civic groups, and has used these relationships to reinforce communications on the importance of student attendance. The district's communications efforts can be even further enhanced through outreach to parents who are traditionally less engaged or whose first language is not English. The district continues the process of reviewing, updating and adopting policies. The positive progress with policies must continue, but it is strongly recommended that the district conduct a comprehensive review and affirmation of all policies in a timely manner. The progress made in these priority areas can be sustained only if district staff has the full capacity to continue the work that has been initiated.

### **Communications**

The district has continued to implement the initiatives recommended in its strategic communications plan. In the last six months, district communication efforts have focused on outreach to local media, targeted mailings to parents on the high school exit exam, and broadcast telephone messages to parents on student attendance. Additionally, the district continues the successful practice of holding community forums, which are regarded as a reliable way to reach out to a broad segment of parents and the community and provide news and an opportunity for discussion about issues in the district. Recent forums, including Kindergarten Information Night, continue to be regarded by staff and parents as worthwhile and should continue to be a key part of district communication efforts. The district has also engaged in outreach to the local faith community and to parents in a district neighborhood where a new school could potentially open. Efforts such as these should be continued and expanded as the district works to strengthen communications with non-English-speaking and traditionally less-involved parents.

A more streamlined district Web site has been launched, with a simplified navigational structure. While the site is clearly a valuable tool for parents and the community to obtain pertinent information about the district, concerns remain about ensuring that all areas of the site are fully functional and consistently updated. A policy on media relations has been adopted by the state administrator and affirmed by the board, and staff has been engaged in strengthening the relationship with the local media to generate positive news coverage about the district. The district's broadcast phone system and site-based newsletters continue to provide information to parents about student attendance, upcoming events and other relevant topics. The district office continues to play a leading role in coordinating and supporting the sites in their communication efforts. Employees are sent a newsletter each quarter from the district office, and administrative team meetings provide opportunities to distribute information and solicit feedback from sites. In the last six months, the district anticipated a need to increase the availability of payroll staff to answer questions following a change in paycheck calculations, and set up specific windows of time to facilitate their availability.

Overall communications have shown consistent improvement in each progress report, but communication efforts in individual departments still vary. The district should continue to focus on ensuring consistency in communication efforts from all parts of the district office. The district



must focus attention on building adequate staff capacity in the long term to sustain the goal of improved communications.

### **Parent/Community Relations**

The Vallejo City USD has continued to use community forums to engage community members and provide information to parents. The district has made telephone calls to reach parents on the issue of student attendance and has initiated dialogue with additional community groups and the local faith community. These district-level efforts are positive and can be used as models to continue to increase the involvement of parents and volunteers at sites across the district. The district should endeavor to strengthen parent-teacher organizations at all sites by developing specific activities for parents and volunteers that are both meaningful and supportive of district goals.

In the past six months, the board membership has changed and has reflected an increased level of board involvement in community relations. At the organizational meeting of the board, members agreed to serve as liaisons between the district and specific groups within the community. This reaffirmation of the board's role in outreach to the community and to parents is important, and board members should ensure that pertinent community information and activities are reported during board meetings. Also, parent complaints generally appear to be responded to and resolved according to proper procedures.

### **Community Collaboratives, District Advisory Committees, School Site Councils**

The district has maintained relationships with community partners, organizations, agencies and businesses in the Vallejo area while building new relationships with neighborhood groups and the faith community. Board liaisons are working with the city of Vallejo, the Vallejo Chamber of Commerce, the Solano Board of Realtors, the Solano County School Boards Association, the Omega Boys & Girls Club, the Adkins Scholarship Project and other community groups. Both the state administrator and the members of the district's advisory board have worked to build and strengthen these productive relationships, and this coordinated strategy should be maintained. In addition, the district's Unsung Heroes program, recognizing community partners at board meetings for their efforts in the district, should continue. The district has made effective use of the property advisory committee in the past six months, and the successful strategies should be replicated for future committees.

### **Policy**

The advisory board and state administrator have adopted a number of policies for the district's policy manual. In the last six months, the district has reviewed, received input on, adopted and affirmed policies in media relations, fiscal solvency and the state loan repayment fund. While the district's methodical and thorough process of policy review is laudable, this effort must be made a key short-term priority and the timeline should be accelerated. All district policies, newly adopted and existing, now appear on the district Web site, as recommended in the last progress report. For the policies to be accessible and useful for parents and members of the community, and uniformly adhered to by administrators and staff, a consistent numbering and index system must also be adopted.

## **Board Roles/Boardsmanship**

The board has changed membership since the last progress report, with two new members having been sworn into office. Both district office staff and board members report that they continue to work well together with the change in board composition. New board members understand that the current role of the board is to advise, not to govern. As recommended in the prior progress report, the board and the state administrator revisited and reaffirmed the district's vision/mission and goals following the election of the new board members, as well as the district's five key goal areas. Improving achievement for underperforming students remains a top district goal. Periodic re-evaluation of the vision/mission and goals should occur again in the future, to ensure that the statements reflect the current beliefs and conditions in the district.

Additionally, board members have begun to implement strategies to increase community involvement in Vallejo's schools. As these efforts continue, the board should devote special attention to the goal of involving a broader cross-section of the community in the schools.

## **Board Meetings**

Agendas and discussions at the board meetings continue to be linked to issues of student achievement. As noted in prior reports, critical fiscal issues and the fiscal recovery plan continue to be a significant part of board discussions. Financial issues are still a top district priority, but each budget proposal at board meetings also includes a rationale describing the impact on student achievement. Training on budget matters and enrollment projections have occurred at board meetings over the past six months. Board agendas continue to provide specific opportunities to recognize community members who support the district and its schools. Board members are positive about the level of information they receive before meetings, and express satisfaction with the data and analysis provided, although some board members express a desire for even more information.

## **Summary**

The review of Community Relations and Governance included the assessment of a selected subset of 17 professional and legal standards of performance. The average rating of this subset of 17 standards has improved in the last 18 months as follows:

November 2004	3.35
May 2005	4.24
November 2005	5.24
May 2006	5.94



## 1.1 Communications

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### Professional Standard:

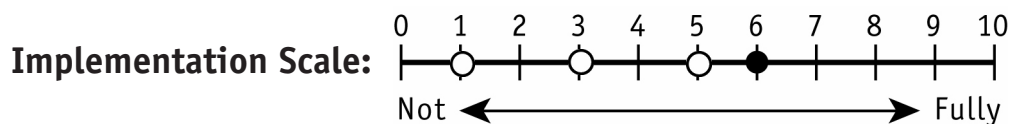
The district has developed and implemented a comprehensive plan for internal and external communications, including media relations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has developed a comprehensive communications plan encouraging proactive internal and external communications that integrates input from board members, district and site staff, parents and community members. The plan specifically addresses improving the public perceptions of the school district and strengthening media relations. It also speaks to the district's role in working with sites to strengthen communications with all parents. Use of the district's Web site by the public has increased, and the district should ensure that a plan exists to keep the Web site current, and that the staff has the capacity to maintain content and consistently update new information.
2. The district has worked to strengthen relationships with local media outlets, with the goal of providing proactive information to the media about important district issues, programs and activities. This effort appears to successfully highlight the achievements of the district's students and staff, as interviewees generally noted increased coverage of positive events happening in the schools. The district continues to employ community forums, including Kindergarten Information Night, and quarterly district newsletters to communicate with the public. As the communications plan continues to be implemented, the district should maintain these efforts, as well as parent notifications, forums and targeted mailings to ensure that information is disseminated to all staff, board members and school sites in a timely and efficient manner.
3. As noted in prior reports, the district should solicit feedback such as surveys, focus groups or other methods that encourage participants to freely give their opinions about district communications and to help refine the district communications plan.

### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



## 1.2 Communications

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### Professional Standard:

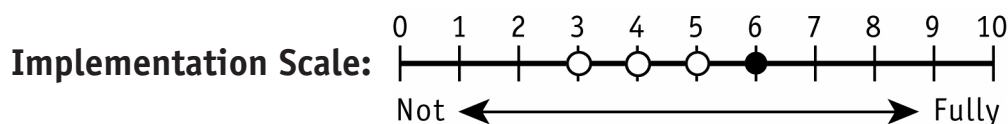
Information is communicated to the staff at all levels in an effective and timely manner.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district's comprehensive communications plan encourages proactive internal communications (see CR 1.1). Consistent implementation of internal communications strategies should now be the focus. Cabinet and administrative team meetings are generally regarded as venues where open discussion and feedback on internal communications issues can occur. Meeting agendas indicate specifically which items should be shared with site staff. Community forums held by the state administrator are also open to staff to attend and ask questions. The district has also utilized press releases and e-mail messages to spread information to staff members. A section of the district Web site will soon be launched that is specifically targeted at staff members. To further strengthen communications, the district should continue to ensure staff at all levels have regular opportunities to provide feedback.
2. Site-level staff now indicate that requests for information and assistance from district office staff are responded to more quickly. Sites still indicate, however, that responsiveness is not always consistent across all departments. The district office notes that in anticipation of questions regarding a change in employee paychecks, information was sent to employees and time was set aside for payroll staff to respond to questions. Anticipating communications needs such as this will help the district to be successful and effective at internal communications.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6





## 1.3 Communications

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### Professional Standard:

Staff input into school and district operations is encouraged.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Opportunities for communications and suggestions from staff to their supervisors, district administrators and the board are addressed in the district's communications plan. Such opportunities include staff and community forums, staff meetings, board meetings and suggestion boxes. A revised district policy on employee complaints has been adopted and affirmed. Additionally, the district has utilized focus groups of teachers to provide input on recruitment strategies and materials such as a brochure targeted to potential applicants for teaching positions in the district.
2. The district has begun to implement the staff intranet system in an effort to expand opportunities for feedback. The district should continue to identify additional means for staff to feel welcome to offer their input and suggestions.

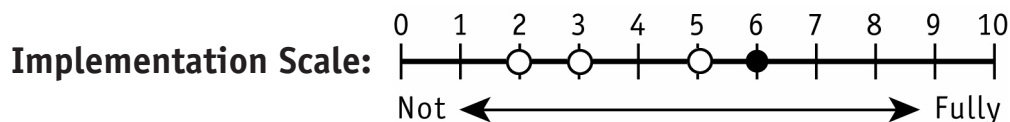
### Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 3

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 1.4 Communications

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### Professional Standard:

Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. As part of the communications plan, the district has clarified the roles and responsibilities of board members, district staff and the administration with respect to responding to media and public inquiries and serving as spokespersons. The district policy on media relations has been reviewed, revised, adopted and affirmed as recommended in prior progress reports.
2. District staff continues to demonstrate awareness of the protocols and procedures regarding public and media inquiries. Staff consistently directs such inquiries to the designated district communications staff.
3. Designated district staff respond promptly to media requests, including specific requests to facilitate reporting on the issue of student interventions.
4. Additional media training for key district staff, including principals, should continue to be conducted on an ongoing basis.

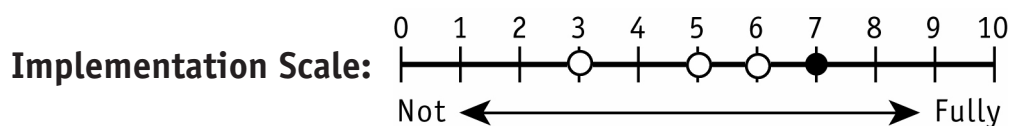
### Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 5

November 30, 2005 Rating: 6

May 31, 2006 Rating: 7



## 1.5 Communications

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### Professional Standard:

Individuals not authorized to speak on behalf of the district refrain from public comments on board decisions and district programs.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has clearly defined the role of spokesperson, and district staff and board members perceive that the policy is being followed. School site staff expressed a clear understanding of the procedure for referring media inquiries to the appropriate district communications staff.

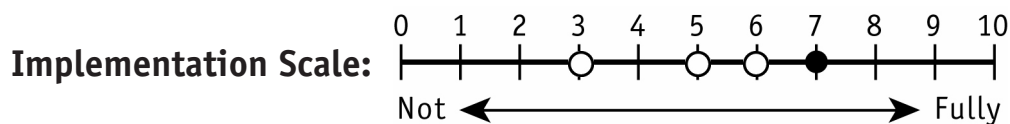
### Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 5

November 30, 2005 Rating: 6

May 31, 2006 Rating: 7



## 2.4 Parent/Community Relations

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### Professional Standard:

Parents' and community members' complaints are addressed in a fair and timely manner.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Information and documentation about the universal complaint procedures and Williams lawsuit complaint procedures continues to be available for parents. It is still recommended that the district conduct ongoing training regarding complaint resolution for district and site staff.
2. The district has adopted a policy on employee complaints. It is still recommended that the district implement processes to assess the effectiveness of its complaint procedures and to ensure staff are held accountable for the fair, consistent and thorough implementation of the complaint procedures.

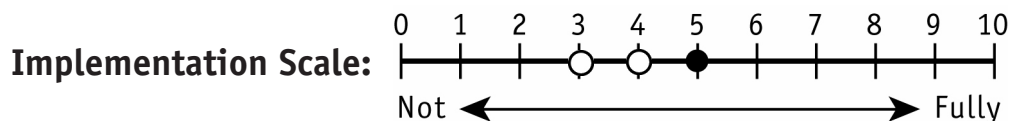
### Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 3

November 30, 2005 Rating: 4

May 31, 2006 Rating: 5



## 2.9 Parent/Community Relations

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### Professional Standard:

Board members are actively involved in building community relations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The board has identified strategies for strengthening community relations and community involvement with the district and schools. These strategies should be periodically reassessed to ensure that they are linked to the district's key goals.
2. The board has participated in community forums held by the state administrator, which provide an opportunity for individuals to share their thoughts on district issues. In general, it was reported that board members appear to be visiting school sites on a more regular basis.
3. The level of board member involvement and visibility in community relations has increased since the last progress report. In part, this increase can be attributed to a coordinated effort to build relationships between the board and community constituencies. Members of the board serve as liaisons to specific community and civic groups including Omega Boys & Girls Club, the Solano County School Boards Association, the Vallejo Interagency Committee, the Vallejo Chamber of Commerce, the Solano Board of Realtors, the Adkins Scholarship Project and the Vallejo City Council. Additionally, the state administrator has worked to engage the faith community and neighborhood groups in the past six months.
4. It is recommended that the board schedule a yearly reassessment of the efforts to engage community constituencies and conduct a self-evaluation of the efforts undertaken to build community relations.

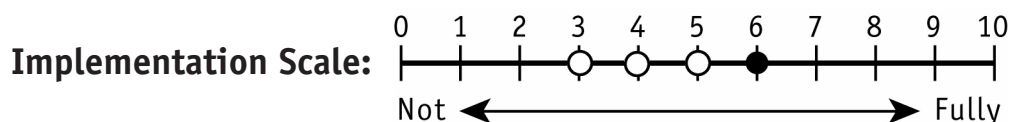
### Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 4

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6





### **3.1 Community Collaboratives, District Advisory Committees, School Site Councils**

#### **Professional Standard:**

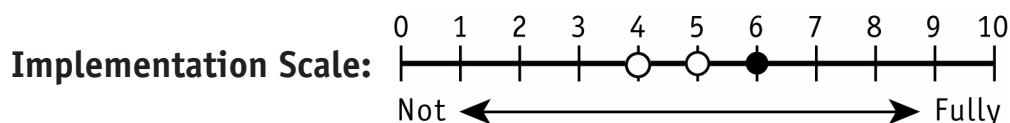
The board and superintendent support partnerships and collaborations with community groups, local agencies and businesses.

#### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has sustained progress through the development of a strategy for building community collaborations and partnerships at the district level to serve students and their families and facilitate sharing of resources. It should be a key priority for the district to ensure that partnerships are linked and aligned to the goals of the district. Further, the roles and responsibilities of the board and key staff should be identified for each partnership, including designation of a coordinator to follow up on the district's implementation of the strategy.
2. The district has developed a new partnership with the city of Vallejo on the issue of recycling. The board and state administrator have continued to build and strengthen relationships with other groups as well (see CR 2.9). Relationships between the leadership of the district and other organizations continue to be generally regarded as positive and productive. Comcast was recently recognized by the district as part of the Unsung Heroes program for undertaking a project to support a school site. The district should also continue to work with the county office of education to strengthen two-way communications.
3. The district's plan to address partnership-building should consider how greater support can be provided for site-level efforts, including technical assistance, resources and/or other incentives for participating in collaboration.
4. The district has identified means for regularly providing information about partnerships to parents, staff and the board. The district should ensure that this communication occurs in a timely manner and that the sharing of information occurs when the district initiates new partnerships and collaboratives, such as the outreach to neighborhood groups and to the faith community.

#### **Standard Implemented: Partially**

November 1, 2004 Rating: 4  
May 1, 2005 Rating: 5  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



## **3.2 Community Collaboratives, District Advisory Committees, School Site Councils**

### **Professional Standard:**

The board and the superintendent establish broad-based committees or councils to advise the district on critical district issues and operations as appropriate. The membership of these collaboratives and councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The board and state administrator created advisory committees consisting of parents, staff, community members and board members to create action plans addressing the district's priorities, within the context of the district's key goals. The district should periodically reassess the need to re-establish such working groups to obtain broad-based input on critical district issues.
2. The membership of most district and site-level advisory committees and councils has not changed in the past six months. When such groups are newly appointed or elected, strategies need to be implemented to involve a broader cross-section of parents and community members. Recommendations in action plans address the dissemination of information about the purpose, responsibilities and successful results of these groups to parents, community and staff to generate interest in participation. These recommendations appear to have been implemented with the formation of the property advisory committee and should be refined and adapted for use with future district committees and councils.

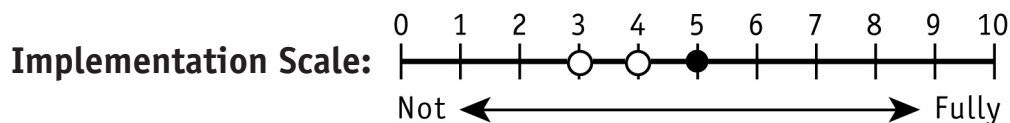
### **Standard Implemented: Partially**

November 1, 2004 Rating: 3

May 1, 2005 Rating: 4

November 30, 2005 Rating: 5

May 31, 2006 Rating: 5



## 4.1 Policy

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### Professional Standard:

Policies are well written, organized and readily available to all members of the staff and to the public.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has begun the process of updating its policy manual. Revised policies on Instruction - Assessment & Testing, Core Curriculum, Fiscal Solvency, State Loan Repayment Fund and the district's vision and mission have been adopted. The district has engaged in a thoughtful and positive process that allows for multiple opportunities for input from the community before adoption by the state administrator and affirmation by the board. However, more progress in this area needs to be demonstrated. Policies are posted to the district Web site as they are adopted, but need to be indexed and numbered consistently to be useful to both parents and to administrators.

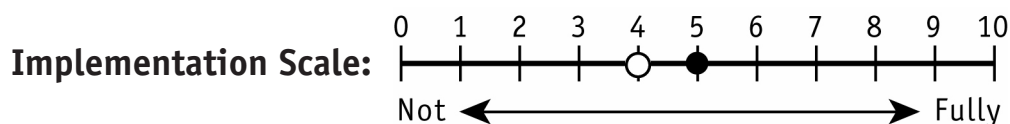
### Standard Implemented: Partially

November 1, 2004 Rating: 4

May 1, 2005 Rating: 4

November 30, 2005 Rating: 5

May 31, 2006 Rating: 5



## 4.6 Policy

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### Professional Standard:

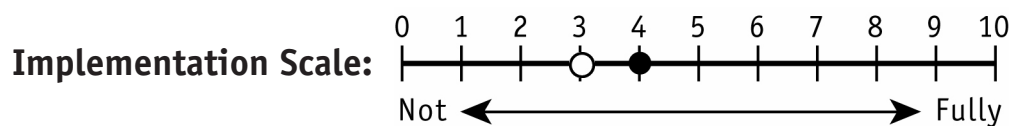
Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The consistent and uniform application of board policies by district and site staff remains an area in which the district must be vigilant. Parents and administrators must be able to determine which policies are the most current, and therefore a consistent indexing and numbering system should be adopted. As the district proceeds with plans to update its policies, it must examine the extent to which each policy meets the district's needs and/or is enforceable, and make revisions as necessary to ensure the meaningfulness of policies. Accountability mechanisms related to adherence to policy (e.g., staff evaluation, periodic reviews of critical policies) also need to be established.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 4



### 5.3 Board Roles/Boardsmanship

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#### Professional Standard:

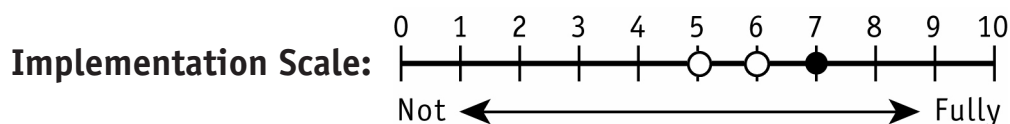
The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action based on the identified needs of the students, staff and educational community through a needs assessment process.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. The five key goals established by the state administrator have been reaffirmed by the board as a framework for district operations. For instance, board agendas relate items to the key goals. The state administrator must continue to report on the measurement of progress toward achieving the goals and hold district personnel accountable.
2. The findings and recommendations of the FCMAT progress reports related to student achievement, fiscal management, facilities management, personnel management and governance/community relations have been reviewed and discussed by the board, state administrator and staff.
3. As recommended in prior progress reports, the board has reaffirmed the district's goals and vision/mission statement.

#### Standard Implemented: Partially

November 1, 2004 Rating: 5  
May 1, 2005 Rating: 6  
November 30, 2005 Rating: 7  
May 31, 2006 Rating: 7



## 5.4 Board Roles/Boardsmanship

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### Professional Standard:

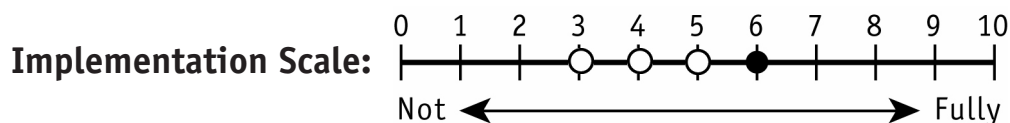
The board makes decisions based on the study of all available data, including the recommendations of the superintendent.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The state administrator should continue to ensure that appropriate materials and information are provided to the board to facilitate thoughtful discussion and informed decision-making. Board agendas for the past six months have included a rationale for each item, relating proposals back to the five district goals. Agenda items also include cost estimates, data and staff recommendations. In addition to the meeting agendas, board members receive a weekly informational letter from the state administrator.
2. Progress has been demonstrated in implementing systems that will generate more accurate and reliable data, including a new student information system. However, the state administrator must continue to focus on building and sustaining such internal systems and accountability structures.
3. The board has engaged in training on enrollment projections and budgets, and newly elected members of the board have attended continuing education for new school board members. Although the advisory board does not have decision-making authority, the board should consider pursuing additional formal training in data-based decision-making and budgetary analysis to prepare for resumption of authority in the future.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6





## 5.7 Board Roles/Boardsmanship

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### Professional Standard:

Functional working relations are maintained between the board and administration.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The state administrator and board appear to generally agree regarding their expected and appropriate roles and responsibilities. Members of the board and the state administrator expressed their belief that the first organizational meeting of the new board set a positive tone and reinforced the strong working relationship.
2. Regular, proactive communications between the board and the state administrator are occurring, including the informational weekly Friday letter.

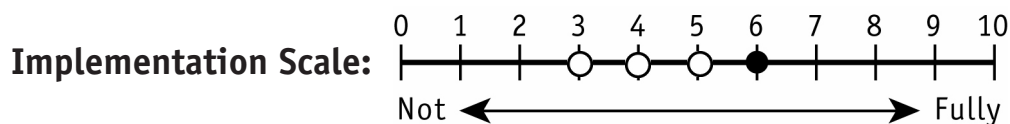
### Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 4

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 5.8 Board Roles/Boardsmanship

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### Professional Standard:

The board publicly demonstrates respect for and support for the district and school site staff.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. It appears that the board continues to treat staff members with respect at board meetings and at site visits.
2. The recommendation remains that the district should periodically assess the satisfaction of employees through methods such as surveys and should develop plans to address issues of concern.
3. The district should continue its practice of promoting the accomplishments of staff to the media and community as part of the comprehensive communications plan (see CR 1.1).

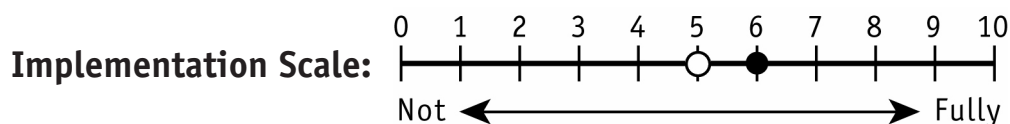
### Standard Implemented: Partially

November 1, 2004 Rating: 5

May 1, 2005 Rating: 5

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 5.12 Board Roles/Boardsmanship

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### Professional Standard:

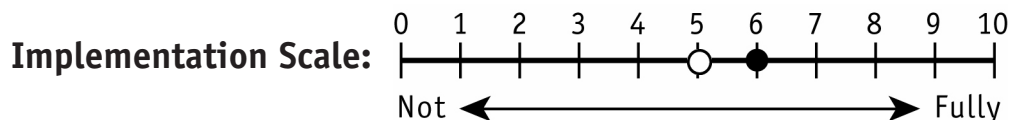
The board acts for the community and in the interest of all students in the district.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Improving achievement for underperforming students is one of the five district goals integrated into action plans developed to address the FCMAT priority standards. The district continues its efforts at educational reform and to use disaggregated data to determine the effectiveness of the efforts to raise achievement by all student populations.
2. The district has developed strategies to strengthen community information and involvement (see CR 1.1. and 2.9), used advisory committees to develop action plans, and conducted community forums to invite input. Additional efforts should focus on involving a broader cross-section of the community.
3. Board members and the state administrator attend community forums and other events at school sites. The board should formalize the process to ensure that board members make regular visits to school sites to familiarize themselves with site issues.

### Standard Implemented: Partially

November 1, 2004 Rating: 5  
May 1, 2005 Rating: 5  
November 30, 2005 Rating: 6  
May 31, 2006 Rating: 6



## 6.9 Board Meetings

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### Professional Standard:

Board meetings focus on matters related to student achievement.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Meeting agendas developed by the state administrator contain items related directly to the district's key goals for student achievement. However, board agendas during this period of fiscal crisis often focus on matters related to the district's pressing financial concerns. The agendas are carefully organized to clearly highlight the topics of highest priority and are planned to allow for the maximum time to be spent on those important items.
2. The state administrator has set meeting agendas that allow for discussions of relevant district policies, but the timeline for the review and update of district policies should be accelerated so that more policies can be addressed and updated. In the future, board agendas should contain reports and analyses of program effectiveness and progress being made toward achieving the district goals.

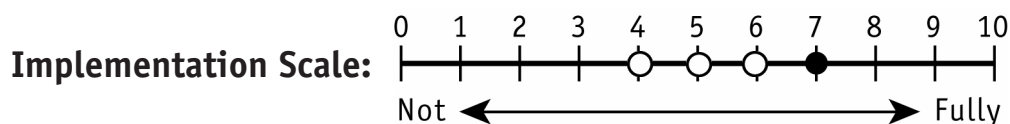
### Standard Implemented: Partially

November 1, 2004 Rating: 4

May 1, 2005 Rating: 5

November 30, 2005 Rating: 6

May 31, 2006 Rating: 7





<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.1</b>	<b>PROFESSIONAL STANDARD - COMMUNICATIONS</b> The district has developed a comprehensive plan for internal and external communications, including media relations.	<b>1</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>1.2</b>	<b>PROFESSIONAL STANDARD - COMMUNICATIONS</b> Information is communicated to the staff at all levels in an effective and timely manner.	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1.3</b>	<b>PROFESSIONAL STANDARD - COMMUNICATIONS</b> Staff input into school and district operations is encouraged.	<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>1.4</b>	<b>PROFESSIONAL STANDARD - COMMUNICATIONS</b> Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>1.5</b>	<b>PROFESSIONAL STANDARD - COMMUNICATIONS</b> Individuals not authorized to speak on behalf of the district refrain from making public comments on board decisions and district programs	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>1.6</b>	<b>PROFESSIONAL STANDARD - COMMUNICATIONS</b> Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	<b>3</b>			
<b>2.1</b>	<b>LEGAL STANDARD - PARENT/COMMUNITY RELATIONS</b> Annual parental notice of rights and responsibilities is provided at the beginning of the school year. This notice is provided in English and in languages other than English when 15 percent or more speak other languages (EC 48980, 48985).	<b>6</b>			

The identified subset of standards appears in bold print.



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
2.2	LEGAL STANDARD - PARENT/COMMUNITY RELATIONS A school accountability report card is issued annually for each school site (EC 35256).	7			
2.3	LEGAL STANDARD - PARENT/COMMUNITY RELATIONS The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	6			
2.4	<b>PROFESSIONAL STANDARD - PARENT/COMMUNITY RELATIONS</b> <b>Parents' and community members' complaints are addressed in a fair and timely manner.</b>	3	3	4	5
2.5	PROFESSIONAL STANDARD - PARENT/COMMUNITY RELATIONS Board members refer informal public concerns to the appropriate staff members for attention and response.	8			
2.6	PROFESSIONAL STANDARD - PARENT/COMMUNITY RELATIONS Parents and community members are encouraged to be involved in school activities and in their children's education.	3			
2.7	PROFESSIONAL STANDARD - PARENT/COMMUNITY RELATIONS Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	2			
2.8	LEGAL STANDARD - PARENT/COMMUNITY RELATIONS The district has established procedures for visitor registration and posts registration requirements at each school entrance. (Penal Code 627.2, 627.6)	5			
2.9	<b>PROFESSIONAL STANDARD - PARENT/COMMUNITY RELATIONS</b> <b>Board members are actively involved in building community relations.</b>	3	4	5	6

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.1</b>	<b>PROFESSIONAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS</b> The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	4	5	5	6
<b>3.2</b>	<b>PROFESSIONAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS</b> The board and the Superintendent establish broad-based committees or councils to advise the district on critical district issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student population.	3	4	5	5
<b>3.3</b>	PROFESSIONAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS Community collaboratives and district and school advisory councils have identified specific outcome goals that are understood by all members.	4			
<b>3.4</b>	PROFESSIONAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS The district encourages and provides the necessary training for collaborative and advisory council members to understand the basic administrative structure, program processes and goals of all district partners.	5			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.5</b>	PROFESSIONAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS Community collaboratives and district and school advisory councils effectively fulfill their responsibilities (e.g. researching issues, developing recommendations) and provide a meaningful role for all participants.	4			
<b>3.6</b>	LEGAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS The school site council develops a single plan for student achievement at each school applying for categorical programs through the consolidated application (EC 64001).	8			
<b>3.7</b>	LEGAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 52853, 64001).	7			
<b>3.8</b>	LEGAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans (EC 52853, 52855, 64001).	7			
<b>3.9</b>	LEGAL STANDARD - COMMUNITY COLLABORATIVES, DISTRICT ADVISORY COMMITTEES, SCHOOL SITE COUNCILS Policies exist for the establishment of school site councils (EC 52852.5).	10			
<b>4.1</b>	<b>PROFESSIONAL STANDARD - POLICY</b> <b>Policies are written, organized and readily available to all members of the staff and to the public.</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
4.2	PROFESSIONAL STANDARD - POLICY Policies and administrative regulations are up to date and reflect current law and local needs.	4			
4.3	LEGAL STANDARD - POLICY The board has adopted all policies mandated by state and federal law.	6			
4.4	LEGAL STANDARD - POLICY The board annually reviews its policies on intradistrict open enrollment and extracurricular/cocurricular activities (EC 35160.5).	4			
4.5	PROFESSIONAL STANDARD - POLICY The district has established a system of securing staff and citizen input in policy development and review.	3			
4.6	<b>PROFESSIONAL STANDARD - POLICY</b> <b>The board supports and follows its own policies once they are adopted.</b>	3	3	4	4
5.1	LEGAL STANDARD - BOARD ROLES/ BOARDSMANSHIP Each board member meets the eligibility requirements of being a board member (EC 35107).	10			
5.2	PROFESSIONAL STANDARD - BOARD ROLES/ BOARDSMANSHIP Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties, functions, authority and responsibilities of members.	4			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>5.3</b>	<b>PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP</b> The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action based on the identified needs of the students, staff and educational community through a needs assessment process.	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>
<b>5.4</b>	<b>PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP</b> The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>5.5</b>	PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP Functional working relations are maintained among board members.	7			
<b>5.6</b>	PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP Individual board members respect the decisions of the board majority and support the board's actions in public.	8			
<b>5.7</b>	<b>PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP</b> Functional working relations are maintained between the board and administrative team.	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>5.8</b>	<b>PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP</b> The board publicly demonstrates respect for and support for the district and school site staff.	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>
<b>5.9</b>	PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP The board demonstrates respect for public input at meetings and public hearings.	6			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>5.10</b>	PROFESSIONAL STANDARD - BOARD ROLES/ BOARDSMANSHIP Board members respect confidentiality of information by the administration.	6			
<b>5.11</b>	PROFESSIONAL STANDARD - BOARD ROLES/ BOARDSMANSHIP Board members do not involve themselves in operational issues that are the respon- sibility of the Superintendent and staff.	8			
<b>5.12</b>	<b>PROFESSIONAL STANDARD - BOARD ROLES/BOARDSMANSHIP</b> <b>The board acts for the community and in the interests of all students in the district.</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>
<b>6.1</b>	LEGAL STANDARD - BOARD MEETINGS An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	9			
<b>6.2</b>	LEGAL STANDARD - BOARD MEETINGS The board agenda is made available to the public in the manner and under the time lines prescribed by law (Government Code 54954.1, 54954.2).	9			
<b>6.3</b>	PROFESSIONAL STANDARD - BOARD MEET- INGS Board members prepare for board meet- ings by becoming familiar with the agenda and support materials prior to the meeting.	5			
<b>6.4</b>	PROFESSIONAL STANDARD - BOARD MEET- INGS Board meetings are conducted according to a set of bylaws adopted by the board.	8			

The identified subset of standards appears in bold print.



<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>6.5</b>	<b>LEGAL STANDARD - BOARD MEETINGS</b> Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	5			
<b>6.6</b>	<b>PROFESSIONAL STANDARD - BOARD MEETINGS</b> Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.	6			
<b>6.7</b>	<b>LEGAL STANDARD - BOARD MEETINGS</b> The board has adopted bylaws for the placement of items on the board agenda by members of the public. (EC 35145.5)	9			
<b>6.8</b>	<b>LEGAL STANDARD - BOARD MEETINGS</b> Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda (EC 35145.5).	9			
<b>6.9</b>	<b>PROFESSIONAL STANDARD - BOARD MEETINGS</b> <b>Board meetings focus on matters related to student achievement.</b>	4	5	6	7

The identified subset of standards appears in bold print.

## **Personnel Management**

The district must address 35 identified priority standards in the operational area of Personnel Management. The Human Resources (HR) Department has now completed detailed action plans for all 35 standards. The department also has created a file system where documented progress on each standard can be stored and retrieved. More progress in this operational area was made during the last six-month period than in the previous 12 months of monitoring. While much remains to be done, the recent progress made is promising.

### **Organization and Planning**

The priority board policies affecting personnel operations, such as the delivery of services, roles, and processes for employment, and employee discipline and dismissal, were reviewed by a law firm, returned to HR for revision, and reviewed again by the law firm. Two of them have gone through the required two readings by the board, and four more have had one reading. The district has not yet developed a numbering system for the new policies. Because HR is not in control of the policy revision time line, it has begun developing and documenting the underlying procedures for the remainder of the board policies relating to HR functions.

The HR Department is undergoing another major reorganization. The responsibility for health and welfare benefits is again being moved back into Fiscal Services, as well as workers' compensation, so that all risk management functions will be consolidated under Fiscal Services. The Director-Staff Support position will thus be eliminated. To better support the department's efforts to work within the district's horizontal alignment, a new position of HR Operations Manager has been created to oversee functions such as recruitment, credentialing, and the technical procedures associated with hiring. A new Recruitment Specialist position was also added to the organization in January 2006. The new organizational chart has been drawn up with the functions listed, which provides greater clarification of the roles and responsibilities of the HR team. This new organization responds to the recommendations of the FCMAT review team.

A plan was developed to create operational desk manuals for each desk and an overall aggregate procedures manual at the level of the Assistant Superintendent. These manuals are a work in progress, with some staff having made significant progress while some are still in the beginning or middle stages. In general, staff is positive about this work as it gives them a better perspective of their own roles. An annual operational calendar exists, but requires refinement to become a user-friendly tool for staff to implement.

### **Internal and External Communications**

The district has not yet completed the redesign of its Web page, so HR cannot post all the information that should be available to current and prospective employees. However, salary schedules and job announcements continue to be posted to the Web site.

Staff is not completely happy with the adjusted physical layout of the office because it keeps the department divided functionally. However, they anticipate that this will change during the next year with a move to a new facility. HR now posts its mission statement, but some staff have not completely embraced it.

Regular meetings of the HR management team, the HR department, and HR and Payroll staff are now occurring. The FCMAT standards need to be internalized and operational procedures institutionalized to become sustainable.

## **Employee Recruitment and Selection**

The teacher recruitment process was vastly improved for the 2005-06 school year. HR worked with the instructional division to develop recruitment materials and strategies and a schedule of timely recruitment activities. A recruitment team of 23 site administrators, teachers, and HR directors was identified and trained. Seven job fairs were identified, including one that targeted potential special education teachers. A program of school visits was established for new recruits. The district allocated a budget of \$25,000 for recruitment and marketing.

The Credentials Analyst gained access to the Aeries system for credential monitoring but is still using a manual matching process. The district has engaged a consultant who, through work on the CBEDS reporting, may soon have the Aeries information system linked to the California Educational Computer Consortium (CECC) system to help automate the credentials auditing process. A fall credentials audit was not done this year except for Deciles 1 through 3 schools per the Williams Act. A full audit will be done in fall 2006.

## **Operational Procedures**

The new position of Recruitment Specialist will be responsible for updating the district's job descriptions. Thus far, 93 job descriptions have been converted to Word documents and are on disk. Next steps include completing all job descriptions and placing them on the district's Web site. The work to develop operational desk manuals for each desk and a department procedures manual will help standardize operational procedures for the department.

The HR department has provided cross training in some job functions to provide backup support to those functions. However, there is no overall plan for providing backup for all critical functions in the department. As desk manuals and department procedures are completed, a backup person for each critical function should be identified and trained. The directory of department services should be provided to customers, with the primary and backup staff members identified for each job function.

The district has reconfigured its high school course offerings and schedules for the coming school year, necessitating changes in staffing. The horizontal organizational alignment of the district office has HR and the instructional department already preparing the staffing for the next school year. Enrollment projections have been completed, staffing needs have been identified, and tentative master schedules developed with close coordination between the Director of Secondary Education and HR staff. This collaborative effort enabled HR to begin the recruitment process earlier this year.

The district has a process to continually monitor enrollment and, as enrollment continues to decline during this year, is prepared to reduce staffing at mid-year. The district must ensure that necessary staffing reductions are accomplished as planned to keep pace with the declining enrollment.

## **Use of Technology**

The district has completed implementing the collective bargaining settlements in the new benefits module of the financial system. The HR department then hired a consultant to prepare a benefits audit, which has been completed. The responsibility for auditing and maintaining the benefits portion of the system has been shifted to Fiscal Services.

This year, for the first time, HR was able to generate a Notice of Assignment for all employees. This is a significant step in communicating with employees and for verifying the data in the system. HR plans to generate these notices at the beginning of each work year.

Staff members in HR continue to participate in the monthly CECC user group meetings, and more training has been provided on using that system, as well as the substitute management system. The department needs to prepare a technology training plan for staff members to ensure that such needs are identified and systematically met.

A consultant is assisting the district in the development of a district calendar of staff development and training activities. Each department is to determine the training for its own department and submit it to the master calendar. The same consultant has developed an Excel-based applicant tracking system for the Recruitment Specialist.

The district has reviewed the Web version of the substitute management system it currently uses, but no decision has been made to implement it. Some thought is being given to switching to the SubFinder System's Web version because the Solano County Office uses it. Either way, the move to a Web-based technology will greatly improve substitute services and efficiency and should be a high technology priority.

The HR department has undergone an upgrade of its computer workstations to make them able to utilize more current technological options for its support systems. The department has purchased document imaging software and hired a consultant to assist with its implementation.

## **Staff Training**

Members of the HR staff have had a number of training opportunities to assist them in providing HR services. Staff members are becoming more aware of training opportunities and alerting the department to workshops. There also has been more professional development and training opportunities for managers and supervisors during this school year. Work remains to be done to ensure a systematic focus on professional development and training for all department employees.

## **Evaluation and Due Process**

HR has made progress in monitoring all employee evaluations, and has developed procedures to ensure that evaluations are completed and submitted appropriately. HR worked with instructional personnel to provide four training sessions for principals on teacher evaluation. The CECC system is now being used to track teacher evaluations and a spreadsheet system has been developed to track classified evaluations.

## **Employer/Employee Relations**

Now that the district has settled a three-year agreement with each of its bargaining units, HR should arrange for training for the Leadership Team on the aspects of the agreements that affect their areas of responsibility. There has been training this past year on certificated evaluations. However, given the number of grievances reaching the HR department, the Leadership Team and site supervisors need further training on how to address contract issues at the lowest level.

The district has set up regular meetings with bargaining unit leadership to communicate about current and upcoming happenings and issues. This process should continue to keep the lines of communications open and avoid unnecessary conflicts or disturbances in providing services and instruction to the district's students.

## **Summary**

The review of Personnel Management included the assessment of a selected subset of 35 professional and legal standards of performance. The average rating of this subset of 35 standards has improved in the last 18 months as follows:

November 2004	1.34
May 2005	2.51
November 2005	2.74
May 2006	4.26

## **1.1 Organization and Planning**

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### **Professional Standard:**

An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the personnel office.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The HR Department (HR) has a detailed action plan to address Standard 1.1 that is consistent with the district's plans to update all of the board policies. In response to Standards 4.1 through 4.6 in the operational area of Community Relations and Governance, the district had developed a detailed action plan for: (4.1) evaluating the existing board policies, providing for staff and public input, and distributing new and revised policies and regulations; (4.3) initiating a process to identify missing policies that are legally required and policies that need updating, and identifying persons responsible for development and/or updating and review of existing policies and communicating the results to department managers for review and prioritization for updating; (4.5) after receiving feedback from department managers, developing drafts of new policies and revising existing ones to indicate where district decisions/perspective are needed; (4.4) providing for regular policy updates using CSBA Policy Service notifications; and (4.6) providing for the annual readoption of policies.
2. In accordance with the Community Relations and Governance detailed plan involving Standards 4.1 through 4.6, HR did submit the following priority policies for review by March 15, 2005:
  - a. Standard 1.2: board policies 4000(a), 4115, 4117.4-4117.6, 4118, 4211, 4212, 4214(a), 4215, 4218, 4311, 4313.2, 4315, and 4315.1.
  - b. Standard 3.13: Board Policy 4113.
  - c. Standard 5.4: Board Policy 4213 and 4213.
  - d. Standard 8.1: Board Policy 4131.
3. These policies were reviewed by a law firm and returned to the Director-Staff Support in HR, who has been designated as the HR FCMAT liaison and the person to lead HR policy revision. The Director-Staff Support requested that these policies be returned to the law firm to obtain the legal references that are required for them. The task was completed and the policies were again returned to HR for their review.
4. The new policies have been designed to be very brief and broad so that departments can use accepted district procedures and practices to drive the ultimate wording of the policies. The Assistant Superintendent, Human Resources made revisions to the priority policies and submitted them for a final review by legal counsel, then to the board.
5. As of this review, all of the priority policies have been reviewed, revised and submitted. Two of them, Certificated Personnel/Assignment and Personnel/Complaints, have been through two readings by the board. Four additional policies have been submitted to the board for a first reading: Decision Not to Rehire, Suspension/Disciplinary Action,

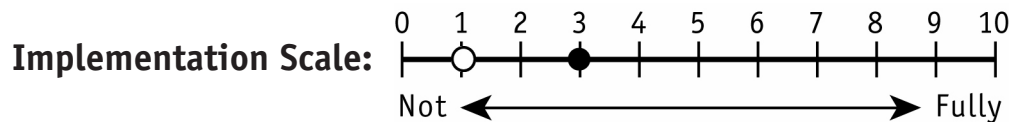


Recruitment and Selection, and Classified Evaluation/Supervision. The district's procedure requires two readings for each policy. The district has not yet assigned a number to the new policies. The remaining priority policies will go through the two readings by the board. HR does not control this process, but will continue to submit policies as requested in accordance with the district's overall process.

6. HR will receive instructions on continuing the board policy reviews of all of the former 4000 series when the FCMAT recommended priority policies for all divisions have been updated.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 1  
November 30, 2005 Rating: 1  
May 31, 2006 Rating: 3



## **1.2 Organization and Planning**

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### **Professional Standard:**

The district has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation, and dismissal of employees.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. HR has a detailed action plan for Standard 1.2 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. Board policies that delineate the role of the board and administration in recruitment, hiring, evaluation and dismissal of employees received a second reading by the board in February 2006.
3. Board policies delineating roles of the board and administration related to assignment, termination agreement, and evaluation have been revised and are scheduled for a first reading by the board.
4. Because HR does not control the process and schedule for the updating of the board policies, the department is developing job descriptions, procedures, and instructions that help clarify the roles of the board and the administration. The following documents assist in the delineation of the roles:
  - a. HR Managers' job descriptions.
  - b. Job postings.
  - c. Applicant screening documents/procedures.
  - d. Interview rubrics and questions.
  - e. Interview files.
  - f. Exit questionnaires.
  - g. Pre-employment Inquiry Do's and Don'ts.
  - h. HR—The Art of Hiring.
  - i. CODESP Contract—Development of Employee Selection Procedures.
5. The procedures linking recruitment, evaluation, and discipline to board policies and collective bargaining are being further developed as each of the managers and HR staff members develops a detailed desk manual. The Recruitment Specialist has been in the position for just about two months, but is working on the desk manual for the position, which will ultimately define the working procedures for inclusion in the overall HR Procedures Manual.
6. Progress has been made on this standard since the last review and, while not complete, a structure has been put into place.

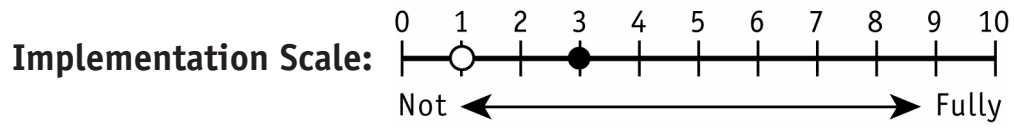
## Standard Implemented: Partially

November 1, 2004 Rating: 1

May 1, 2005 Rating: 1

November 30, 2005 Rating: 1

May 31, 2006 Rating: 3



## 1.3 Organization and Planning

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### Professional Standard:

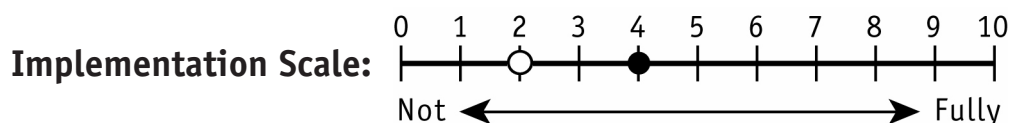
The Personnel Department has developed a mission statement that sets clear direction for personnel staff. The Personnel Department has an organizational chart and a functions chart that include the names, positions, and job functions of all staff in the Personnel Department.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 1.3 that includes critical actions to be taken, a time line for implementation (e.g., spring 2006), the responsible department/person, planned documentation, and fiscal impact/resources.
2. Since the last review, HR has been structuring its work in accordance with the horizontal alignment of the district. The position of Recruitment Specialist was added to the department in January.
3. The health and welfare benefits function was removed from HR and returned to Fiscal Services. Workers' Compensation remains in the HR Department under the Director-Staff Support.
4. The current HR organizational chart shows a Director of Elementary, Director of Secondary, and Director of Staff Support. The functions are listed for each position. The Assistant Superintendent has been working on a new organization chart since January 2006. There is a staff directory. With approval from the State Administrator, the Director of Staff Support position will be eliminated and Workers' Compensation will be moved to Fiscal Services. An Operations Manager position will be created to oversee the certificated and classified personnel technicians, Credentials Technician, and Recruitment Specialist. This new organization is expected to better serve the horizontal alignment structure of the district as a whole.
5. The Mission Statement is: The Mission of the HR Department is to provide the district with diverse and highly qualified staff, and ensure their success by: facilitating, monitoring, directing, and coordinating effective and caring support services. As of the review, this mission statement is posted on the wall and can be found in some but not all of the individual desk manuals that are being developed. Staff members are aware of the mission statement, and some but not all can at least paraphrase it.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 4



## 1.5 Organization and Planning

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### Professional Standard:

The Personnel Department has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 1.5 that includes critical actions to be taken, a time line for implementation (e.g., Spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. The activities that were brainstormed and further developed by the staff have been committed to paper. They include ongoing personnel activities, as well as activities by month. This extensive calendar could be seen in the opening sections of some but not all of the desk manuals. The calendar lacks a user-friendly format and is not yet being used in a completely effective manner. It is sometimes reviewed at staff meetings.
3. Next steps will be to organize the calendar so it can be referenced easily and is recognized by staff as a tool to increase efficiency and effectiveness, and to make it accessible in a shared electronic format. Finally, it should be synthesized into an internal and external version, and the external version should be placed on the HR Web site, once that is up and running.

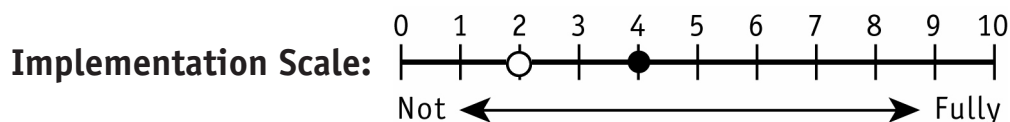
### Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 4

November 30, 2005 Rating: 2

May 31, 2006 Rating: 4



## **2.1 Communications: Internal/External**

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### **Professional Standard:**

The Personnel Department utilizes the latest technological equipment for incoming and outgoing communications.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The detailed action plan for using the district's Web site as an HR communication tool has been completed and includes notifying customers via e-mail of new publications. At the time of FCMAT's fieldwork in April, the redesign of the district's Web site had not yet been completed. Job postings, salary schedules, benefits information, and application forms are posted to the Web site, but all other postings from the HR Department remain on hold until the redesign is completed.

As recommended in the initial FCMAT comprehensive report, the district's Web site should be used as a communication tool between the HR Department and its customers. Publications and forms prepared by the department that would have broad interest among customers should be posted and available. Once the Web site redesign is complete, a staff member in HR needs to be designated to keep these items up to date and to notify customers via e-mail when there are new postings.

2. The task of synchronizing the job postings between the ED-JOIN Web site and the district's Web site is included in the detailed action plan for this standard, and is planned to be accomplished when the redesign of the district's Web site has been completed. HR staff members can then update both ED-JOIN and the district's site at the same time to synchronize the job postings. Alternatively, the department is considering eliminating the postings to the district's Web site and instead providing a link to ED-JOIN. This would eliminate the requirement to keep postings in sync.
3. The HR Department has yet to establish e-mail as the main method for mass communication between the department and other departments and school sites. Even when e-mail is used, typically a hard copy is mailed as well. HR should be able to rely upon e-mail notices to sites and other departments, and personnel at each site and department should be assigned responsibility for regularly checking the e-mail for that site or department.

Notices to all employees, however, may still need to be on paper, since not all employees have an e-mail address or access to a computer, but these notices can be posted to the Web site for employees to refer to as needed, once the Web site is ready for HR to begin posting this information.

4. The detailed action plan for technology training specifies that all HR staff members will be trained to generate reports from the systems used in HR. Since the last review, more staff members are able to run the reports needed to perform their duties. A technology training plan should be developed for the department and incorporated into the staff development plan so that all department employees can fully utilize technology to provide better customer service.

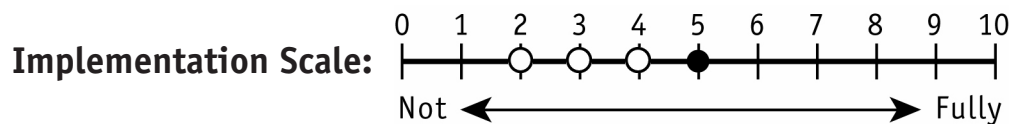
5. Customer service has been one of the subjects of focus in the HR staff meetings, and HR has made progress in improving customer service. While the physical layout of the department makes it difficult to coordinate services with the horizontal realignment of the organization, the conceptual design of the department layout as it will be in the new district office building should no longer impede customer service. In addition, the department has designed a new organizational structure, effective in July, to support the horizontal alignment of the broader district organization and to consolidate operational functions under one manager. This should serve to streamline procedures, improve internal communications and expectations, and improve daily operations and customer service.

HR management has developed a mission statement and guiding principles for the department, which have been shared with department staff. While the rest of the department was not involved in the development of these principles, most of those interviewed could articulate a general idea of their contents. These should be further fleshed out into protocols for communication, performance, the use of technology, and customer service that all employees are to be held accountable for maintaining.

6. HR has implemented a program of upgrading the software and capabilities of the computer workstations in the department to use the department's technology more effectively and efficiently.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 5





## **2.4 Communications: Internal/External**

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### **Professional Standard:**

The Personnel Department staff is cross-trained to respond to client need without delay.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district developed the detailed action plan for this standard, which includes the following to be completed by November 2005:

- a. Combining like functions across the three sections of the department to streamline activities and provide better and more consistent customer service.

After this detailed action plan was prepared, it was decided to move all of the risk management functions from HR to Fiscal Services, which meant moving a manager position and a support position as well. This reduces the department to two sections: elementary and secondary. HR plans to restructure the department, effective in July, to combine all operational support positions under a new management position, allowing the director positions to focus more on external and policy matters. This should serve to streamline operations and improve customer service.

As a result of the reorganization, another position will be designated to provide HR technician services, which will result in the credentialing functions being handled by a second person, providing backup for these services.

- b. Developing a cross-training schedule for the critical functions of all positions, and ensuring that employees appropriately fill in for each other during absences.

This activity has not yet been completed. However, HR has provided training for backup personnel for some functions, such as fingerprinting and the substitute calling system. The plan is to continue cross-training functions as the desk procedures are completed and reviewed (see Standard 5.2).

- c. Preparing a functional directory that also lists the backup employee for each function.

HR has prepared a directory of its staff members, listing for each their functions and a backup. This listing should also be made available by function rather than by staff member, for easy reference by external parties. And, as mentioned above, the backup personnel need to be cross-trained to handle the priority tasks.

- d. Establishing career paths for employees within the department, and ensuring that employees are aware of the requirements to move to the next step.

There appears to be no progress on this activity.

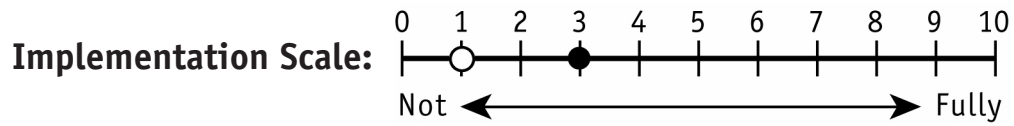
## Standard Implemented: Partially

November 1, 2004 Rating: 1

May 1, 2005 Rating: 1

November 30, 2005 Rating: 1

May 31, 2006 Rating: 3



## 2.5 Communications: Internal/External

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### Professional Standard:

The Personnel Department holds regularly scheduled staff meetings.

### Progress on Implementing the Recommendations of the Improvement Plan:

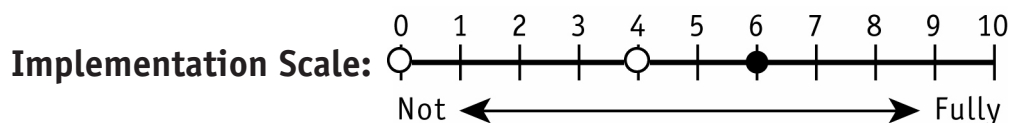
1. A detailed action plan has been developed to address this standard. The HR management team has established weekly meetings to discuss priorities, departmentwide issues and scheduled activities, and to set goals for the week.

HR management developed the department's mission statement and guiding principles, which have been shared with the rest of the department. These need to be institutionalized and augmented to include standards for customer service, ideas for team building, and other departmental planning needs.

2. The detailed action plan specifies that each manager hold monthly meetings of his/her section of the department to discuss the outcomes of other meetings in the department, develop plans and goals, discuss projects, review and revise procedures, discuss ideas to improve efficiency, and address other topics of concern. With the planned reorganization of the department, it will no longer be split into three sections. This activity in the detailed action plan then becomes less relevant, as long as the meetings for the entire department continue.
3. The entire HR staff meets biweekly, with weekly meetings more recently to prepare for this review. Overall, interviewees indicated that they are adequately informed of important issues and activities occurring in the district and in the department.
4. Agendas for the department's staff meetings indicate that much of the recent focus has been in preparation for the visit of the FCMAT team. The FCMAT standards should now be internalized and owned by the department, so that they can become the department's initiatives that are continuously discussed and improved upon.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 6  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 6



### **3.4 Employee Recruitment/Selection**

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#### **Professional Standard:**

The Personnel Department has a recruitment plan that contains recruitment goals, including the targeting of hard-to-fill positions such as those in the areas of math, science, special education, and bilingual education. The district has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials, and the printing of a year-end report, and that effectively implements the provisions of the district recruitment plan.

#### **Progress on Implementing the Recommendations of the Improvement Plan:**

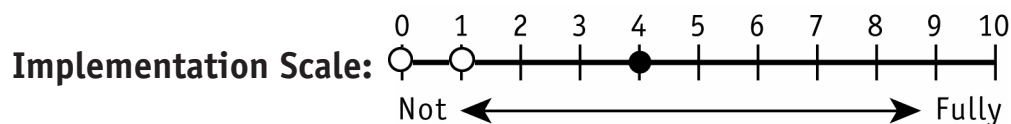
1. HR has a detailed action plan for Standard 3.4 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. Consistent with the district's overall horizontal alignment, two groups were identified to develop the certificated teacher recruitment plan and the marketing and materials plan. Focus groups were held with newly hired teachers to identify what worked and what did not in past recruiting efforts. A training meeting for the VCUSD Recruitment Team was held on March 9, 2006, which included the following agenda items:
  - a. Purpose, Roles, Goals of Recruitment Team Members.
  - b. District Recruitment Team Contact List.
  - c. Recruitment Plan Schedule/Budget for 2006-07 School Year.
  - d. A schedule of Prospective Teacher Visits (teachers who were contacted at job fairs were invited to visit schools in VCUSD).
  - e. "VCUSD Key Messages" for prospective teachers flyer.
3. The budget for recruitment was set at \$25,000. Recruitment brochures and materials have already consumed \$12,000. An additional \$15,000 is being solicited from Special Projects.
4. Initially, seven job fairs were scheduled as follows:
  - a. Sacramento State University—March 13, 2006.
  - b. Saint Mary's College—March 17-18, 2006.
  - c. Northern California Recruitment Fair—April 1, 2006.
  - d. Fresno State University Recruitment Fair—April 6, 2006.
  - e. Solano County Office of Education Recruitment Fair—April 22, 2006.
  - f. San Francisco State University—April 27, 2006.

Originally, the team scheduled the University of California at Davis Recruitment Fair, but it was determined that the number of possible candidates did not warrant the cost. A recruitment fair at Chico State University will be added to the schedule because it was determined that this would be a good source for special education teachers.

5. Purchase orders were opened for advertisements for teachers as well as administrative positions in the following publications:
  - a. Association of California School Administrators (ACSA) Ed Cal.
  - b. California Association of School Business Officials (CASBO) publication.
  - c. Merion Publications.
  - d. Monster Worldwide.
  - e. Nursing Spectrum—Nurse Week.
  - f. Sacramento Bee.
  - g. San Francisco Chronicle.
  - h. Vallejo Times Herald.
6. The Director of Secondary Education continues to work with the Special Assistant to the State Administrator to refine the high school staffing process and consequently the goals for the numbers of secondary teachers to be recruited. Early contract offers have already been made to seven mathematics teachers. This is the earliest that contract offers have been made in the recent history of the district.
7. This standard shows progress in the overall preparation of a teacher recruitment plan. Next steps will be to refine the planning process and institutionalize the plan.

### Standard Implemented: Partially

November 1, 2004 Rating     0  
 May 1, 2005 Rating:        1  
 November 30, 2005 Rating: 0  
 May 31, 2006 Rating:       4



### 3.5 Employee Recruitment/Selection

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#### Professional Standard:

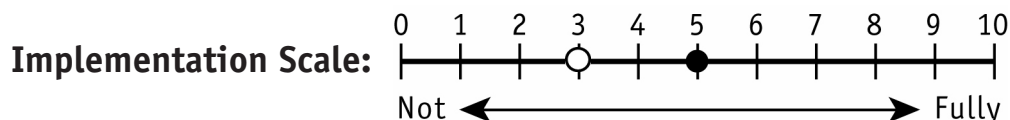
The district has developed materials that promote the district and community, are attractive, informative, and easily available to all applicants and other interested parties.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 3.5 that states the critical actions to be taken, general time frame (e.g., spring 2005), the responsible department/persons, planned documentation, and fiscal impact/resources needed.
2. The VCUSD Make A Difference recruitment brochure, which is dedicated to teacher recruitment, was developed by a marketing and materials group. This brochure is extremely well done and cost approximately \$12,000 to print.
3. HR has developed a brochure called Inviting You to Consider Joining the Teaching Team in the Vallejo City Unified School District.
4. There is a Beginning Teacher Support and Assessment (BTSA) brochure.
5. Other promotional materials include:
  - a. VCUSD postcard for interviews with prospective teachers.
  - b. Recruitment e-mails.
  - c. Prospective teachers' visitation e-mails and forms.
  - d. VCUSD Key Messages for Prospective Teachers.
  - e. Recruitment/promotional materials folder.
6. Promotional materials for recruiting classified staff have not yet been developed.

#### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 3  
May 31, 2006 Rating: 5



### 3.6 Employee Recruitment/Selection

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#### Professional Standard:

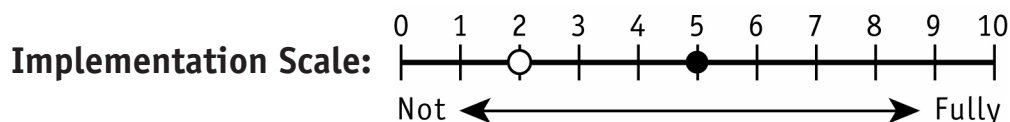
The district has identified people to participate in recruitment efforts, including principals, district personnel and others, as appropriate, and has provided them with adequate training to carry out the district's recruitment goals.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has a detailed action plan for Standard 3.6 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/ person, planned documentation, and fiscal impact/resources.
2. Twenty-three people were identified to be part of the teacher recruitment team. These individuals were site administrators, teachers, and HR directors.
3. The Recruitment Team went through a training session. They were given a folder that contained the following:
  - a. Purpose and Roles of Recruitment Team Members—Plan/Goals.
  - b. VCUSD District Recruitment Team Contact List.
  - c. VCUSD Recruitment Team Assignments for Scheduled Job Fairs.
  - d. VCUSD Key Messages for Prospective Teachers.
  - e. Criteria for Selecting Candidates for Interviews at Recruitment Events.
  - f. Recommending Teacher Candidates for Hire.
  - g. Recruitment and Hiring Do's and Don'ts.
  - h. VCUSD Recruitment Teams "Keep in Mind."
  - i. Criteria and Procedures Reviewed.
  - j. Short interview form/rating sheet for job fairs (general teaching and special ed).
  - k. VCUSD Recruitment Team/Fair Feedback form.
4. The new Recruitment Specialist has attended CODESP recruitment training.

#### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 5





### 3.13 Employee Recruitment/Selection

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#### Legal Standard:

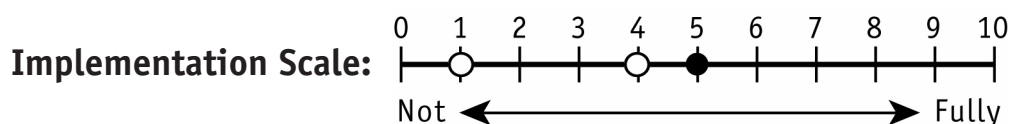
The district appropriately monitors teacher assignments and reports as required under Education Code Section 44258.9.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. A detailed action plan addresses credential monitoring. It includes review of Board Policy 4113 by HR managers to determine if the affidavit process is desirable. Working with Technology Services, HR managers will consider a systems approach for review of master schedules and integration with credentials. Since the last review, the Credentials Analyst has gained access to the Aeries system and is now able to run her own reports to conduct the credential audits. A consultant has been working with HR and is connected to IT in the development of an integration of the credentials database in CECC with the assignment database in Aeries. While not yet complete, this work is under way.
2. Due to competing priorities in workload, the Credentials Analyst was not able to conduct a credential audit for all schools during fall 2005. Reports of English learner data and staff listings by sites in Deciles 1 through 3 schools were used to review teacher assignments in accordance with the Williams Act.
3. The president of the Vallejo Education Association has been working on a 20% basis with HR to develop and implement a process to ensure that teachers meet the standards of being highly qualified in accordance with No Child Left Behind. Approximately 750 teachers were identified who required documentation of highly qualified status, and about 400 have already been cleared.
4. Board Policy 4113 should be reviewed and action taken to update and readopt it.
5. A credentials audit of the entire district should become an institutionalized priority.

#### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 5



## 4.1 Employee Induction and Orientation

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### Professional Standard:

Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: substitutes, teachers, and classified employees.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The HR department has developed an automated presentation for orientation sessions, for both certificated and classified employees. This helps to ensure a uniform and full orientation for each employee, as well as to orient employees in groups. The district also provides an online training course on workplace safety that all new employees are required to complete. Detailed orientation procedures have been completed and included in the desk manuals.
2. The district has an old version of a classified employee handbook that is provided to all classified employees and is included in the orientation process. This handbook needs to be updated.

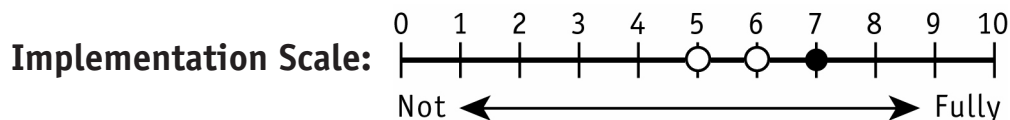
### Standard Implemented: Partially

November 1, 2004 Rating: 5

May 1, 2005 Rating: 5

November 30, 2005 Rating: 6

May 31, 2006 Rating: 7



## 5.2 Operational Procedures

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### Professional Standard:

Personnel Department non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has made significant strides in the development of desk manuals for all support staff positions. A standard format was developed and prepared, with a table of contents and the department's mission and guiding principles. Most manuals also include an organizational chart and a glossary or a list of acronyms and definitions. On average, these manuals are about halfway completed, with some just beginning and others more advanced. The department needs to continue to focus on developing these manuals, and on the use of them to support the cross-training efforts needed under Standard 2.4. The most critical procedures—for example, the layoff process—should be completed first.

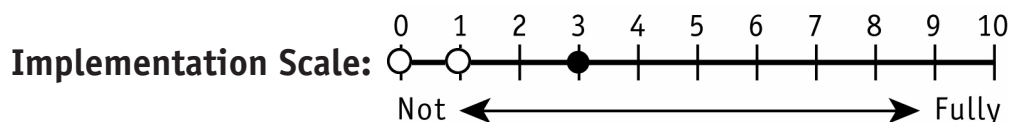
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 1

November 30, 2005 Rating: 1

May 31, 2006 Rating: 3



## 5.3 Operational Procedures

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### Professional Standard:

The Personnel Department has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Through meetings and resolution of specific issues, the HR Department has begun to document its processes in an overall department manual. The manual contains a table of contents, with a list of activities for which the department is responsible, an explanation of what those activities are, and, in some cases, the position within the department that handles the activity and/or a reference to an external department that is involved. HR should now focus on developing an overview of the process for each activity, indicating the different staff members within HR and the external entities responsible for each part of the process. This effort should also be tied to the review and updating of policies and the annual calendar discussed in Standards 1.1 and 1.5.

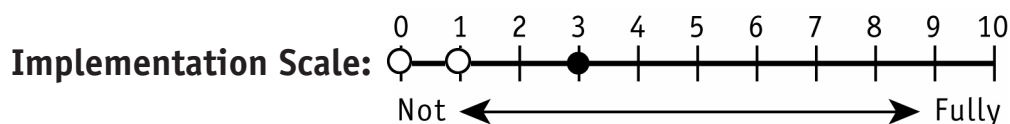
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 1

November 30, 2005 Rating: 1

May 31, 2006 Rating: 3



## 5.4 Operational Procedures

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### Professional Standard:

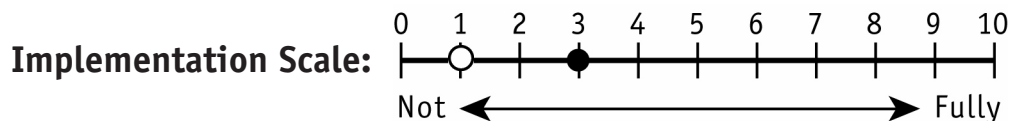
The Personnel Department has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 5.4 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. The plan states that the HR Services Reference Manual will include a process to systematically review and update job descriptions for all jobs, both certificated and classified, and that the job description format will cover: job title, work year (including hours per day and days per week for classified jobs), exempt or nonexempt status, position type (certificated, classified, supervisor, manager, confidential), pay range (monthly, weekly, or hourly as appropriate), a summary statement of duties, specific duties, knowledge/skills/abilities, and working conditions.
3. A procedure has been developed for the writing and review of job descriptions and is part of the developing HR Procedures Manual. A common format for job descriptions has been developed. Ninety-three of the job descriptions have been converted to Word documents and are on a disk. This function has become part of the work of the Recruitment Specialist. As time is available, she will complete the conversion of the job descriptions to the new format.
4. The action plan calls for placing the job descriptions on the Web site. The Recruitment Specialist plans to work with Information Technology and to look at examples of other districts, including Sacramento City Unified, San Diego City Schools, and Fresno Unified School District, all of which have their job descriptions posted on their Web sites.

### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 1  
November 30, 2005 Rating: 1  
May 31, 2006 Rating: 3



## 5.5 Operational Procedures

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### Professional Standard:

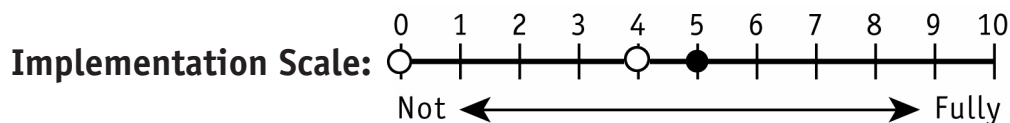
The Personnel Department has procedures in place that allow for both Personnel and Payroll staff to meet regularly to solve problems that develop in the process of new employees, classification changes, and employee promotions.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR completed a detailed action plan for this standard, and initially was holding weekly meetings with Payroll staff as specified in the plan. These meetings were necessary to address a backlog of issues, mostly having to do with employee leaves. Now that the most urgent issues have been addressed, the meetings are held monthly, and involve all of the technicians in both departments. Each department submits items for the agendas, which typically include current issues, items for planning ahead, and discussions on training that is needed.
2. The meetings between HR and Payroll should be used as a mechanism to support the development of desk manuals and HR's procedures manual. The interdepartmental procedures have been identified in the HR procedures manual, so the meetings can confirm and document those procedures, including time lines and deadlines. This process should also help to ensure consistent interpretations of policy and bargaining unit contract provisions between departments and over time.
3. There has been progress in delineating the duties between the HR and Business departments for several areas, even with the organizational changes that have occurred. Since the time of the initial FCMAT report, the employee benefits function has been moved back and forth, and now resides in Business. The rest of the risk management functions will also be shifted from HR to Business in July, which would consolidate all risk management functions within Business, and should serve to better distinguish responsibilities between the departments.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 5  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 5



## 5.8 Operational Procedures

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### Professional Standard:

Personnel staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing personnel administrators.

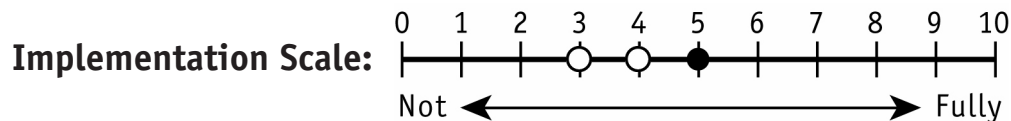
### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has developed a detailed action plan for Standard 5.8. The plan includes the establishment of a professional development plan for HR management staff, including attending labor law consortium meetings, the ACSA Personnel Institute, annual collective bargaining training and other events, and to determine publications that can be purchased for professional development.
2. The detailed action plan also includes an assessment of the HR nonmanagement staff to determine the need for training in areas such as understanding and proficiency with the CECC system, other database tools, customer service, recruitment/selection, testing procedures, credentialing, workers' compensation, retirement systems, and collective bargaining. HR has been working with the Business and Technology departments, the Solano County Office of Education, CODESP, and other identified providers of training and workshops.
3. According to the action plan, the assessment of needs for staff development for nonmanagement staff members was to be completed by March 1, 2005. While staff members are receiving training, a formal assessment of the needs of each individual in the department has not really taken place.
4. HR considers meetings to be professional development for participating staff members. HR's own internal meetings, meetings with other departments, as well as meetings resulting from horizontal alignment projects, are all viewed as ways to gain information regarding how the district functions.
5. Based upon a review of the purchase orders for workshop registrations, the following trainings and professional development sessions have been attended by HR staff members:
  - a. CalPERS Educational Forum.
  - b. Center for Collaborative Solutions.
  - c. CODESP.
  - d. Lozano Smith Attorneys at Law-March 10, 2006 Meeting.
  - e. Miller Brown & Dannis Legal Consortium.
  - f. eSchools Solutions Inc.
  - g. Solano County Office of Education.
  - h. Workers Compensation Hearings—Techniques and Strategies.
  - i. Management of Employee Benefits Workshop.
  - j. Office Ergonomics Workshop.
  - k. PERS/CalPERS Workshop, Solano County Office of Education.
  - l. ACSA Personnel Academy.
  - m. VIPS Training.

6. Between February 2005 and March 2006, four CECC training meetings were attended by HR staff members.
7. HR has subscribed to publications as a means for staff members to remain current with HR issues. There were purchase orders for:
  - a. FRISK Documentation Training Manuals from Atkinson, Andelson, Loya, Ruud and Romo, Attorneys at Law.
  - b. ACSA Publications.
  - c. Personnel Concepts.
  - d. Thomas West.
8. Although training is being identified and attended, it is still recommended that HR managers follow through and assess the training needs of all HR employees through observation and discussions, and a consideration of the following key elements:
  - a. An analysis of who should be trained.
  - b. Identification of who will provide the training.
  - c. Identification of subjects to be covered in training.
  - d. Scheduling of initial and refresher training sessions.
  - e. Identification and development of training materials.
  - f. An analysis of training costs and related resources.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
 May 1, 2005 Rating: 4  
 November 30, 2005 Rating: 3  
 May 31, 2006 Rating: 5





## 5.10 Operational Procedures

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### Professional Standard:

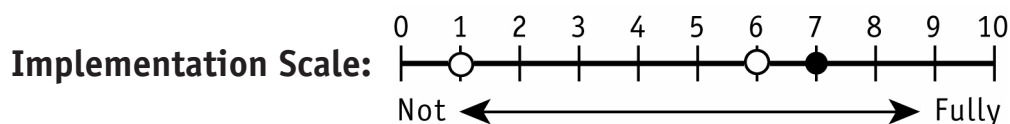
Established staffing formulas dictate the assignment of personnel to the various sites and programs.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district was able to successfully negotiate an agreement with its certificated employee bargaining unit to relax some of the requirements on class sizes, student contacts, and custodial services. Negotiations should continue to be pursued to provide more flexibility with staffing and assist the district with its financial recovery.
2. The district has prepared a detailed action plan for this standard. Staffing formulas for custodians, clerical support at schools, campus supervisors, and site administrators are in place, but the district has not recently compared these to similar districts. The district needs to determine the other positions where staffing formulas could apply and develop them. The district should also compare its formulas with those of similar districts. The formulas should then be incorporated into board policies and administrative regulations, and should be reviewed annually for staffing adjustments.
3. The staffing formulas developed should specify the number of full-time equivalent positions (daily work hours and number of days per week) to be allocated, as well as the length of the work year, so there is consistency between sites and the work year matches the workload.
4. In preparation for 2006-07, the district has reconfigured course offerings at the secondary level, and had the enrollment and staffing projections completed in time to meet the statutory deadlines related to reducing staff. The district now has prepared a process for continual monitoring of enrollment, and, as enrollment continues to decline during this year, is prepared to reduce staffing mid-year. The district must ensure that this is accomplished as planned to keep pace with the declining enrollment.

### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 6  
November 30, 2005 Rating: 7  
May 31, 2006 Rating: 7



## 7.1 Use of Technology

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### Professional Standard:

An online position control system is utilized and is integrated with payroll/financial systems.

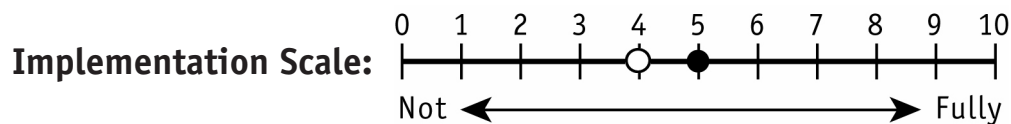
### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has completed the detailed action plan for this standard, which includes:
  - a. Automating health and welfare benefits and leave accruals.
  - b. Determining if an appropriate audit trail exists within the CECC system.
  - c. Automating the personnel requisition (Form 6) process.
  - d. Designating users to attend CECC system user meetings and training sessions.
  - e. Preparing procedures for each staff member entering data to audit his/her own data before moving to the next step of the process.
  - f. Controlling FTE allocations by site.
  - g. Providing for automatic payroll and hiring notification when final approvals are complete.
2. A separate spreadsheet of health and welfare benefits was created using downloaded demographic data from CECC and entering health plans from the paperwork. This was completed as an audit function because the benefits system and the payroll system do not yet automatically interface. Once the initial audit using this method was completed, the benefits function and the spreadsheet were moved over to Business to maintain. Leave balances had been audited by the time of the November 2005 review, and leave accruals are automated.
3. Issues with the system's audit trail have not yet been addressed. The district needs to determine whether the audit trail identifies the user for each transaction, and whether records can be deleted, leaving no audit trail. Recommendations should be made to the COE through the user group to eliminate any system loopholes, especially since this area relates to internal controls and could cause audit findings if audit trails are not appropriately kept.
4. Staff members have continued to attend CECC system user group meetings and training sessions as offered, and share pertinent information with other staff members. It is important that this practice be continued, so that HR can keep abreast of changes in the system, provide input on system features, and utilize the system to its full potential.
5. The district has placed positions into the position control system. One of the most significant issues that remains, however, is the lack of payroll encumbrances. There are assurances that the system will include this function, but no time line for implementation has been provided. Since this is an important component of budget control, the district should continue to pursue the modification of the system to include it.

6. A test version of the CECC system has been set up and is available at the COE for training. The district should work with the county to establish a separate test version of the system that can be accessed by the districts so that users can test scenarios within the software. In addition, before more conversions of data are done (such as when the new benefits module is integrated), users should be able to convert a sampling of data into the test system and verify that the data is correct, that the system functions appropriately using the data, and that the users can maintain the data.
7. HR and Business both prepare information on deadlines and time lines for internal use. However, there is no combined effort to prepare and coordinate information before sending it to other departments and sites. HR and Business need to collaboratively develop a schedule of requirements and deadlines for information from the school sites and departments. They should also provide directives such as: an employee's hours or status cannot be changed; a new employee cannot work until the paperwork is completed and approved. Training should be provided and managers held accountable for meeting deadlines and for providing complete and accurate information.
8. HR and Payroll have been working together to establish procedures and guidelines for employee leaves, including how they are designated in the system. This work needs to be completed and documented, with training provided to all managers on how and when to report on employee leaves. In addition, HR and Payroll need to continue to work together to keep employee leave transactions and balances up-to-date in the system. There have been recent occurrences of certain types of leave posting being significantly backlogged, rendering the employee leave data in the system incorrect or obsolete.
9. The district should determine whether tally sheets are still needed, and, if not, eliminate their use and the stipend that goes with them.
10. For the first time, HR was able to generate a Notice of Assignment for all employees this year. This is a significant step in communication with employees and for verification of the data in the system. HR plans to generate these notices at the beginning of each work year.

### Standard Implemented: Partially

November 1, 2004 Rating: 4  
 May 1, 2005 Rating: 5  
 November 30, 2005 Rating: 4  
 May 31, 2006 Rating: 5



## 7.3 State and Federal Compliance

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### Professional Standard:

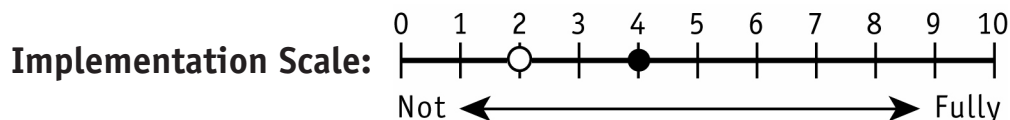
The certificated and classified departments of the Personnel Department have an applicant tracking system.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has developed a detailed action plan for this standard, including:
  - a. Reorganizing HR and creating a Recruitment Specialist position (done).
  - b. Developing and maintaining a spreadsheet to track applicants (done).
  - c. Using a Web based application for applicant tracking.
  - d. Downloading applicant tracking data to CECC.
  - e. Training staff to use the applicant tracking system.
2. The HR department has developed an applicant tracking spreadsheet, allowing the data to be sorted as needed to generate reports for other users. While this is not ideal, since it is not a true database system with reporting capabilities and does not interface with CECC, it is accomplishing the need for tracking applicants and does provide some informational reports for management use.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 4



## 7.5 State and Federal Compliance

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### Professional Standard:

The Personnel Department has computerized its employee database system including, but not limited to: credentials, seniority lists, evaluations, personnel by funding source, program, and location, and workers' compensation benefits.

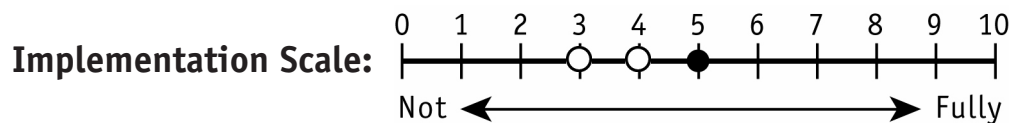
### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has developed a detailed action plan to address this standard:
  - a. Moving employee benefits to Business to improve the communication and coordination with the payroll system (done).
  - b. Conducting another complete audit of employee benefits (done).
  - c. Fully integrating employee benefits with payroll on the same platform (July 2006).
  - d. Providing training to maintain the system.
  - e. Integrating the leave accrual process with the rest of the system (July 2006).
  - f. Integrating the workers' compensation data with the rest of the system.
2. Progress has been made with employee leave balances, but there are still issues with employee benefit records that need to be resolved (see Standard 7.1).
3. The district still uses a separate system for managing its workers' compensation program, which requires duplicate entry of certain employee injury information into that system, as well as into the CECC system. HR has included a provision in its action plan to consolidate these functions into one system or create an automated interface.
4. The HR department has purchased document imaging software and has hired a consultant to scan documents and prepare an electronic library.
5. The district needs to include an automated interface between the substitute calling system and CECC in its action plan. Properly interfaced, the process of paying substitutes, adjusting the permanent employee's leave balance, and docking as necessary could be automated. In addition, it would allow a district-level reconciliation of substitute pay and leave/release time. The county office is considering developing an interface between CECC and a substitute calling system that is different from what the district is using. The district is considering whether or not to continue its investment in the current substitute calling system or change to the COE-supported system.
6. Until the automated interface is done, the district needs to implement a manual reconciliation between the two systems prior to processing the substitute payroll each month.
7. The district uses the substitute calling system for classified substitutes, as well as certificated. The district should further require all employees to report absences to the system so that the data can be used to drive the payroll process once the interface has been completed.

8. With the department's reorganization, the new Operations Manager position will be designated to be the liaison with the internal Information Technology department and the County Office of Education for technology. This should help HR to coordinate and focus on technology use and development, and technology training for the department staff.
9. The district has taken steps to automate the combination of data from the student and CECC systems to produce CBEDS data. The district needs to automate the function to coordinate credentials in CECC with assignment data in the student system as well.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 5



## 8.1 Staff Training

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### Professional Standard:

The district has developed a systematic program for identifying areas of need for in-service training for all employees.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 8.1 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. The Cabinet met and discussed with whom and where the responsibility should reside for districtwide training and staff development for all district employees. A consultant was engaged to ensure that the district has a systematic training program that includes identifying areas of training needs for all employees. The plan is for each department to identify the needs internally and plan staff development training to meet the needs. Originally, the plan was to have HR receive the plans from all departments, but that is being changed through the implementation of the Staff Net Online Calendar Pilot Project. Each department will submit its training by month to the calendar that resides online. The calendar will be accessible to all district personnel, even from home. While this means that departments can be monitored to ensure that training is being provided for all district staff, it is not yet clear where the responsibility for monitoring compliance will ultimately reside.

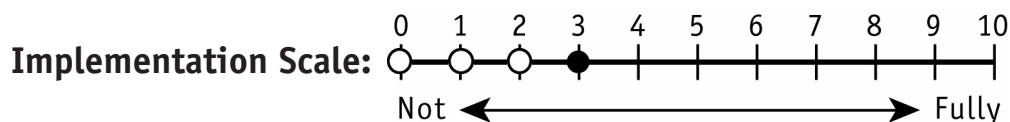
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 1

November 30, 2005 Rating: 2

May 31, 2006 Rating: 3



## 8.5 Staff Training

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### Professional Standard:

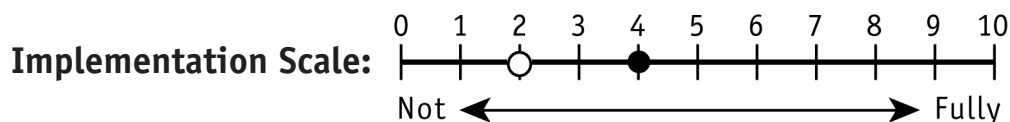
The district provides training for all management and supervisory staff responsible for employee evaluations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a plan for Standard 8.6 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. During the August retreat for administrators, HR staff members gave a presentation to principals on teacher evaluation. They delivered a packet that contained: (1) a description of the teacher evaluation process, including who should be evaluated and how often in accordance with the VEA Contract; (2) a copy of the VEA contract language; (3) an evaluation time line for 2005-06; and (4) the forms for completing the evaluation process. Three additional follow-up training sessions have been held through March 2006.
3. While training for the certificated evaluations is being thoroughly addressed, there is not as much training for supervisors and managers of other classifications of employees. The district purchased the FRISK Handbook—Practical Guidelines for Evaluators in Documenting Unsatisfactory Performance, and a district handbook is being developed by HR.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 4





## 8.6 Staff Training

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### Professional Standard:

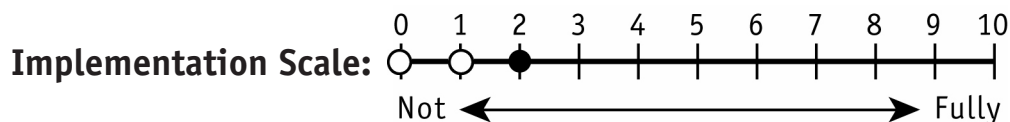
The district provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity, gender sensitivity, and team building.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a plan for this standard that includes critical actions to be taken, a time line for implementation (e.g., November 2005), the responsible department/person, planned documentation, and fiscal impact/resources. This plan states that the VCUSD In-Service Training Plan for All Employees will include a needs assessment for managers and supervisors to provide input into the leadership training topics.
2. The district regards the Horizontal Committee meetings as professional development and teamwork. Meetings were held once a month from November through February.
3. In January 2006, the Leadership Team received sexual harassment training and conflict management training.
4. Members of the Leadership Team attended a labor law consortium in February 2006.
5. There continue to be bimonthly meetings of all principals focused on building understanding of the implementation of the curriculum, leadership in curriculum implementation, and using assessment information to guide instruction. Regularly scheduled training sessions for all managers and supervisors should be systematically incorporated into the district's detailed action plan for this standard.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 0  
November 1, 2005 Rating: 1  
May 31, 2006 Rating: 2



## 8.7 Staff Training

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### Professional Standard:

The district develops handbooks and materials for all training components.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed plan for Standard 8.7 that includes critical actions to be taken, a time line for implementation (e.g., November 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. An evaluation handbook is being developed.
3. The FRISK Handbook, Practical Guidelines for Evaluators in Documenting Unsatisfactory Performance, has been purchased.
4. As training and staff development workshops and trainings continue to be designed, the materials for them should include handbooks or materials that the participants can use when they return to work.
5. Fulfillment of this standard is dependent on the implementation of the proposed VCUSD trainings and workshops.

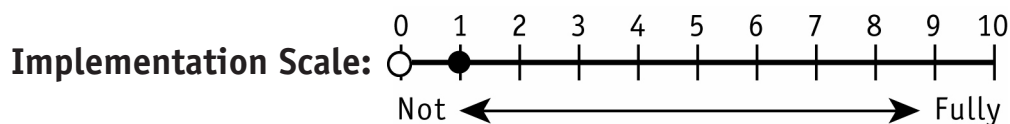
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 0

November 30, 2005 Rating: 0

May 31, 2006 Rating: 1



## 9.1 Evaluation/Due Process Assistance

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### Professional Standard:

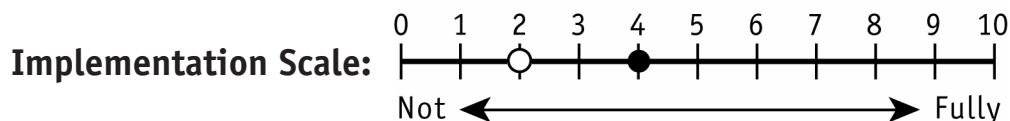
The evaluation process is a regular function related to each employee and involves criteria related to the position.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 9.1 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. Along with the four training sessions on teacher evaluation that were initiated in August, the principals were given lists of the teachers who would receive a Process A (every year) or Process B (every other year) evaluation. Spreadsheets were developed to indicate the teachers receiving evaluations and the due dates.
3. HR has developed detailed procedures, including time lines, for evaluating classified personnel. These are delivered annually to managers and supervisors, along with a list of classified employees who are to be evaluated. HR has been keeping a spreadsheet tracking classified evaluations for the last two years.
4. Administrative/supervisory/confidential evaluation forms were distributed.
5. HR is using CECC to store the certificated employee evaluation results.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 4



## 9.2 Evaluation/Due Process Assistance

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### Legal Standard:

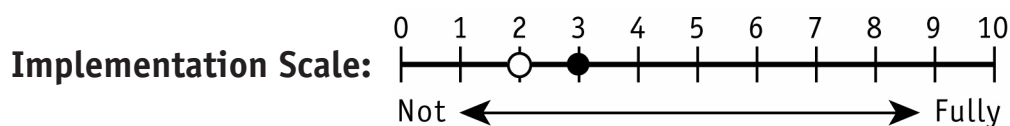
Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers (EC 44663).

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 9.2 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. The board policies that provide the foundation for employee evaluations must still be reviewed and revised based on the procedures that the district is now using to complete annual evaluations of all employees.
3. HR has taken the lead in ensuring that procedures exist for annual evaluations for all employees and that supervisors are notified regarding employees who are to be evaluated. These procedures will form the basis for the board policies.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 3



### 9.3 Evaluation/Due Process Assistance

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#### Professional Standard:

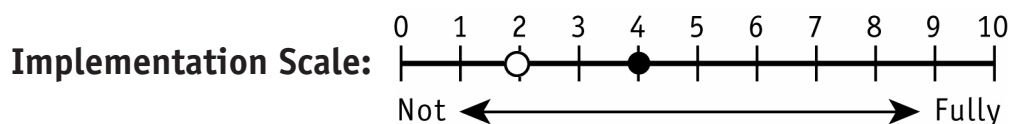
The Personnel Department provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 9.3 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. HR has developed and maintained a spreadsheet showing the status of classified employees' evaluations for the last two years. Lists of classified employees to be evaluated in 2005-06 were distributed to supervisors. Reminder e-mails were sent to supervisors as due dates approached.
3. Lists of teachers to be evaluated under Process A (annually) and Process B (every other year) were distributed to principals. In subsequent training, the time lines were reviewed.
3. An annual report to the Cabinet and State Administrator should be developed that informs them of the status of all evaluations.

#### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 4



## 9.4 Evaluation/Due Process Assistance

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### Professional Standard:

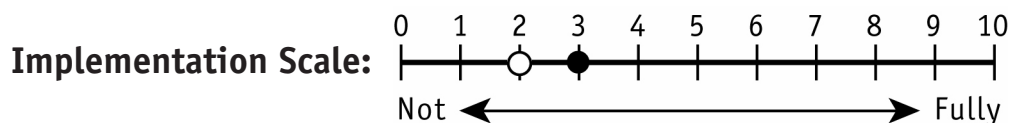
The Personnel Department has developed an evaluation handbook and provided due process training for managers and supervisors.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 9.4 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. Principals were provided four training sessions in 2005-06 regarding certificated evaluations. These sessions included instructions on writing objectives and communicating, observation and post-observation conferencing, and identification of pertinent student behaviors. The Director-Secondary is in the process of developing an evaluation handbook.
3. HR should continue to take the lead in providing employee evaluation training, due process, and employee discipline.
4. The district has purchased the FRISK Handbook, Practical Guidelines for Evaluators in Documenting Employee Performance, and trainings should be developed around this particular process to ensure that supervisors understand and can use these techniques.
5. HR should take the lead in conducting more training on classified evaluations and should develop a handbook on classified evaluation.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 3



## 9.5 Evaluation/Due Process Assistance

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### Professional Standard:

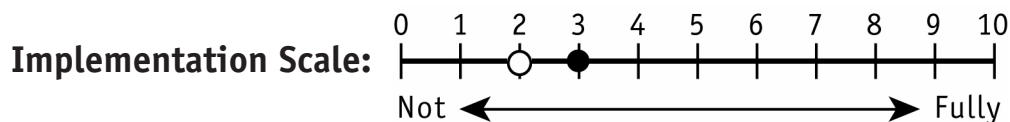
The Personnel Department has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. HR has a detailed action plan for Standard 9.5 that includes critical actions to be taken, a time line for implementation (e.g., spring 2005), the responsible department/person, planned documentation, and fiscal impact/resources.
2. The board policies that provide the foundation for employee evaluations must still be reviewed. Specific attention must be paid to Board Policy 4315.1, Competence to Evaluate, to determine if this is the desired process. Annual review of this policy is pursuant to Education Code, so this task should be added to the HR annual calendar as well. See also Standards 9.1 and 9.3.
3. The district has purchased the FRISK Handbook, Practical Guidelines for Evaluators in Documenting Employee Performance, and trainings should be developed around this particular process to ensure that supervisors understand and can use these techniques.
4. HR assistance is provided to site or department managers upon request. This may include training site staff or providing the format for remediation plans. Also, some training on conducting walk-throughs in classrooms has been provided. HR needs to take the lead in providing a full complement of training sessions in employee evaluation, due process, and discipline.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 3



## **11.1 Employer/Employee Relations**

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### **Professional Standard:**

The district has collected data that compare the salaries and benefits of its employees with districts of similar size, geographic location, and other comparable measures.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. HR has completed the detailed action plan for this standard, including the following components:

- a. Identify comparable districts based on size, location, funding, and type of district.

This task was completed in preparation for the last negotiations process, resulting in a list of similar nearby districts.

- b. Collect copies of bargaining unit agreements from the comparable districts.

This was completed for the certificated bargaining unit. Language from other districts' contracts was used to develop the district's initial proposal to the certificated bargaining unit for the negotiations just completed (see Standard 11.4).

- c. Review the collective bargaining unit contracts and statewide databases to compare salary levels at the beginning, middle, and top of the salary schedule, as well as the levels of health and welfare benefits.

The district has prepared these materials for the certificated bargaining unit, using a statewide database that contains the data. Information on health and welfare benefits for both certificated and classified employees was collected and used as a critical component in the negotiations just completed. The district continues to participate in a countywide survey of salary and benefits information to regularly provide comparative data among the districts.

- d. Add staffing and enrollment, revenues, expenditures, and other financial data to its plan for comparisons with the comparable districts to help measure level of effort.

This is in progress.



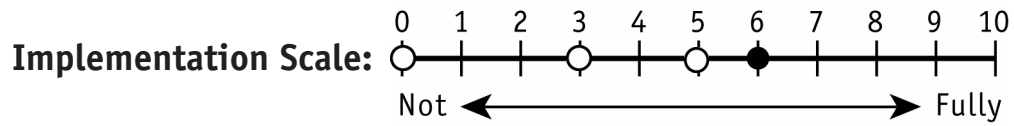
## Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 3

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## **11.2 Employer/Employee Relations**

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### **Professional Standard:**

The Personnel Department involves site-level administrators in the bargaining and labor relations decision-making process.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. HR has developed the detailed action plan for this standard, including the responsible staff member(s) to address this standard. The detailed action plan provides for:
  - a. Involving administrators in the development of proposed language for the certificated bargaining unit contract.

The district held a number of meetings involving administrators, and used the results of a survey of administrators to establish priorities and proposed changes to the contract. This input was used in developing the language contained in the district's initial proposal for the most recent contract negotiations. The district also had several representatives from management on the negotiating team. The district continued to keep the rest of the Leadership Team informed as revised proposals were discussed at the bargaining table throughout the negotiating process. Once the negotiations were completed, the district disseminated information on the general results of the negotiations process.

- b. Soliciting input from administrators and managers in the development of the district's proposal to the classified bargaining unit.

This was done by way of a survey to all managers for use in developing the initial proposal to the classified bargaining unit in March 2005. As discussed under a. above, the Leadership Team was kept informed throughout the negotiations process.

- c. Successor agreements that have been finalized and printed, and made available to each member of the Leadership Team.

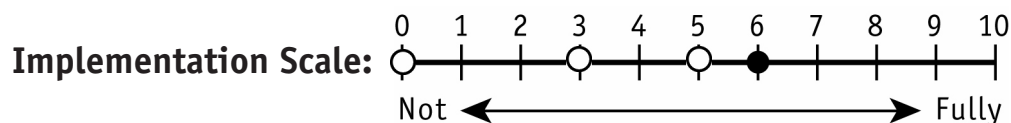
The HR department should provide training so that the Leadership Team can make contract interpretation notes within the document to track information related to each article, such as: dates and responses to grievances; grievance resolutions; other informal meetings with employees or groups of employees related to interpretation of contract language; provisions that are unclear, confusing, or ambiguous; and language that is unworkable or creates a barrier to quality education and/or effective and efficient district operations.

- d. HR staff gathering implementation notes from all Leadership Team members on or before December 31 of each year and using this information to assist with crafting reopener or successor contract language.

- e. HR staff meeting with members of the district's negotiating teams to review the suggestions and draft reopener language or proposals for successor agreements.
  - f. At the February meeting of the Leadership Team, HR staff engaging administrators in a critique of the draft language.
  - g. In collaboration with Fiscal Services, HR staff analyzing the fiscal impact of the proposed language.
  - h. Using feedback from the above steps, HR staff preparing a proposal to sunshine no later than the second board meeting in February for the certificated bargaining unit and March for the classified bargaining unit.
2. All of the above steps were included to some degree in the most recent negotiations process, which resulted in the successor agreements. Now that these agreements have been completed and include years with no reopeners, items d. through h. above will not be necessary during those particular years. The district needs to ensure that this process is followed during the years when proposals will be prepared and sunshined.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
 May 1, 2005 Rating: 3  
 November 30, 2005 Rating: 5  
 May 31, 2006 Rating: 6



## **11.3 Employer/Employee Relations**

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### **Professional Standard:**

The Personnel Department provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Personnel Department provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. HR has completed the detailed action plan to address this standard, with the components as follows:
  - a. Training on leaves of absence, along with a one-page protocol on managing employee leaves, will be provided to the Leadership Team at the start of each new school year.

This was slated to be completed for the first time in August 2005, but was not done.

- b. Training will be provided on the evaluation and discipline of classified employees at Leadership Team meetings starting in August.

This training is to be repeated in September of each year. The FRISK model and manuals are to be used for this training. The FRISK manuals have now been made available to all of the Leadership Team.

- c. Training on the certificated employee evaluation process will be provided to the Leadership Team at the start of each school year.

This training was provided, in the context of the new horizontal alignment of the district organizational structure, at the Leadership Team retreat held in August, and then additional segments of the training were provided through the months that followed. There has been a significant focus this year with the entire Leadership Team on this evaluation process.

- d. Training on the grievance procedures for both certificated and classified employees will be provided to the Leadership Team at the start of each school year.

This training has not yet been done, and indications are that a number of grievances that HR receives should have been addressed earlier at the site level. The district needs to make a concerted effort to provide the necessary guidance and tools to site administrators to address issues at the lowest level possible.

- e. As changes are made to the collective bargaining unit agreements, training will be provided to the Leadership Team on their implementation and management. HR will also provide clearly defined forms and procedures in the handling of grievances.

The successor agreements are now in place, but the district has not yet provided the training.

- f. Old forms should be purged when new forms are developed to ensure consistency with new policy or contract language. An online district forms management system will be explored. At a minimum, the forms should be made available on the district's Web site for administrators and managers to download as needed.

This has not yet been done because the Web site redesign is not complete.

- g. Training will be provided annually on contract management and grievances. This will be added to the annual calendar for HR.

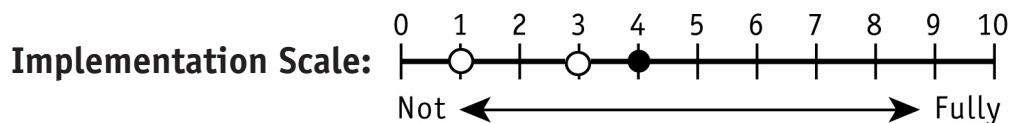
This year, the County Office of Education provided the sexual harassment training as required, and, at the time of FCMAT's site visit, was preparing to train the Leadership Team on progressive discipline.

At this time, no formal comprehensive training plan has been developed, and training that was planned in several areas has not been provided. The main reason cited for this is the lack of time and opportunity made available to HR during regularly scheduled Leadership Team meetings. The district's detailed action plan should continue to be implemented, with regularly scheduled training components offered to the Leadership Team as soon as possible.

- 2. The detailed action plan for this standard needs to be augmented to provide for contract management training as new managers and administrators are appointed.

### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 3  
November 30 2005 Rating: 3  
May 31, 2006 Rating: 4



## **11.4 Employer/Employee Relations**

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### **Professional Standard:**

The Personnel Department provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based.)

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has prepared a detailed action plan to address this standard. The plan contains the following provisions:
  - a. HR will facilitate the development of a set of VCUSD Core Beliefs that will be used to guide decision-making during collective bargaining.
    - 1) These core beliefs will be used in developing proposed contract language for consistency with the district's goals and the mandates and expectations set by the state.
    - 2) The core beliefs will be communicated to all employee groups, the Governing Board, and the public.
  - b. In collaboration with the Leadership Team, HR will adopt a process for bargaining with employee groups that is clearly stated, is consistent with the VCUSD Core Beliefs, is principled, and seeks to build and maintain positive employer/employee relations. The process will ensure that any proposed language is adequately assessed for its fiscal effect and its effect on student achievement.
  - c. In collaboration with Fiscal Services, HR will ensure that any contract proposals made by management have been assessed for their fiscal effect on the district's operating budget in the current and future fiscal years. In the collective bargaining processes just completed, the district implemented this provision by securing estimates of the fiscal effect on each revised proposal.
  - d. The HR annual calendar will contain dates for sunshining contract reopeners and/or full successor agreements with the certificated bargaining unit in February and the classified bargaining unit in March.
  - e. The process described in Standard 11.2 will be used annually to involve site-level administrators in the bargaining process.

During the most recent negotiations process, the district was able to implement all of the above provisions to some degree. The core beliefs were included in the district's initial proposal, with an explanation of how the proposal supported the district's goals. A protocol was developed for conducting bargaining sessions and debriefings, including "staying focused on the target," student achievement, and efficiency of operations. This protocol also included ground rules and a check-in and check-out procedure for all sessions.

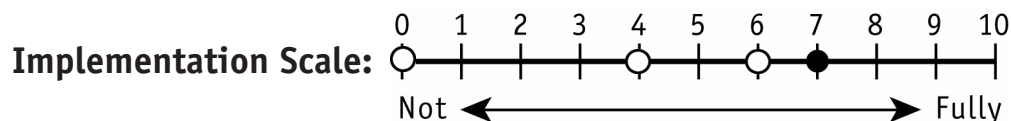
2. In its initial proposal for the certificated bargaining unit contract, the district included language to address most of the areas of concern in the contract. The items not specifically addressed in the district's initial proposal included: (c) Department Chairs and Team Leaders (3.11), (e) Professional Growth (4.1), (h) Personal Necessity Leave (7.1.4), and (k) Personal Property Damage (9.5). These provisions did not significantly impact the finances of the district, and could be addressed in future successor contract negotiations. The district did include the provisions with the most significant financial effect (and therefore the most potential for improvement of the budget picture) in its initial proposal. During the negotiations process just completed, the district continued to be diligent in its information gathering and costing of various proposals as negotiations progressed to ensure that significant financial relief was provided from the restrictiveness of the contract. In the successor agreement just ratified, the district and employee associations agreed to:
  - a. Set a cap on the district's contribution to employee health and welfare benefits.
  - b. Reduce the level of effort required of custodial services.
  - c. Increase class-size flexibility at the high schools.
  - d. Increase staffing ratios for nurses and counselors.
  - e. Set a cap on the hourly rate of pay for extra duty.
  - f. Make some improvements in management rights language.

The agreement is for three years and includes salary increases but no reopeners. Conclusion of negotiations will allow the district to focus more of its efforts on academic and fiscal recovery.

3. With no reopeners in the agreements with both bargaining units, the district has scheduled monthly meetings with each unit to continue communication and address issues that arise.
4. The district has recently reached agreement with both units on their respective calendars, successfully combining the two certificated calendars into one and securing agreement on a two-year calendar with the classified unit.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
 May 1, 2005 Rating: 4  
 November 30, 2005 Rating: 6  
 May 31, 2006 Rating: 7



## 11.5 Employer/Employee Relations

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### Professional Standard:

The Personnel Department has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has just completed the negotiations process with both of its bargaining units. During this process, Fiscal Services provided information on the fiscal effect of the proposals as they were developed and modified. As discussions and negotiations continue with the bargaining units regarding various issues, HR has been working with Fiscal Services and other district departments to determine the effects of these discussions on finances, staff, and students. HR needs to continue to develop a more comprehensive process that provides management and the board with information on the fiscal, staffing, management flexibility, and student outcome impact of bargaining proposals on an ongoing basis.
2. Fiscal Services was able to provide the fiscal effect of various proposals to the district negotiating teams for the negotiations process just completed, and this should be continued in future collective bargaining processes. A standard spreadsheet or multiyear projection software should be used to support this effort so that each iteration is clearly portrayed and documented, on a multiyear basis, during the process.

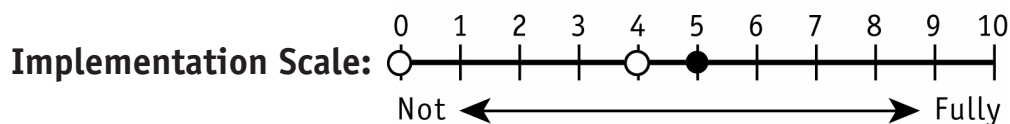
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 0

November 30, 2005 Rating: 4

May 31, 2006 Rating: 5







Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
1.1	<b>PROFESSIONAL STANDARD - ORGANIZATION AND PLANNING</b> An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the personnel office.	1	1	1	3
1.2	<b>PROFESSIONAL STANDARD - ORGANIZATION AND PLANNING</b> The district has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.	1	1	1	3
1.3	<b>PROFESSIONAL STANDARD - ORGANIZATION AND PLANNING</b> The Personnel Division has developed a mission statement that sets clear direction for personnel staff. The Personnel Division has established goals and objectives directly related to the district's goals that are reviewed and updated annually.	2	2	2	4
1.4	<b>PROFESSIONAL STANDARD - ORGANIZATION AND PLANNING</b> The Personnel Division has an organizational chart and a functions chart that include the names, positions and job functions of all staff in the Personnel Division.	0			
1.5	<b>PROFESSIONAL STANDARD - ORGANIZATION AND PLANNING</b> The Personnel Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.	2	4	2	4

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
1.6	PROFESSIONAL STANDARD - ORGANIZATION AND PLANNING The Personnel Division head is a member of the Superintendent's cabinet and participates in decision making early in the process.	10			
2.1	<b>PROFESSIONAL STANDARD - COMMUNICATIONS: INTERNAL/EXTERNAL</b> <b>The Personnel Division utilizes the latest technological equipment for incoming and outgoing communications.</b>	2	3	4	5
2.2	PROFESSIONAL STANDARD - COMMUNICATIONS: INTERNAL/EXTERNAL The personnel and business divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted.	3			
2.3	PROFESSIONAL STANDARD - COMMUNICATIONS: INTERNAL/EXTERNAL The Personnel Division provides an annual report of activities and services provided during the year.	0			
2.4	<b>PROFESSIONAL STANDARD - COMMUNICATIONS: INTERNAL/EXTERNAL</b> <b>The Personnel Division staff is cross-trained to respond to client need without delay.</b>	1	1	1	3
2.5	<b>PROFESSIONAL STANDARD - COMMUNICATIONS: INTERNAL/EXTERNAL</b> <b>The Personnel Division holds regularly scheduled staff meetings.</b>	0	6	4	6
2.6	PROFESSIONAL STANDARD - COMMUNICATIONS: INTERNAL/EXTERNAL Various publications are provided on a number of subjects to orient and inform various clients.	4			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
3.1	<b>LEGAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability (EC 44100-44105).	5			
3.2	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.	5			
3.3	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The job application form requests information that is legal, useful, pertinent, and easily understood.	5			
3.4	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> <b>The Personnel Division has a recruitment plan that contains recruitment goals, including the targeting of hard-to-fill positions such as those in the areas of math, science, special education and bilingual education. The district has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and the printing of a year-end report, and that effectively implements the provisions of the district recruitment plan.</b>	0	1	0	4

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.5</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The district has developed materials that promote the district and community, are attractive, informative and easily available to all applicants and other interested parties.	3	3	3	5
<b>3.6</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The district has identified people to participate in recruitment efforts, including principals, district personnel and others, as appropriate, and has provided them with adequate training to carry out the district's recruitment goals.	2	2	2	5
<b>3.7</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The district has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, colleges and universities and publications.	2			
<b>3.8</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The district has developed an annual written summary report of its recruitment efforts, including data detailing the goals for the year, sites visited, number of candidates contacted, employees hired as a result of the recruitment efforts and plans for any changes for the following year. This information can be provided as part of the division's annual report of personnel activities as called for in Standard 2.3.	0			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.9</b>	PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION The district has developed alternative teacher certification programs and process (i.e., preintern, intern, committee on assignment).	0			
<b>3.10</b>	PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION The district is preparing to address new federal regulations as they relate to the No Child Left Behind Act.	5			
<b>3.11</b>	PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION The district systematically initiates and follows up on reference checking on all applicants being considered for employment.	4			
<b>3.12</b>	PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION Selection procedures are uniformly applied.	10			
<b>3.13</b>	<b>LEGAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> <b>The district appropriately monitors teacher assignments and reports as required under EC 44258.9.</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>3.14</b>	PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION Appropriateness of required tests for specific classified positions is evident.	4			
<b>3.15</b>	LEGAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION The district has implemented procedures to comply with state legislation governing short-term employees (EC 45103).	1			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.16</b>	<b>LEGAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> In merit system districts, recruitment and selection for classified service are delegated to the Personnel Commission (EC 45240-45320).	Not applicable			
<b>3.17</b>	<b>LEGAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates (EC45272-45278)	Not applicable			
<b>3.18</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE RECRUITMENT/SELECTION</b> Classified recruitment results are provided in an annual report to the Personnel Commission Board.	Not applicable			
<b>4.1</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE INDUCTION AND ORIENTATION</b> <b>Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: substitutes, teachers and classified employees.</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>4.2</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE INDUCTION AND ORIENTATION</b> The Personnel Division has developed a video presentation (e.g., tape, CD-ROM, DVD) of the district activities and expectations for new employee orientation.	0			
<b>4.3</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE INDUCTION AND ORIENTATION</b> The Personnel Division has developed an employment checklist to be used for all new employees that includes district forms and state and federal mandated information. The checklist is signed by the employee and kept on file.	6			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
5.1	PROFESSIONAL STANDARD - OPERATIONAL PROCEDURES Personnel files are complete, well-organized and up to date.	4			
5.2	<b>PROFESSIONAL STANDARD - OPERATIONAL PROCEDURES</b> Personnel Division nonmanagement staff members have individual desk manuals for all of the personnel functions for which they are held responsible.	0	1	1	3
5.3	<b>PROFESSIONAL STANDARD - OPERATIONAL PROCEDURES</b> The Personnel Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.	0	1	1	3
5.4	<b>PROFESSIONAL STANDARD - OPERATIONAL PROCEDURES</b> The Personnel Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.	1	1	1	3
5.5	<b>PROFESSIONAL STANDARD - OPERATIONAL PROCEDURES</b> The Personnel Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems which develop in the process of new employees, classification changes and employee promotions.	0	5	4	5

The identified subset of standards appears in bold print.



<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>5.6</b>	PROFESSIONAL STANDARD - OPERATION- AL PROCEDURES Wage and salary determination and ongoing implementation are handled without delays and conflicts (substitutes, temporary employees, stipends, shift differential, etc.).	4			
<b>5.7</b>	PROFESSIONAL STANDARD - OPERATION- AL PROCEDURES Regulations or agreements covering various types of leaves are fairly administered.	2			
<b>5.8</b>	<b>PROFESSIONAL STANDARD - OPERA- TIONAL PROCEDURES</b> <b>Personnel staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing personnel administrators.</b>	3	4	3	5
<b>5.9</b>	PROFESSIONAL STANDARD - OPERATION- AL PROCEDURES The Personnel Division provides employees with appropriate forms for documenting requested actions (e.g., leaves, transfers, resignations, retirements).	5			
<b>5.10</b>	<b>PROFESSIONAL STANDARD - OPERA- TIONAL PROCEDURES</b> <b>Established staffing formulas dictate the assignment of personnel to the various sites and programs.</b>	1	6	7	7
<b>6.1</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees. Education Codes: 44237, 45125, 45125.1, 44332.6, 44346.1, 44830.1, 45122.1.	8			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>6.2</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law (EC 44839, 49406).	8			
<b>6.3</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE No person is employed as a teacher's aide unless that person has passed the basic reading, writing, and mathematic skills proficiencies required for graduation from high school (EC 45361.5).	4			
<b>6.4</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE A clear implemented policy exists on the prohibition of discrimination (Government Code 11135).	5			
<b>6.5</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE All certificated employees hold one or more valid certificates, credentials or life diplomas that allow the holder to engage in school services designated in the document (EC 44006).	4			
<b>6.6</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE Duties to be performed by all persons in the classified service and other positions not requiring certification are fixed and prescribed by the Governing Board (EC 45109).	1			
<b>6.7</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE Professional growth requirements for maintenance of a valid credential exist (EC 44277).	10			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>6.8</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district has established a process by which all required notices and in-service training sessions have been performed and documented such as those for child abuse reporting, blood-borne pathogens, sexual harassment and nondiscrimination. (EC 44691, GC 8355).	8			
<b>6.9</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district is in compliance with Title IX policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.	9			
<b>6.10</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).	2			
<b>6.11</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.	1			
<b>6.12</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.	2			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>6.13</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes.	1			
<b>6.14</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE Current position descriptions are established for each type of work performed by certificated and classified employees (EC 35020)	1			
<b>6.15</b>	LEGAL STANDARD - STATE AND FEDERAL COMPLIANCE The district obtains a criminal record summary from the Department of Justice before employing an individual, and does not employ anyone who has been convicted of a violent or serious felony (EC 44332.6, 44346.1, 45122.1).	8			
<b>7.1</b>	<b>PROFESSIONAL STANDARD - USE OF TECHNOLOGY</b> <b>An online position control system is utilized and is integrated with payroll/financial systems.</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>
<b>7.2</b>	PROFESSIONAL STANDARD - USE OF TECHNOLOGY The Personnel Division provides an automated substitute calling system. The system has the ability to input and retrieve data. Data should be distributed to site and program managers.	5			
<b>7.3</b>	<b>PROFESSIONAL STANDARD - USE OF TECHNOLOGY</b> <b>The certificated and classified departments of the Personnel Division have an applicant tracking system.</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>7.4</b>	<b>PROFESSIONAL STANDARD - USE OF TECHNOLOGY</b> The Personnel Division has a program of providing funds and time for staff training and skills development in the use of computers.	0			
<b>7.5</b>	<b>PROFESSIONAL STANDARD - USE OF TECHNOLOGY</b> <b>The Personnel Division has computerized its employee database system including, but not limited to: credentials, seniority lists, evaluations, personnel by funding source, program, location, and Workers' Compensation benefits.</b>	3	4	4	5
<b>8.1</b>	<b>PROFESSIONAL STANDARD - STAFF TRAINING</b> <b>The district has developed a systematic program for identifying areas of need for in-service training for all employees.</b>	0	1	2	3
<b>8.2</b>	<b>LEGAL STANDARD - STAFF TRAINING</b> The district makes provisions for department-directed staff development activities (EC 52034(g)).	0			
<b>8.3</b>	<b>LEGAL STANDARD - STAFF TRAINING</b> Teachers and other professional school services personnel are provided with diversity training (EC 44560).	4			
<b>8.4</b>	<b>LEGAL STANDARD - STAFF TRAINING</b> The district has adopted policies and procedures regarding the recognition and reporting of sexual harassment (GC 12940).	9			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>8.5</b>	<b>PROFESSIONAL STANDARD - STAFF TRAINING</b> The district provides training for all management and supervisory staff responsible for employee evaluations.	2	2	2	4
<b>8.6</b>	<b>PROFESSIONAL STANDARD - STAFF TRAINING</b> The district provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity and gender sensitivity, team building.	0	0	1	2
<b>8.7</b>	<b>PROFESSIONAL STANDARD - STAFF TRAINING</b> The district develops handbooks and materials for all training components.	0	0	0	1
<b>9.1</b>	<b>PROFESSIONAL STANDARD - EVALUATION/DUE PROCESS ASSISTANCE</b> The evaluation process is a regular function related to each employee and involves criteria related to the position.	2	2	2	4
<b>9.2</b>	<b>LEGAL STANDARD - EVALUATION/DUE PROCESS ASSISTANCE</b> Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers (EC 44663).	2	2	2	3
<b>9.3</b>	<b>PROFESSIONAL STANDARD - EVALUATION/DUE PROCESS ASSISTANCE</b> The Personnel Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	2	2	2	4

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>9.4</b>	<b>PROFESSIONAL STANDARD - EVALUATION/DUE PROCESS ASSISTANCE</b> The Personnel Division has developed an evaluation handbook and provided due process training for managers and supervisors.	2	2	2	3
<b>9.5</b>	<b>PROFESSIONAL STANDARD - EVALUATION/DUE PROCESS ASSISTANCE</b> The Personnel Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.	2	2	2	3
<b>9.6</b>	<b>PROFESSIONAL STANDARD - EVALUATION/DUE PROCESS ASSISTANCE</b> The board evaluates the Superintendent based upon preapproved goals and objectives.	Not applicable			
<b>10.1</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE SERVICES</b> The Personnel Division has developed a program for retirement counseling, including: STRS counseling, PERS counseling, and "life after retirement."	4			
<b>10.2</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE SERVICES</b> The Personnel Division has developed recognition programs for all employee groups.	0			
<b>10.3</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE SERVICES</b> The Personnel Division has available to its employees various referral agencies to assist employees in need.	4			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>10.4</b>	PROFESSIONAL STANDARD - EMPLOYEE SERVICES Employee benefits are well understood by employees through periodic printed communications provided by the Personnel Division. Timely notification of annual open enrollment periods is sent to all employees.	8			
<b>10.5</b>	PROFESSIONAL STANDARD - EMPLOYEE SERVICES The Personnel Division provides new hires and current employees with a detailed explanation of benefits, the effective date of coverage, along with written information outlining their benefits and when enrollment forms must be returned to implement coverage.	5			
<b>10.6</b>	PROFESSIONAL STANDARD - EMPLOYEE SERVICES Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness.	9			
<b>10.7</b>	PROFESSIONAL STANDARD - EMPLOYEE SERVICES The district notifies the third party administrator of an employee's claim of injury within five working days of learning of the injury and forwards a completed form 5020 to the insurance authority.	9			
<b>10.8</b>	PROFESSIONAL STANDARD - EMPLOYEE SERVICES The district's workers' compensation experiences and activities are reported periodically to the Superintendent's cabinet.	3			

The identified subset of standards appears in bold print.



<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>10.9</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE SERVICES</b> The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program.	5			
<b>10.10</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE SERVICES</b> The workers' compensation unit maintains the California OSHA log for all work sites and a copy is posted at each work site during the month of February as required.	5			
<b>10.11</b>	<b>PROFESSIONAL STANDARD - EMPLOYEE SERVICES</b> The district does not pay temporary disability benefits during those times when an employee is in an extended nonpay status.	7			
<b>11.1</b>	<b>PROFESSIONAL STANDARD - EMPLOYER/EMPLOYEE RELATIONS</b> <b>The district has collected data that compare the salaries and benefits of its employees with districts of similar size, geographic location and other comparable measures.</b>	0	3	5	6
<b>11.2</b>	<b>PROFESSIONAL STANDARD - EMPLOYER/EMPLOYEE RELATIONS</b> <b>The Personnel Division involves site-level administrators in the bargaining and labor relations decision making process.</b>	0	3	5	6

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>11.3</b>	<b>PROFESSIONAL STANDARD - EMPLOYER/EMPLOYEE RELATIONS</b> The Personnel Division provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Personnel Division provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>11.4</b>	<b>PROFESSIONAL STANDARD - EMPLOYER/EMPLOYEE RELATIONS</b> The Personnel Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based).	<b>0</b>	<b>4</b>	<b>6</b>	<b>7</b>
<b>11.5</b>	<b>PROFESSIONAL STANDARD - EMPLOYER/EMPLOYEE RELATIONS</b> The Personnel Division has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes.	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>
<b>11.6</b>	<b>LEGAL STANDARD - EMPLOYER/EMPLOYEE RELATIONS</b> Bargaining proposals and negotiated settlements are "sunshined" in accordance with the law to allow public input and understanding of employee cost implications and, most importantly, the effects on the children of the district (EC 3547, 3547.5, and GC 41242).	<b>4</b>			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>12.1</b>	LEGAL STANDARD - EMPLOYEE BENEFITS/WORKERS' COMPENSATION The district has its self-insured workers' compensation programs reviewed by an actuary in accordance with Education Code Section 17566 and filed with the county office of education.	0			
<b>12.2</b>	PROFESSIONAL STANDARD - EMPLOYEE BENEFITS/WORKERS' COMPENSATION Timely notice of annual open enrollment period is sent to all eligible employees	9			

The identified subset of standards appears in bold print.

# **Pupil Achievement**

## **Overview of Reform**

During the first academic year under state administration the Vallejo City Unified School District focused on improving student achievement on the California Standards Test (CST) through high-leverage, research-based strategies that included textbook adoptions, pacing guides, common student assessments, and AB 466 and AB75 training for teachers and principals. High school reform strategies included a-g curriculum for all students and the initiation of small academic learning communities. Supportive work from the district office focused on developing accountability structures through principal leadership development, teacher evaluations and the use of coaches and collaborative data-based sessions with teachers. The district received a quick payoff for this work in spring 2005 with statistically significant improvements overall in the CST: from 26.7% to 31.3% proficient and advanced in English language arts and from 21.3% to 26.4% proficient and advanced in mathematics. Improvement varied by schools and grade levels.

The Academic Achievement and Accountability (AAA) division also focused on systemic reforms which resulted in a theory of action and an organizational schema that is both horizontal and vertical, establishing interconnectivity of district departments to center improvements on students. District level job descriptions and titles were revised as part of this work. Communication from the district to principals and teachers shows consistency of message, action, and resources.

## **Deepening the Reform**

In the 2005-06 academic year, the AAA division continued standards implementation into the high schools and increased numbers of participants in AB466 and AB75 training for teachers and principals. However, the critical work this year has been to deepen the reform systematically and to address the achievement gap and the needs of the lowest performing students. Even with improvements in the 2005 performance on the CST, a district median of 34.5% (with range of 26% to 49%) of students tested in grades 2-11 still scored in the Below Basic and Far Below Basic categories in English language arts. Another one-third of students are at the Basic level. The district scores are below state and county averages. While some schools in Vallejo are performing higher than others, all schools have students that are difficult to reach or that need special curricula and teaching. African American and Hispanic students are overrepresented among underperformers.

Several strategies were initiated and are being implemented by the district to address the issues of underachievement and access in the district:

- (1) A universal access and intervention block was added to K-5 in the fall of 2005, along with training for teachers that includes methods of data analysis to help target interventions to meet student needs and provides a system for district monitoring of the interventions implemented.
- (2) A new director was assigned to the student support services area; the School Attendance Review Board process has become functional; and a process to regularly review student attendance, suspension, and expulsion data has been established. Other activities include an attempt to improve attendance through a school competition, and additional training for assistant principals who administer school discipline.
- (3) The role of the resource specialist in providing standards-based curriculum to special education students has been refined, accompanied by related materials and training.
- (4) English language development (ELD) teachers were included in AB 466 training and, concomitantly, training in English learner assessments, designations, and supports were provided for mainstream teachers.

These strategies will contribute to increased access to the core curriculum for all students and will improve the achievement picture in the district. Some of the district's efforts have been advanced with the hiring of administrative personnel in the student services area, in categorical programs and in the English learners program. In the categorical and English learner areas, there is a plan for a revision of the district's Master Plan for English Learners.

In addition to district strategies to expand the district's reform efforts, a county School Assistance and Intervention Team (SAIT) has developed, in cooperation with the AAA division, Site Action Plans with Corrective Actions and Benchmarks. While this type of plan is a requirement for an LEA under Title I Program Improvement, it parallels the district theory of action and improvement strategies, as well as many of the FCMAT standards. These plans have bolstered the district's agenda, particularly at the high school level.

The original audit of the pupil achievement standards in Vallejo (November 1, 2004) noted "a lack of direction from the central office, little accountability and follow through, and insufficient data to track students or the work of adults." Since that time the steady progress of the district in fewer than two years to provide direction, accountability, and data-based decision making is admirable. Quality leadership has been provided by the administrative staff. With the efforts of principals and teachers, the district has made progress on all 23 of the identified priority Pupil Achievement standards selected as critical for instructional reform in Vallejo. These standards address (1) planning processes, (2) curriculum, (3) instructional strategies, (4) assessment and accountability, and (5) professional development.

## **Sustaining the Reform**

To sustain the new organizational structures and strategies for educating Vallejo youth, the district's board policies and regulations and written plans need to be current, officially adopted, implemented, and published (with a date of adoption), so that staff and community members can share in the vision and actions of the district leadership. Recently, the Governing Board adopted three of several recommended policies in the curriculum, instruction, and student personnel areas. Drafts of other policies have been developed and are available. Updating policies and regulations is significant work in a school district. In the pupil achievement area, policies provide directions and guidelines and are the basis of the district's accountability procedures, in addition to being essential to complying with many state and federal program regulations. Clear, current written documents and communications will show the district reform and its outcomes to have been the result of deliberate and thoughtful planning and actions.

## **Summary**

The review of Pupil Achievement included the assessment of a selected subset of 23 professional and legal standards of performance. The average rating of this subset of 23 standards has improved in the last 18 months as follows:

November 2004	2.39
May 2005	3.45
November 2005	5.09
May 2006	5.91

## 1.1 Planning Processes

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### Professional Standard:

A common vision of what all students should know and be able to do exists and is put into practice.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has developed and is implementing a vision that emphasizes access to necessary knowledge and skills, a safe and orderly environment, and systemic supports, including fiscal stability and capacity to sustain improvements. Intense work on implementing these elements has been under way since fall 2004.
2. A first reading of Board Policy 6000a Vision and Goals, which sets forth the district's role in providing for the educational, personal, and career needs of students, occurred in a public meeting on March 15, 2006. This was accompanied by several other key instruction-related board policies and a presentation outlining the rationale for the policies. Before the board presentation, other stakeholders in the district had the opportunity to provide input into policies. The district Web site shows the new policy with an adoption date of April 5, 2006. Board Policy 6000b, Core Curriculum, was adopted at the same time and further demonstrates the vision for what students should know and be able to do.
3. Board Policies 6000a, b, and c are posted under the board section of the district Web site, where there is also a statement that the board is undergoing a review and revision of all policies and regulations. This is targeted for completion at the end of 2006. BP 6000b and c will require regulations.
4. The vision statement anchors the VSUSD Instructional Plan that is being implemented. The vision should also be included in school plans and other required plans, such as the English Learner Master Plan, as the starting point for local vision or mission statements.

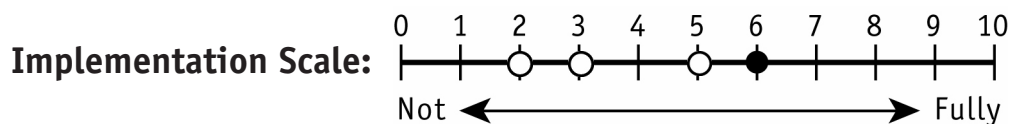
### Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 3

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 1.2 Planning Processes

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### Professional Standard:

The administrative structure of the district promotes student achievement.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. By fall 2005, the district had developed an organizational structure that is both horizontal and vertical. The vertical dimension is the traditional organizational chart showing the titles and lines of supervision and reporting. The horizontal dimension formalizes the collaborative work among district divisions to align people with resources and focus them on the goals and priorities of the district. The work of the horizontal teams includes both ongoing tasks and specific ones. The rationale for this structure is that there is not “time to duplicate effort, be unclear about roles and responsibilities, or let important strategies fall through the cracks.” The horizontal dimension helps the district keep students at the center of all district activity and overcomes the effect of separate structures. This organizational structure is accompanied by new job descriptions for all district staff that include titles, responsibilities, and lines of supervision. In August 2005, the State Administrator provided an overview of the district office reorganization.
2. The original comprehensive review (November 1, 2004) found that principals had been left out of the communication loop the previous spring as the district entered into a fiscal crisis and came under state scrutiny. Regular principal meetings were canceled and many principal evaluations were not completed. Subsequent actions by district leaders addressed these concerns:
  - a. By May 2005, the district had clarified how principals were to be supervised and evaluated. For each level—elementary, middle, and high school—there is a written description of expectations that are the focus of principal evaluation for the current and upcoming years. The descriptions are categorized by the State Administrator’s five goals as well as an “other” category that addresses significant organizational factors. The descriptions also contain a timeline and process for the completion of the evaluation activity.
  - b. Interviews with a sample of principals at all levels in September 2005 found that they had been evaluated according to the identified process and that evaluations had been conducted in a timely manner with helpful feedback.
  - c. Agendas of routine meetings of principals and assistant principals demonstrate the effort to keep the district expectations for students at the forefront and also act as vehicles for communication and professional growth.
  - d. Board Policy 1000a, Media Relations, adopted January 11, 2006, states that the superintendent will develop a crisis communication plan. The plan should address internal as well as external communication during a crisis.
3. In the fall of 2005, principal interviews revealed that the opening of school for the 2005-06 school year went smoothly, including the implementation of class size reductions. Several noted that the 2005-06 opening compared with 2004-05 was “like night and day.” In particular, with few exceptions, the schools were staffed on the first day because of

the hiring plan created in the spring and implemented throughout the summer. Principals reported participating in candidate recruitment. A district matrix shows the objectives for the opening of school, the person responsible, and the target date. Areas included central ordering, purchasing and delivery of textbooks, classroom cleaning, transportation, bell schedules, food services, secondary student schedules, and teacher orientation and buy-back days. This matrix also shows the horizontal teamwork of the district.

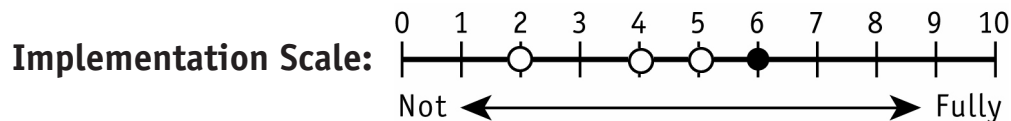
Currently, work on enrollment and staffing figures for the fall 2006 and plans for teacher recruitment and placement are well under way. The Web site features teacher recruitment information, including dates to visit schools.

4. The State Administrator's emphasis on communicating high expectations and equal access for students was evident in PowerPoint presentations from the Administrator Retreat in 2005. The district was able to start the year with state assessment data that showed gains at many district schools. Principals reported that these messages are motivating and that there is a high level of trust for the State Administrator among school staff members. Several principals feel fortunate to have a State Administrator focused on improving achievement as well as fiscal recovery.

The State Administrator is focusing on student attendance with monthly reports and an attendance contest among the schools.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6





## 1.3 Planning Processes

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### Professional Standard:

The district has long-term goals and performance standards to support and improve student achievement.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. In fall 2005, the district completed and began implementing the VCUSD Instructional Plan, which is prefaced by the vision, district goals, and purpose of plan. The core of the plan features eight essential program components with objectives, benchmarks, due dates and completion dates.
2. The State Administrator's goals have become the district goals in the Instructional Plan. Board Policy 6000a, Vision and Goals; Board Policy, 6000b, Core Curriculum; and Board Policy 6000c, Assessment and Testing were adopted on April 5, 2006. (See Standard 1.1.)
3. The original comprehensive review (November 1, 2004) found categorical programs to be working with good intentions, but not fully in alignment with the mainstream programs or state standards. Several actions taken by the Academic Assessment and Accountability (AAA) division have clarified and strengthened the role of categorical programs in supporting and improving student achievement:
  - a. In fall 2005, a matrix entitled "General Education and Categorical Programs Working Together" was provided to show the role of categorical programs in supporting learning and school improvement. The district is working toward greater coherence in a system where the base programs in the core areas are stable and categorical programs that support identified students are aligned with the core.
  - b. Additionally, in fall 2005, the district came under state/federal district program improvement. As a result, the district, with the county School Assistance and Intervention Team (SAIT), developed site action plans (February 2006) identifying corrective actions and benchmarks in nine essential areas: instructional programs, instructional time, principal leadership training, credentialed teachers and professional development opportunity, student achievement monitoring system, ongoing instructional assistance and support for teachers, interventions for students below grade level, and fiscal support. These essentials parallel many of the FCMAT standards, and validate the basis of the four strategies initiated by the district to turn around student achievement. The identification of secondary schools for SAIT corrective action is an important step, as student growth at this level may be slower.
  - c. By the spring of 2006, a new director and assistant director for categorical and English learner programs were working with the county office to revise the district's Master Plan for English Learners and to comply with the state and federal regulations for this program and others. A written task list with timelines for the completion of the plan is guiding the work of the department. The director of categorical programs is anticipating the Coordinated Compliance Review (CCR) self study next fall as an opportunity to review compliance and quality elements in all programs.

4. The Director of Assessment provides an annual cumulative report of progress on the California Standards Test (CST) along with charts that show student performance by groups of students. The State Administrator, in his presentations to staff, used these charts. Datawise also allows for the management and display of assessment data from the state assessments.

The district leadership has made regular common assessments a priority and provides support for the use of these assessments in setting classroom teaching priorities and developing interventions. The Datawise system provides greater accessibility to teachers and staff because the data is more readable to a variety of audiences and more frequent. In fall 2005, principals reported that the assessments, along with aligned material, pacing guides, and training and collaborative opportunities, are contributing to greater commitment to and success in standards-based teaching. Agendas for district professional development days demonstrate the use of data in discussions of curriculum and classroom practice.

5. In the fall of 2005, two significant activities were under way to continuously monitor student attendance and behavior: (1) use of the Aeries system to track absenteeism and suspensions as well as to print reports that show patterns in these areas (several principals report using these functions); and (2) a Student Support Services Division that was established for accounting, monitoring and reporting student attendance and behavior, to provide coordination of effective interventions related to student welfare, to provide training, and to coordinate the work of principals and counselors. A director for this division was hired in the fall.

Awareness of instructional time lost through poor attendance and discipline practices and a plan to address these is a significant step in achieving equitable access to learning, decreasing dropout rates, and improving assessment results. Students in these categories are disproportionately students of color and low income. Evidence of district accomplishments in this area in May 2006 includes the following:

- a. In the spring of 2006, the new director for student services shared evidence of progress in student services, including the analysis and dissemination of data for student attendance, behavior, and program effectiveness, the implementation of a Student Attendance Review Board (SARB) with collaborative participation of community agencies, and the coordination of the school resource officer program and liaison with the Vallejo Police Department. Together with the state administrator, the director is promoting improved student attendance through an “attendance league” type of contest among schools with individual prizes for high attendance.
- b. A press release in late February 2006 outlines the district plan to withhold work permits for chronic absentees and to work with the SARB process and the county assistant district attorney to tackle truancy issues.
- c. Agendas for the meetings of assistant principals show a series of topics that assist these staff with discipline decisions: due process, expulsion procedures and timelines, suspensions and methods of reducing suspensions of African Americans, in-school

suspension and opportunity program ideas, stipulated expulsions, school site intervention teams, and special education student discipline. Guest presenters, including county counsel, facilitated these sessions.

6. Student health services emanate from the VCUSD School-Based Health Center at Pennycook Elementary School, which is in its second year of operation. A second site is targeted to open January 2007. Services that clients received included immunizations.

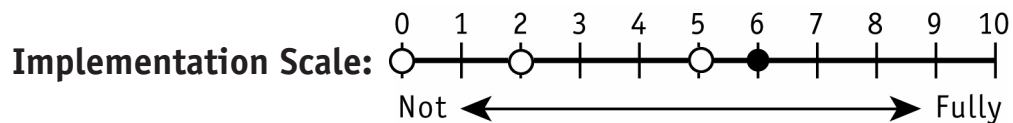
### **Standard Implemented: Partially**

November 1, 2004 Rating: 0

May 1, 2005 Rating: 2

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 1.6 Planning Processes

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### Professional Standard:

The district's planning process focuses on supporting increased student performance.

### Progress on Implementing the Recommendations of the Improvement Plan:

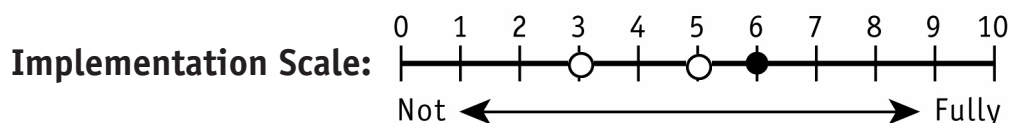
1. The district's planning centers on increasing student performance, including aligning eight essential components toward that objective. As indicated in Standard 1.3, the district has completed and is implementing the VCUSD Instructional Plan with objectives and benchmarks for the eight components. District instructional leaders have implemented reforms through thoughtful analysis of priorities and high leverage strategies.

Making student performance the focal point also requires aligning district policy and regulations to convey clear messages about the district's intent and provide a basis for accountability. A new core curriculum policy, BP 6000b, lists the key components of the district's plan "to raise student achievement, close the gap, and ensure equal access." It was presented to the board for a first reading on March 15, 2006 and adopted on April 5, 2006. This policy clarifies the board and district intent to base the district's core program on state standards. Two other policies adopted on April 5, 2006, Vision and Goals BP 6000a and Assessment BP 6000c, highlight the district's focus on increased student performance.

2. School plans focus on supporting increased student performance and have a consistent format along with key elements, indicating district office direction and assistance in their development. As a second phase, the district should help schools develop a planning process that keeps the district focus in mind but zeroes in on school issues and needs to improve all students' performances. The school plans should be data-based and focused on causality so that solutions can get to the root cause of underachievement. The corrective action plans for schools support this goal.
3. The principals interviewed in fall 2005 and spring 2006 reported they were provided a data package for their schools on the CST. Data use for improvement is a regular item on principal meeting agendas. Recently, administrators have seen additional focus on the use of attendance data for improvement, led by the State Administrator.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



## 2.3 Curriculum

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### **Professional Standard:**

The district has clear and valid objectives for students, including the core curriculum content.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. BP 6000b Core Curriculum (adopted April 5, 2006) indicates that the state standards will provide the content for district goals and objectives. It identifies the Instructional Plan as the district's instrument to guide instructional planning and ensure that student objectives for reaching the standards are met. It identifies 12 key components of the district's plan "to raise student achievement, close the gap, and ensure equal access."
2. By fall 2005, the district had composed the VCUSD Instructional Plan, showing the relationship between the vision, the district goals and the objectives for instructional program implementation. This plan commits to writing the intent for all students and uses many research-based strategies. Evidence of the implementation of objectives has been validated by interviews and other documents.
3. The Instructional Plan includes objectives for protecting instructional minutes in high school schedules for English and math and sets a date for the completion of common course guides in the high schools. An action plan for small learning communities in the ninth grade at three high schools delineates the actions that will be taken by the principal, reform coordinator, and other staff to implement standards-based requirements.

Also in fall 2005 the district was identified for program improvement, and by spring 2006, K-12 corrective action plans for the schools were in place, along with agendas, minutes, and explanatory materials that show the district readying the plans for implementation. The district and schools are required to implement all nine components of the Academic Program Survey (APS) to ensure equal access and equity. This will assist district leaders in attaining full implementation of the state standards, the core curriculum. The components of the APS dovetail nicely with much of the work already in progress and are based on three guiding principles—equity, transparency, and collaboration—that the AAA division has promoted and supported in the schools. This plan will formalize district curriculum work, bring about more open dialogue on student learning issues, and tackle system failures. This plan is especially helpful in that high schools, where change is complex, must address the same components and are now receiving the guidance and support to do so.

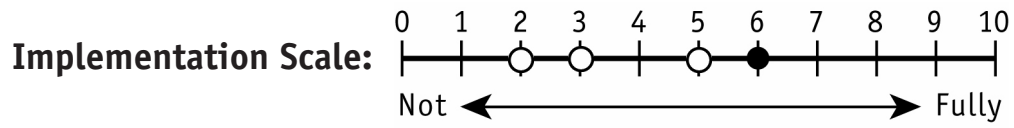
## Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 3

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 2.4 Curriculum

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### **Professional Standard:**

A process is in place to maintain alignment among standards, practices, and assessments.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The May 2005 progress report noted that an alignment model is central to the State Administrator's plan to improve student achievement and includes the following: (1) have clear measurable goals; (2) align resources to accomplish goals; (3) monitor progress; (4) use proven instructional materials consistently; (5) develop immediate interventions at the student, teacher and school level; and (6) provide focused, data-driven professional development. At the time of that report, the district was in the midst of implementing the model, which is similar to the state's nine components of program implementation, by focusing on "high leverage" strategies. The K-5 schools had already benefited from a state standards-aligned reading text, the use of pacing guides, the use of common assessments and curriculum-embedded assessments, and training on the adopted ELA materials. Middle schools were using pacing guides to improve access and rigor; administering common assessments for language arts and math, and using structures such as meetings to improve the learning culture. Teachers had been provided coaches and collaboration time to review assessment data and work on alignment. High leverage strategies documented for high schools included: examining course offerings; reviewing graduation requirements for rigor and access; developing common course descriptions and end-of-year course assessments; and using structures (meetings, department time, walk-throughs) to improve instruction.

In fall 2005, the progress of the alignment work was documented by (1) interviews with a sample of principals, who could articulate the elements of the alignment and its goals and results well, and by (2) the fact that the 2005 California Standards Test (CST) districtwide average scores showed statistically significant gains in English language arts (from 26.7 to 31.3% proficient and advanced) and math (from 21.3 to 26.4% proficient and advanced). All ethnic groups made gains, though the learning gap remains about the same. (These results vary by grade level and school.) Given the foreshortened implementation period prior to the spring assessment, these results testify to the likely effectiveness of the alignment strategy.

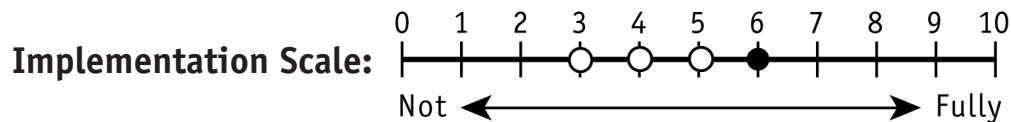
For the May 2006 progress report, there is evidence that the process of alignment among standards, practices, and assessments are supported by the corrective action plans required of schools because Vallejo has been identified as a program improvement district. (See Standard 2.3.) The minutes of the District Program Improvement Team (February 13, 2006) for secondary schools show careful planning to bring school site people into the corrective actions as a part of the district's overall effort to align program elements and improve achievement. Administrators and teacher leaders have been provided with talking points to use with school staffs about the program improvement effort and the rationale for creating systemwide success.

2. In fall 2005, documents, sign-ups, participant evaluations, and principal interviews show that the alignment work continues, including progress on AB 466 and AB 75 training. During the summer, about 210 elementary and middle school teachers participated voluntarily in the English language arts AB 466 training and 16 of 18 principals participated in the AB 75 training. The written evaluations of the participants and the reports from the principals found the workshops to have been effective and empowering. A schedule of AB 466 and AB 75 ELA and math trainings through January 2008 has been developed. Math teachers representing all middle schools are participating in a two-year grant-funded program through August 2006 to help more students complete algebra successfully. Algebra teachers met in February 2006 to look at student misunderstandings and consider teaching strategies to approach these issues in the classroom.

Professional development calendars for November 2005 to June 2006 and sign-in sheets for workshops demonstrate the district's steady effort at the AB466 and AB75 trainings that help teachers and principals align standards, materials, assessments and classroom practices. Teachers have also committed to trainings during spring break and summer, and sessions for ELD teachers and resource specialists are included.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6





## 2.9 Curriculum

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### **Professional Standard:**

Teachers in K-8 are provided with professional development in reading and mathematics by a state-approved provider; teachers in 9-12 are provided with defined professional development in implementing content standards.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. During the 2004-05 school year, the district leadership provided AB466 training with a state-approved provider in reading for Cooper Elementary teachers and AB75 training for the Cooper principal.

By fall 2005, as indicated in Standard 2.4, documents, sign-ups, workshop evaluations, and principal interviews demonstrated that the district had made significant progress on AB 466 and AB 75 training. During summer 2005, 210 elementary and middle school teachers participated in the voluntary English language arts AB 466 training, and 16 of 18 elementary principals participated in the AB 75 training. The written evaluations of the participants and interviews with principals found the workshops to have been effective and empowering. A schedule of AB 466 and AB 75 English language arts and math trainings through January 2008 has been developed. Math teachers representing all middle schools are participating in a two-year grant-funded program through August 2006 to help more students complete algebra successfully. Principal interviews indicate that the trainings provided the right boost and that they have been able to work with teachers more effectively as a result of their own training.

The district's steady effort at the AB466 and AB75 trainings that help teachers and principals align standards, materials, assessments and classroom practices are well-documented by professional development calendars for November 2005 to June 2006 and sign-in sheets for workshops. Principals interviewed talked about the value of the training. Additional teachers have committed to trainings during spring break and summer. The corrective action plans also urge the schools and district to train all teachers and principals.

The Project Personalize Action Plan (small learning communities) together with the job description of the secondary reform coordinators, indicate that professional development planning for grade 9-12 teachers is under way. On March 17, 2006 a districtwide staff development day, planned to "work on the district strategy for continuing to build support structures to improve student achievement," took place. In the afternoon, content areas worked together on supporting student a-g success. These sessions were well developed and designed to help secondary teachers through some thorny areas, such as the use of pacing guides.

Throughout the 2005-06 school year to date, regular meetings between the AAA division and special education staff have led to a written draft of the role of the resource specialists in helping to accelerate the achievement of the lowest performing students, including RSP students. In conjunction with this effort, resource specialists will be provided relevant materials and AB 466 training.

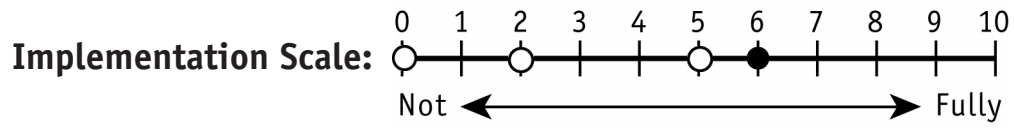
## Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 2

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



### **3.1 Instructional Strategies – Learning Opportunity**

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#### **Legal Standard:**

The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).

#### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has developed a vision statement saying that all students will be provided with “access to the necessary knowledge and skills students need to be prepared for and to access higher level education and career opportunities.”

There is no equal access statement on the Web site as yet, but the vision as adopted in BP 6000a and posted in the policy section on the Web speaks to access as the key element of district intentions for students.

2. A newly designed Web site is more accessible, attractive, relevant, and timely, though portions are still being developed. There is a “how to” section on the site (apply for GATE, Special Ed; file a complaint, etc.) that, when fully implemented, can improve parent and student access. As of April 30, 2006, the new Web site does not have information or forms in Spanish, except for the emergency form. Other publications were not available for review. The District Master Plan for English Language Learners is undergoing a thorough revision.
3. In fall 2005, the district provided principals and schools with an information workshop session with assessment data showing ethnic subgroup growth over time. The gap between and among ethnic groups is a major concern in the district, but monitoring the achievement of subgroups also requires looking at the growth of special education students and English learners, as well as identifying other struggling students for interventions.

A universal access period with targeted interventions was implemented in the fall of 2005. Students are identified for intervention based on CST and Datawise scores. A board presentation (October 19, 2005) explains the rationale for an aggressive intervention program backed by “people, time, and financial resources” as a way to accelerate learning for the lowest performers. The buy-back staff development day at the beginning of school was dedicated to learning about and structuring for universal access and intervention for K-5. The spring staff development day (March 17, 2006) agenda also shows all staff working on underachievement and intervention, including a common training session for ELD teachers. The corrective actions and benchmarks program improvement site plans support these actions by the district.

Class size reduction was expanded to include third grade and ninth grade English language arts and mathematics. Improvement of access to instructional minutes can also be seen in the 2005-06 monitoring of master schedules and student enrollments in ELA and math classes that will prepare students for success on the CAHSEE. Sample middle and high school schedules show intervention course offerings.

4. By the spring of 2006, several other reform elements converged to contribute to a greater awareness of and commitment to the underachiever in the district and are evidenced in:
  - a. A written draft of the role of the resource specialists in addressing the standards and helping to accelerate the achievement of the lowest performing students, including RSP students. Inclusion of resource specialists in AB 466 trainings is part of the dialogue.
  - b. A survey of ELD teachers to gain input on making the universal access period effective; training on “A Focused Approach to Frontloading English Language Instruction for Houghton Mifflin Reading, K-6;” and common training on the district staff development day (March 17, 2006) on the CELDT goal of moving one level per year and related topics.
  - c. The corrective action plans for district program improvement that outline several components for ongoing monitoring of student achievement and interventions for those below grade level, including actions leading to the revision of master schedules to provide the required number of minutes for students in interventions.
5. Addressing the achievement gap also means analyzing disaggregated data on attendance, suspension, course enrollments and grades/credits, and developing solutions for students whose school behavior patterns are interfering with their learning. Headway has been made in this area:
  - a. The district met its goal to improve student attendance in 2004-2005. Average daily attendance increased from 91% to 93.55%, which improved access and increased revenue by more than \$2,000,000.
  - b. The district and site administration are now able to access attendance and suspension data through the Aeries data system.
  - c. The State Administrator’s opening message indicated that student school behaviors are priority issues for the 2005-06 year, and was reinforced by his personal support of the contest to bolster and reward good attendance.
  - d. A student support services division with a new director was established at the district in the fall of 2005 to assist schools in monitoring and providing intervention strategies for students whose school behaviors impede their learning. By May 2006, this department had many accomplishments, including but not limited to: regular monitoring of student behavior; alternatives to suspension; assistant principal workshops on suspension, expulsion, and alternatives; site intervention teams; a reconstituted “aggressive” SARB; coordination with community agencies such as police and the district attorney; and provision of health services as needed.
6. Data monitoring should include English learners and special education students, who are performing significantly below state average. Of 14,135 students tested in 2005 on the California Standards Test, 1,862 were English learners enrolled in California public schools for 12 months or more. This number represents more than 13% of the total number of students assessed, who are disproportionately represented in the lower two levels of the assessment (See Standard 3.15). More than 10.4% of the students assessed on the district CST in 2005 are identified as special education students. The chart below shows the percentage of special education students at Below Basic and Far Below Basic per-

formance levels on the CST English language arts and mathematics as compared to state averages (corrected from November 2005 chart) for students with disabilities scoring in these two performance levels.

### **A Comparison of the Percentage of Assessed Special Education Students in VCUSD and in the State Performing at Below Basic and Far Below Basic**

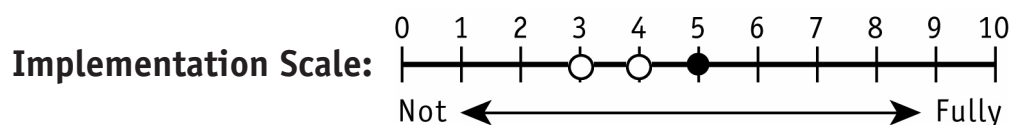
#### *California Standards Test, 2005*

Grade Level	ELA VCUSD	ELA State*	VCUSD/ State Difference	Math VCUSD	Math State*	VCUSD/State Difference
2	66%	59%	+ 7%	51%*	48%	+ 3%
3	80%	68%	+12%	66%	52%	+14%
4	76%	56%	+20%	76%	57%	+19%
5	81%	63%	+18%	86%	68%	+18%
6	87%	69%	+18%	92%	73%	+19%
7	86%	71%	+15%	92%	77%	+15%
8	88%	72%	+16%	NA	NA	---
9	86%	73%	+13%	NA	NA	---
10	87%	79%	+ 8%	NA	NA	---
11	89%	83%	+ 6%	NA	NA	---

\*Percentages corrected from 11/05 chart

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
 May 1, 2005 New Rating: 4  
 November 30, 2005 Rating: 5  
 May 31, 2006 Rating: 5



## 3.2 Instructional Strategies

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### Professional Standard:

Challenging learning goals and instructional plans and programs for all students are evident.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district staff has developed and the board has adopted (April 5, 2006) a core curriculum policy (BP 6000b) that identifies the state standards as the basis for learning goals and objectives and ensures equal access to this core. Board Policy 6000a provides a vision and the goals for the district in realizing the vision.
2. District leadership developed expectations for a challenging curriculum based on the full implementation of the state standards in reading and math and began to act on these expectations in 2004-05 with several “high leverage” research-based strategies: consistent materials adoptions, pacing guides, and regular assessments and monitoring, underpinned with AB 466 and AB 75 professional development, collaboration, and coaching in K-8. New expectations for the high schools included a-g requirements for all students, common course guides and end-of-course assessments, and smaller learning communities.

In 2005-06, the VCUSD Instructional Plan was developed to extend, formalize, and benchmark the district’s expectations for a challenging curriculum. Additionally, an action plan called “Project Personalize” outlines the objectives and actions for implementation of small learning communities in the three high schools.

In May 2006, the initiation of the corrective action plans for the schools under the SAIT process is assisting the district effort to implement the state standards for all students. It supports and underlines significant work already under way in K-5 and provides a substantial boost to the full implementation of standards for all students in the secondary schools. A working document shows the district analyses of the high school graduation requirement by grade level and the need to accelerate learning for all students with the goal of meeting the a-g requirements and passing the CAHSEE for graduation.

3. In fall 2005, a matrix was developed to demonstrate how categorical and district funds coordinate to support the common work in the schools, such as staff development. A core of district services goes to schools, irrespective of their access to categorical funds. Other categorical funds go to serve the identified students in their respective schools.

In May 2006, new district administrators for the categorical and English learner programs were in the midst of a review and revision of the district’s Master Plan for English Learners, working with county consultants to bring programs into compliance. A plan and timeline for the master plan documents the process. A Coordinated Compliance Review (CCR) self-study will occur next year.

4. The formal adoption of new curriculum policies and the VCUSD Instructional Plan are evidence of district leadership. In fall 2005, the district began work on a universal access and intervention block that structures support for identified students. During the 2005-06

school year, a new student services department began work on many of the issues that impede student participation in learning programs.

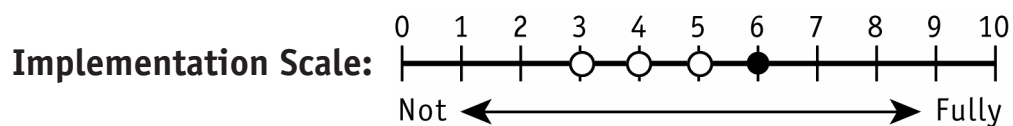
### **Standard Implemented: Partially**

November 1, 2004 Rating: 3

May 1, 2005 Rating: 4

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



### 3.4 Instructional Strategies

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#### **Professional Standard:**

Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.

#### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. In fall 2004, the State Administrator articulated the essential elements of academic programs in VCUSD, using research-based strategies and common texts and assessments to initiate a standards-based program. Two elements of the program are especially significant in engaging students in learning: (1) the use of pacing guides that focus and maximize instructional time; and (2) the common assessments administered at regular intervals that allow staff to monitor student application of knowledge and skills.

By the fall of 2005, the district work was formalized in an instructional plan with eight program components, objectives, benchmarks, and due/completion dates. The district also took action to: (1) implement class size reductions in kindergarten, third, and ninth grade; (2) monitor the secondary schedules for student placement in courses leading to graduation and success on the CAHSEE; (3) establish a student support services division to monitor attendance and suspension data and provide timely and effective interventions to re-engage students in learning; and (4) provide a smooth opening of school, with qualified teachers, so that instruction could start on the first day of school.

At the secondary level, small learning communities in the ninth grade are under way to increase engagement through personalization of learning. School reform coordinators (1) provide common, standards-based instructional programs for core courses; (2) create and implement a system for monitoring student progress; and (3) use district support structures to meet student needs.

By May 2006, the student support services area provided several strategies to get truants into school and to reduce the impact of suspensions on student engagement in school. The district focus on universal access, intervention strategies, master schedules, inclusion of resource teachers and ELD teachers in the standards-based teacher and principal trainings have yielded positive gains.

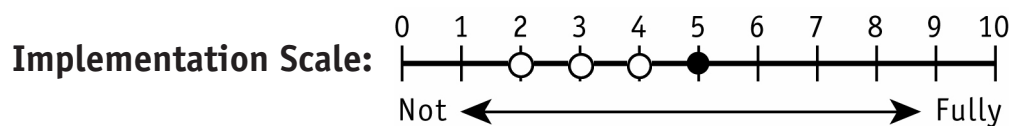
2. During the summer of 2005, 210 teachers began the AB 466 training sequence and 16 of 18 elementary principals began the AB 75 training. There is a written plan to complete the reading and math training sequence over the next two-plus years. In May 2006, there is additional documentation of the ongoing teacher and principal training. The corrective action plans for district program improvement will give impetus to this training.
3. The district began the use of the Datawise system in the first year of the reform to make the common assessment information available, and training was provided. With input from the principals, the 2005 CST data were packaged in a more useful format, providing disaggregations. Principals report that student data are central to their school and district work.



In May 2006, there is evidence that the school staff are learning to use the data to identify students for targeted interventions. Progress is already apparent in elementary schools where several variables converged—a strong intervention program, quick results with the lowest performers, and high student engagement—for a successful implementation. Shored up by the corrective action plans, interventions in middle and high school have improved based on early results.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 30, 2005: 4  
May 31, 2006 Rating: 5



### 3.5 Instructional Strategies

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#### Professional Standard:

The district and school staffs promote and communicate high expectations for the learning and behavior of all students.

#### Progress on Implementing the Recommendations of the Improvement Plan:

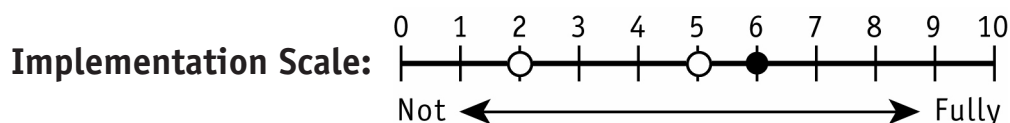
1. Three key instructional policies adopted by the board on April 5, 2006 communicate the expectations for students in VCUSD: BP 6000a Vision and Goals; BP 6000(b) Core Curriculum; and BP 6000c Assessment and Testing. BP 6000b designates the California standards as the expected student curriculum, and student guidelines communicate expectations for school behavior. Drafts of other key curriculum and instruction policies were in evidence in fall 2005.
2. The direction to principals from the district leadership is to share the new policies with the community and school staff. Principals have participated in the development and implementation of new policies through a special retreat and meeting agendas. It is the plan of the district staff to make the board policies, vision, goals, and expectations available online.

The AAA division connects initiatives to the expectations for students so that expectations for adults are related to outcomes for students. Staff development days are explained to show how the activities connect to the overall vision and expectations for students. The aggressive intervention program sends a clear message that there are high expectations for all students.

3. The direction to the staff from the State Administrator is that new policy statements should reflect short- and long-range goals to build trust and confidence. The goals of the State Administrator and the board include: seeking a long-term solution to the fiscal crisis and a commitment to build the capacity of the district to sustain improvements when local control is returned. The State Administrator's messages to the staff and community communicate high expectations for students and for the performance of all district systems on behalf of students.

#### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



### 3.8 Instructional Strategies

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#### Professional Standard:

Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. In 2004-05, the district implemented a formal walk-through plan and follow-up feedback plan at the elementary level. Principal and lead teacher agendas indicate training has been provided and is ongoing at all levels to support standards implementation.

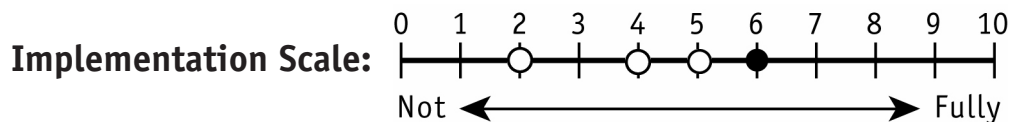
The district is moving to align all systems, including formal evaluation, with the district's achievement agenda. A 2005-06 planning calendar for secondary instructional leadership, with roles assigned, shows the effort to align the secondary program with district goals using new tools such as a feedback protocol.

2. In 2004-05, the district developed three memoranda with timelines that describe the elements of the principal evaluation at elementary, middle, and high school levels. These elements are organized according to the five goals of the State Administrator. Supervisors have been assigned. The documentation includes a sample of a mid-year progress report. The principal's evaluations are tied to student achievement.
3. In May 2005, documentation showed that elementary principals were trained in data use, classroom observations and data analysis. A principals' workshop agenda (Sept. 28, 2005) showed that strategies were provided to refocus teacher evaluation on student achievement goals, including helping teachers set objectives linked to district goals and strategies. Principals were provided norms for writing objectives and a sample evaluation plan. The workshop and materials demonstrated how the contract evaluation form based on the California Standards for the Teaching Profession is used to support the district's focus on student achievement. (See also Standard 5.7.)

In fall 2005, the principals who were re-interviewed reported that they had already received a list of teachers to be evaluated (a gap identified in the fall 2004 interviews) with timelines. They had been evaluated themselves (another identified gap) for the 2004-05 school year and found the process very helpful and satisfactory.

#### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



### 3.10 Instructional Strategies

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#### **Professional Standard:**

Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.

#### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district showed a decrease in student absences from 1,620 to 1,096 and increased ADA from 91% to 93.55% during the 2004-05 year. For the current year, the district has reorganized and restaffed to form the Student Support Services Division with a director and three coordinators whose roles center on assisting all schools with appropriate responses to student attendance, behavior, and health issues, including monitoring and intervening (e.g., SARB) as needed and establishing relationships with the community agencies involved with youth. A draft of BP 5000(b), Student Attendance, has been written.

In May 2006, a semi-annual report from the Student Support Services Division provides a list of accomplishments to date as well as activities in progress. Significant work has occurred on behalf of students through this department, including but not limited to: design and implementation of a SARB that is aggressive, consistent, and effective; implementation of the FAST family improvement program in seven elementary schools; collaboration with community agencies to participate in SARB hearings; and coordination of a school resource officer program.

The State Administrator is conducting an attendance contest among school leagues in the district as a way of calling attention to and promoting school attendance.

2. The Aeries student information system has been implemented to assist staff in the ongoing monthly monitoring of attendance, suspension, and dropout data. Training has been provided to principals and office managers in the use of the system and the resulting reports that can be generated. Several interviewed principals make regular use of the reporting mechanism, as well as attendance/ truancy letters, parent notifications required by law, student behavior standards and basic discipline.

Evidence provided in spring 2006 shows the dedication of assistant principal meeting time to professional development topics on expulsions, suspension, and behavioral interventions. Outside expertise has been brought in to assist with these sessions.

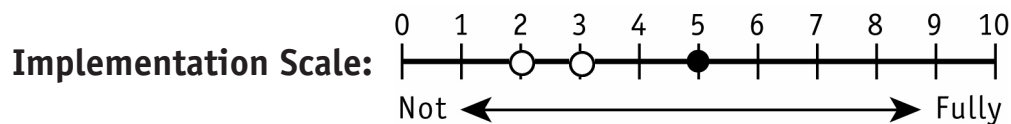
3. The district dedicated a buy-back day in August for staff to learn about and plan for structuring a universal access and intervention block to address the diverse needs of elementary students. Teachers also learned to use the SIPPS assessment and placement instrument to place students within the three levels of the elementary program. At the secondary level, intervention courses have been identified, including ones for various levels of English language learners, for curriculum support, and for CAHSEE support.

As indicated in the findings for previous standards, Universal Access and Intervention has garnered better than expected results in grades K-5, and intervention work is being re-fined in the secondary schools. These programs help teachers respond to diverse needs in the student population.

4. Middle school counselors were reinstated for the 2005-06 school year.
5. School staffs have been trained in the use of the Aeries system, including its report-generating functions.
6. The new Student Services Division will monitor student behavior and provide interventions and options. The semi-annual report (spring 2006) from student support services shows routine monitoring of student suspensions and attendance. The department is also systematizing and monitoring other student processes, such as inter/intra-district transfers and work permits.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 5



### 3.11 Instructional Strategies

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#### Professional Standard:

School class size and teacher assignments support effective learning.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district implemented class size reduction in kindergarten, third, and ninth grade English and algebra for the 2005-06 school year. Middle school counselors were rehired for the 2005-06 school year.
2. District staff created and implemented a plan to accurately assign students to classes. The Staffing and Enrollment Timeline for 2005-06 indicates the activity, due date and who is responsible. Principals report that the work on the staffing plan, along with the more effective recruitment and hiring of teachers, contributed to a smooth opening of school and balanced classes in the fall of 2005. The R-30 and principal interviews indicate that ELD students are placed with appropriately credentialed teachers.

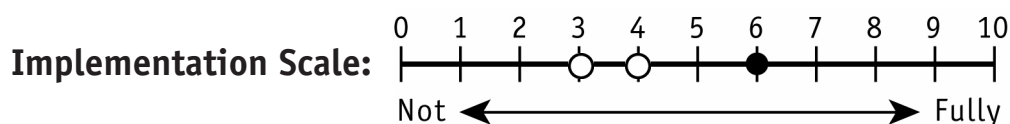
In spring 2006, work on enrollment projections and teacher recruitment for the 2006-07 academic year was well under way. Master schedule planning includes working out appropriate instructional minutes for interventions.

3. In the 2004-05 and the 2005-06 school years, the State Administrator has communicated the financial issues of the district to the staff and community, and the district's progress in addressing the fiscal issues while keeping the improvement of student achievement at the forefront.

In fall 2005-06, principals reported that there is a great deal of trust at the school sites for the State Administrator and his staff based on the manner in which they have communicated and because they have kept student achievement as the top priority even as the district recovers from financial crisis. This priority was demonstrated through the reinstatement of class size reduction and the commitment to monitoring teacher average class size loads.

#### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 6  
May 31, 2006 Rating: 6



### 3.15 Instructional Strategies

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#### Professional Standard:

Curriculum and instruction for English Language Learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.

#### Progress on Implementing the Recommendations of the Improvement Plan:

1. The CELDT results from the 2004-05 year show that 85% of the district's English learners (2,162 tested K-12) are in the top three proficiency levels (Advanced, Early Advanced, and Intermediate). The following chart shows that the percentage of VCUSD English learners in California public schools 12 months or more who are performing at the lower two levels—Below Basic (BB) and Far Below Basic (FBB)—of the 2005 CST is lower than the state percentage for all grades except 6, 9, and 11.

Grade	2	3	4	5	6	7	8	9	10	11
VCUSD # ELL Tested	310	306	263	212	170	158	116	162	105	45
VCUSD % BB & FBB	39%	55%	26%	42%	59%	52%	52%	65%	71%	83%
CA % BB & FBB	46%	58%	39%	48%	58%	57%	62%	61%	72%	76%

The redesignation rate for 2005 was 10.6%, below the county rate of 15.3% and above the state rate of 9.0%.

2. The implementation of the Universal Access and Intervention block in elementary schools supports English learners at their designated level in meeting state standards. Professional development in the key elements of English learner programs, both compliance and good practice, have been provided to teachers.

In May 2006, a review of a sample of programs and CELDT scores for high school students showed that English learners at the high school level are able to access the core curriculum. Almost every student has six classes. The classes include English Language Development and SDAIE mathematics. Most students also have SDAIE classes in social studies and/or science. Beginning level students have more than one class in ELD and/or English. English learners participate in district interventions to accelerate students to pass the California High School Exit Exam.

In fall 2005, principals reported that the percentage of teachers with CLAD training is increasing and they are able to staff appropriately for English learners. In May 2006, the R-30 reports for each school in the district documented that all teachers providing instruction to English learners have the appropriate credentials. The Corrective Action Plan (February 2006) requires that the district ensure that all core content teachers receive CLAD/BCLAD training and that human resources maintain accurate records of CLAD credentials.

3. The current revision of the district's Master Plan and related documents will contribute to the communication of expectations and the articulation of the program K-12. It should be noted that, while transitions between levels can be disruptive to all students, they are especially difficult for English learners.

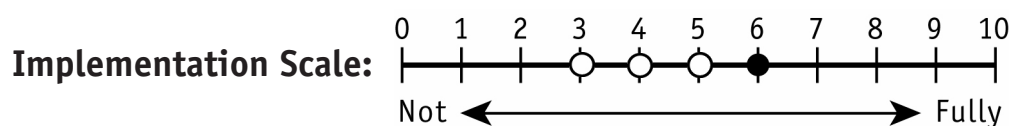
In May 2005, the district had a stated objective to shorten the time schools wait for the California English Language Development Test (CELDT) reports to no more than two weeks and to revise the structured interview form for secondary students. In fall 2005, with personnel changes in the ELL office, these objectives were not yet verifiable. In May 2006, the program is undergoing a thorough revision, so these areas should be addressed. Wait time for CELDT results, though within the legal limit, may mean that students lose time in an inappropriate placement.

The Web site has been redesigned and is still under development; it is not yet friendly for non-English fluent users.

4. The school district and county office of education provide numerous opportunities for teachers to have staff development in strategies for English learners. Bilingual instructional assistants are available part-time so they may work only a few days a week at each school. Elementary and middle school teachers have established standards-based instruction in EL programs and selected materials. The a-g committee is drafting common ELD placement assessments and rubrics for identified students, and high schools are working to develop standards-based instruction and assessment for English learners.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
May 1, 2005 New Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6





## **4.1 Assessment and Accountability**

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### **Professional Standard:**

The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. On April 5, 2006, the board adopted the Core Curriculum Policy (BP 6000b), which identifies the state standards for English language arts, mathematics, science, and history/social science as the core curriculum for the district.
2. There is no district-developed guide to the standards; however, the district publishes an annual pacing guide for K-8 English language arts and mathematics and is strategically assisting school site staff in implementing the state standards.

The VCUSD Instructional Plan indicates that department committees will develop common course guides/pacing calendars for high school beginning in August 2006 with core entry level classes, including World Languages, and ending in August 2008 with all core subject courses completed. Subjects such as art and music are not included in this plan. The job descriptions for the secondary reform coordinators indicate they will “provide a common, standards-based instructional program for each core course so that all students have access to consistent and rigorous instruction and the support to be successful in meeting the new graduation requirements.”

The corrective actions and benchmarks of the SAIT action plans are very focused on implementing the state standards, with interventions for the lowest performers. They are well understood and followed by school site staff as an adjunct to the district plan.

3. Principals report that with the standards-based texts, pacing guides, assessments, and professional development, there is more understanding and dialogue about the K-8 state standards. High school teachers are beginning to grapple with similar implementation issues, including the use of pacing guides for English language arts and math.
4. Teachers collaborate to analyze assessment results and plan, thus increasing their knowledge of the standards and the skill and accountability in teaching standards-based lessons. Teachers parse the state standards for their essential teaching components.

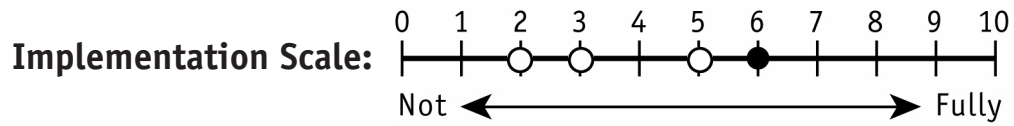
## Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 3

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



## 4.2 Assessment and Accountability

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### Professional Standard:

Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports).

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Regular common assessments, with timely information to classroom teachers, are a cornerstone of the district's strategy for monitoring progress and improving performance in English language arts and mathematics, K-8. Besides the diagnostic and curriculum-embedded assessments, there are state assessments (STAR, CAHSEE, CELDT) that include components that are standardized, criterion-referenced, performance-based (writing and physical fitness), and oral (CELDT).

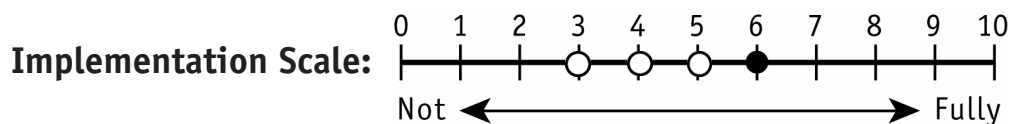
High school students are provided opportunities to take the College Board exams (PSAT, SAT and ACT) as well as three administrations of the CAHSEE. Development work is in progress to provide standards-based course guides and end-of-course assessments for 9-12 core courses beginning with Algebra I and math intervention.

Assessments are modified/differentiated for students in intervention programs, including special education and English language development. Work is under way to develop English language development (ELD) assessments and rubrics for high school.

2. Teachers, coaches, and principals receive ongoing professional development on analysis and use of assessment data. Regular time is set aside on routine meeting schedules to improve skills in administering assessments and using results. An assessment plan for 2005-06, a testing calendar for the year, and a schedule for producing, delivering, and collecting the common assessments demonstrate the level of organization and work required to maintain an ambitious program with a variety of measurement tools. Measurement for improvement is clearly a priority for the district.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



## 4.3 Assessment and Accountability

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### Professional Standard:

The assessment tools are clear measures of what is being taught and provide information for the administration and staff to improve learning opportunities for all students.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Assessment in the district is guided by a theory of action that states that regular assessment and professional development will provide leaders with tools to increase achievement and narrow the gap. The Assessment Plan for 2005-06 states four outcomes. The district leadership is implementing this plan of regularly administered common ELA and math assessments, based on the state standards, and using the Datawise system to develop standards-based assessments from an item bank to assess students and analyze the results. Reports provide K-8 teachers with data regarding student strengths and gaps. The district monitors the use of data reports and trains teacher leaders to coach teachers in grade level collaboration.

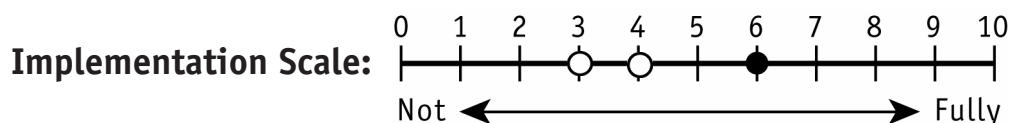
The district has moved aggressively to improve learning opportunities for all students, emphasizing interventions for the district's lowest performers. This effort has been given validity and impetus by the corrective action plans that are part of program improvement. These plans are particularly helpful in the secondary schools, leading to master schedule analysis and a more data-based approach to identifying students in need of intervention. The district has developed a school-by-school monitoring system for interventions.

High school exit exam (CAHSEE) results are used to identify students for placement in support classes. There is no evidence of formal use of College Boards assessment information for improvement, which should be analyzed routinely and used to increase opportunities, especially as the district moves to the a-g curricula.

2. Assessments for K-8 are aligned with a program of common texts, pacing guides, curriculum-embedded professional development, and teacher collaboration focused on ensuring that all students have the opportunity to learn essential standards thoroughly. The K-8 student achievement monitoring system is well supported and supervised by district and school leadership, and initial work is under way to bring high schools more firmly into the system.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 6  
May 31, 2006 Rating: 6



## 4.4 Assessment Accountability

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### Professional Standard:

Teachers and principals are provided with assessment data in a timely and accessible format with training to analyze, evaluate, and solve issues of student performance.

### Progress on Implementing the Recommendations of the Improvement Plan:

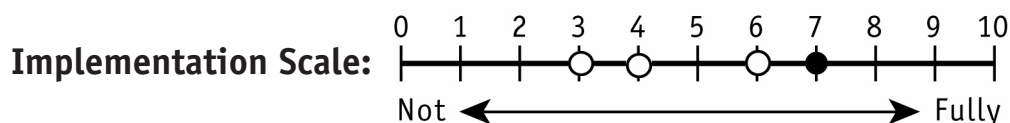
1. The school packet for the 2005 data included (1) a cumulative summary of the percentage of students at each performance level of the California Standards Test from 2002 to 2005 by grade level and (2) subgroup reports from the 2005 state reports as well as the CAHSEE and CAPA, where applicable. The packet does not contain charts/graphs or subgroup information displayed over time.
2. The districtwide report contains graphs that communicate the changes in ethnic group performance over time. (The scale for the graphs goes to 50% rather than 100% and can be misleading. Graphs should be fully scaled or a footnote should be attached.)
3. The 2005 STAR and CAHSEE data reports from the state are disaggregated by ethnicity, socioeconomic status, English learner, disability, and gender.
4. Meeting agendas show that principals and teachers had input into the kind of data reports they would like and chose results over time with a focus on subgroup disaggregation, along with CST item analyses and individual reports. Principals interviewed in early September reported having these reports along with “how to interpret and use” sessions. Most say they have delved into the data with their staffs.

From December 2005 to May 2006, the district trained elementary professional development staff and selected teacher leaders to “unpack” standards to identify the essentials. About 80% of the K-5 English language arts standards are completed.

5. On April 5, 2006, the board adopted BP 6000c, Assessment and Testing, which commits the district to using the standards-based assessments to monitor the effectiveness of educational programs and practices, including underperforming subgroups.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 6  
May 31, 2006 Rating: 7



## **4.6 Assessment and Accountability**

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### **Professional Standard:**

A process to identify struggling 9-12 students and intervene with additional support necessary to pass the high school exit examination is well developed and communicated to teachers, students, and parents.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The high schools provide support for the ELA and math sections of the CAHSEE through tutorial and parallel classes. At the beginning of the 2005-06 school year, district staff verified that students who have not achieved a passing score on either or both sections of the CAHSEE are enrolled in these classes.

As noted in the spring 2005 report, the use of regular assessments in the early grades should provide ongoing information about students who are falling behind and present the opportunity for earlier interventions. Also, if used well, the CST data can pinpoint curriculum weaknesses (algebraic concepts, for example) early enough to adjust. In the long term, the new secondary reform coordinators will work with the high school staffs to provide a common standards-based instructional program for the core areas and implement a system for monitoring student progress that will prepare students for this test well ahead of their last years in high school. Already, a two-year project to improve the teaching of Algebra I is under way.

In the short term, extra preparation and tutoring and ongoing parent communication are essentials. There is evidence of the district's effort on behalf of students in Kaplan's CAHSEE Advantage program training for staff who tutor students. The program provides test-taking strategies and critical thinking skills as well as a review of the key content.

2. The newly designed Web site has a place saver for student assessment and achievement information. This area or another should include CAHSEE information, including sample questions and access to support services. All other forms of district communication should also be used with translations and parent sessions made available.

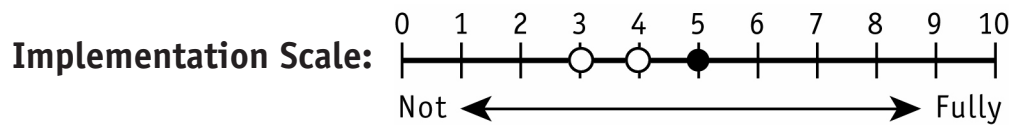
A letter sent to the parents of 12th graders in February 2006 clearly outlines the conditions for participating in graduation ceremonies. For the classes of 2006, 2007 and 2008, it will be possible to participate if credit and course requirements are met but not the CAHSEE requirement, and receive a certificate, not a diploma. Beginning with the class of 2009, most students will need to complete the CAHSEE requirement along with other requirements to participate in graduation.

3. There is no information on the current use of the student handbooks for the CAHSEE, though they are distributed.
4. A draft of the revised high school graduation policy and a new assessment policy address the exit exam requirement. The newly adopted assessment policy (BP 6000c) indicates that the district will apply for waivers of the CAHSEE for special education students.

This procedure should be spelled out in regulations well before spring graduation. A separate policy/regulation for the CAHSEE could resolve the issue of having different aspects of it spread out over several policies. As the letter to parents indicates, the Legislature passed and the governor signed an exemption for special education students that will allow them a diploma without passing CAHSEE (if they have taken it twice in the 11th and 12th grades) through December 2006.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 5



## 5.1 Professional Development

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### Professional Standard:

Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The VCUSD Instructional Plan includes staff development goals for teachers and principals focused on the district priorities. Samples of district workshop agendas show clearly stated purposes and/or objectives. Rationales connect the workshop to the larger district agenda and evaluations are collected to gauge the effectiveness of the workshops. The intent of BP 4131.6, Professional Development is being met, but the policy should be considered for revision to align with new district goals and practices.

In a major professional development event, 210 teachers participated in the AB 466 reading training in the summer and 16 principals participated in the AB 75 training. A calendar through January 2008 outlines the dates for completion of these two training series, considered by the California Department of Education to be of critical importance to standards implementation. In May 2008, there is abundant evidence of the ongoing trainings and of the effort to include resource specialists and ELD teachers in standards-based text training. Principals are persuaded of the effectiveness of this training, which is also part of the corrective action plans (February 2006).

2. A calendar of professional development events for teachers and principals and assistant principals is available. There is also a calendar for and description of the ongoing training and work of the teacher leaders. A contracted resource provider works with new teachers on the BTSA program, as shown by a two-year calendar of events. The district also maximizes its professional development resources by structuring and monitoring collaboration time, buy-back days, and routine meeting agendas to support standards implementation.

There is a matrix to demonstrate how district and categorical funds are coordinated to support key district initiatives, including professional development.

3. One of the most striking elements of the Vallejo reform is the quality of thinking that goes into planning and evaluating professional development. There is an awareness that staff time is limited and professional development time is critical to the reform, so there is stewardship of teacher and principal collaboration time, meeting agendas, and the available buy-back days that helps maintain focus. The agendas are planned and debriefed, and rationales are clear and based on student needs. A review of progress is scheduled for mid-June for principals and leadership teams from each school. Staff will “articulate and reflect publicly” about the reform work and in “collaboration with colleagues build shared meaning and accountability.”



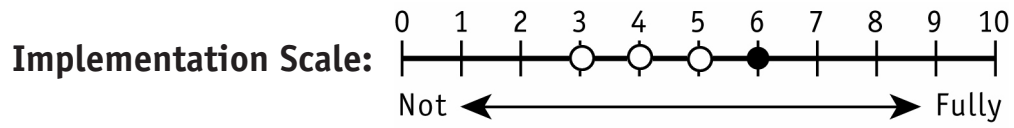
## Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 New Rating: 4

November 30, 2005 Rating: 5

May 31, 2005 Rating: 6



## 5.2 Professional Development

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### Professional Standard:

Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. District, school, and teacher leaders moved steadily throughout the 2004-05 school year to provide teachers K-8 with the knowledge and skills to turn around student performance. The plan of action includes aligned materials for reading and math, pacing guides, frequent common assessments of progress, collaboration time, adequate instructional minutes for reading, interventions and support, and teacher and principal professional development with an outside provider. Teacher leaders are trained to support the new approach.

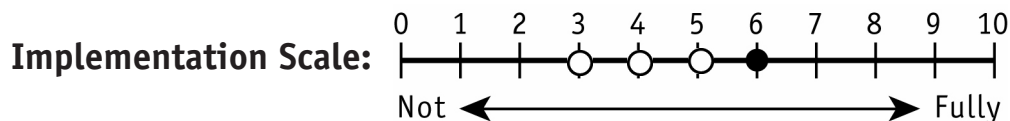
The 2005-06 school year started with a significant number of teachers having attended AB 466 workshops during the summer. A schedule for all teachers to complete the trainings by 2008 is available.

In 2005-06, there is a plan to push the successful agenda into the secondary schools with revised course guides and assessments. Reform coordinators for the secondary schools have been assigned to assist district and site staff in this effort. A two-year project for the improvement of first-year algebra instruction is under way. The Corrective Action Plan for the district program improvement supports the strategy.

2. The district provided a STAR data report to each school based on input from teachers and principals about the information they would like to have.
3. The district provides assessments and reports of progress every six to eight weeks using the Datawise system. Teacher leaders provide training in use of the data for planning instruction. Data analysis and use is a routine part of the district's principal meetings.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 6



## 5.7 Professional Development

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### Professional Standard:

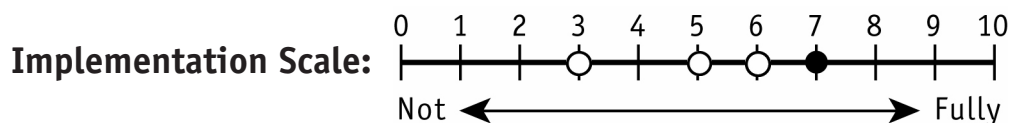
Evaluations provide constructive feedback for improving job performance. Professional development is provided to support employees with less than satisfactory evaluations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The teacher contract outlines the standards and procedures for evaluation. As reported in May 2005, Human Resources staff indicated that all teacher evaluations were completed for 2004-05. Principals reported in September 2005 that they had received the names of teachers in their school to be evaluated and will be accountable for completing employee evaluations. They also were provided with a training session on using the teacher evaluation standards, procedures, and forms to focus teacher evaluation on student achievement goals and received tools, including norms and sample objectives. The norms for objectives (1) are linked to current district, school, grade-level, or department strategies to the standards; (2) describe what a teacher will do; and (3) are measurable or observable. The evaluation sessions are intended to align evaluation with the instructional agenda and lead to evaluations that better reflect the strategies that teachers should master to be successful. The contract provides a Peer Assistance and Review program for teachers who receive an overall rating of unsatisfactory or who ask for assistance.
2. The district revised the administrator evaluation for the 2004-2005 year to align with the five goals of the district. In September 2005, principals reported that they were evaluated and that the process, which included visits, walk-throughs, and narrative feedback, was helpful.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 5  
November 30, 2005 Rating: 6  
May 31, 2006 Rating: 7



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.1</b>	<b>PROFESSIONAL STANDARD - PLANNING PROCESSES</b> <b>A common vision of what all students should know and be able to do exists and is put into practice.</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>1.2</b>	<b>PROFESSIONAL STANDARD - PLANNING PROCESSES</b> <b>The administrative structure of the district promotes student achievement.</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1.3</b>	<b>PROFESSIONAL STANDARD - PLANNING PROCESSES</b> <b>The district has long-term goals and performance standards to support and improve student achievement.</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>6</b>
<b>1.4</b>	<b>PROFESSIONAL STANDARD - PLANNING PROCESSES</b> The district directs its resources fairly and consistently to accomplish its objectives.	5			
<b>1.5</b>	<b>LEGAL STANDARD - PLANNING PROCESSES</b> Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	4			
<b>1.6</b>	<b>PROFESSIONAL STANDARD - PLANNING PROCESSES</b> <b>The district's planning process focuses on supporting increased student performance.</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>2.1</b>	<b>PROFESSIONAL STANDARD - CURRICULUM</b> The district, through its adopted policies, provides a clear operational framework for management of the curriculum.	0			
<b>2.2</b>	<b>PROFESSIONAL STANDARD - CURRICULUM</b> Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	3			
<b>2.3</b>	<b>PROFESSIONAL STANDARD - CURRICULUM</b> <b>The district has clear and valid objectives for students, including the core curriculum content.</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>2.4</b>	<b>PROFESSIONAL STANDARD - CURRICULUM</b> <b>A process is in place to maintain alignment among standards, practices and assessments.</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2.5</b>	<b>PROFESSIONAL STANDARD - CURRICULUM</b> The Governing Board has adopted and the district is implementing the California state standards and assessments.	4			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
2.6	PROFESSIONAL STANDARD - CURRICULUM Sufficient instructional materials are available for students to learn.	8			
2.7	LEGAL STANDARD - CURRICULUM In subject areas for which the state has adopted standards, sufficient instructional materials are available to students that are aligned with the state standards.	6			
2.8	PROFESSIONAL STANDARD - CURRICULUM Students in K-8 have access to standards-based materials; students in 9-12 have access to standards-based materials through an adopted process outlined in board policy and regulation.	6			
2.9	<b>PROFESSIONAL STANDARD - CURRICULUM</b> <b>Teachers in K-8 are provided with professional development in reading and mathematics by a state-approved provider; teachers in 9-12 are provided with defined professional development in implementing content standards.</b>	0	2	5	6
2.10	PROFESSIONAL STANDARD - CURRICULUM The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	5			
2.11	PROFESSIONAL STANDARD - CURRICULUM The district optimizes state and federal funding to install technology in its schools.	6			
2.12	LEGAL STANDARD - CURRICULUM HIV prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's Health Framework (EC 51201.5).	8			
3.1	<b>LEGAL STANDARD - INSTRUCTIONAL STRATEGIES</b> <b>The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).</b>	3	4	5	5

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.2</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> <b>Challenging learning goals and instructional plans and programs for all students are evident.</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>3.3</b>	PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES Every elementary school has embraced the most recent California School Recognition Program Standards.	0			
<b>3.4</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> <b>Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3.5</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> <b>The district and school staffs promote and communicate high expectations for the learning and behavior of all students.</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>6</b>
<b>3.6</b>	LEGAL STANDARD - INSTRUCTIONAL STRATEGIES The district and school sites actively encourage parental involvement in their children's education (examples of programs EC 51100-51143).	3			
<b>3.7</b>	LEGAL STANDARD - INSTRUCTIONAL STRATEGIES Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning (EC 52010-52039).	4			
<b>3.8</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> <b>Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>3.9</b>	LEGAL STANDARD - INSTRUCTIONAL STRATEGIES Class time is protected for student learning (EC 32212).	3			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.10</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	2	3	5	5
<b>3.11</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> School class size and teacher assignments support effective student learning.	3	4	6	6
<b>3.12</b>	PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES Teachers use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.	3			
<b>3.13</b>	PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES All teachers are provided with professional development on special needs, language acquisition, timely interventions for underperformers and culturally responsive teaching.	3			
<b>3.14</b>	PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES The identification and placement of English-language learners into appropriate courses is conducted in a timely and effective manner.	4			
<b>3.15</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Curriculum and instruction for English-language learners prepares these students to transition to regular class settings and achieve at a high level in all subject areas.	3	4	5	6
<b>3.16</b>	PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES Programs for English-language learners comply with state and federal regulations and meet the quality criteria set forth by the California Department of Education.	4			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.17</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	5			
<b>3.18</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Individual education plans are reviewed and updated on time.	5			
<b>3.19</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	5			
<b>3.20</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Programs for special education students meet the least restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education.	5			
<b>3.21</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> The criteria for GATE identification is documented and understood by school site staff.	3			
<b>3.22</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Students are regularly assessed or reassessed for GATE participation.	4			
<b>3.23</b>	<b>LEGAL STANDARD - INSTRUCTIONAL STRATEGIES</b> All incoming kindergarten students are admitted following board-approved policies and administrative regulations (EC 48000-48002, 48010, 48011).	4			
<b>3.24</b>	<b>LEGAL STANDARD - INSTRUCTIONAL STRATEGIES</b> The district provides access and encourages student enrollment in UC and CSU required courses (A-G requirement).	5			

The identified subset of standards appears in bold print.



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.25</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> Students are prepared for, and may access, advanced placement or other rigorous courses in core subject areas at all comprehensive high schools.	3			
<b>3.26</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules.	3			
<b>3.27</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL STRATEGIES</b> High school students have access to career and college guidance counseling prior to the 12th grade.	4			
<b>3.28</b>	<b>LEGAL STANDARD - INSTRUCTIONAL STRATEGIES</b> The district has plans for the provision of extended day programs at its respective school sites (EC 17264).	5			
<b>3.29</b>	<b>LEGAL STANDARD - INSTRUCTIONAL STRATEGIES</b> The general instructional program adheres to all requirements put forth in EC 51000-52950.	4			
<b>4.1</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> <b>The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>4.2</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> <b>Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports).</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>4.3</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> <b>The assessment tools are clear measures of what is being taught and provide information for the administration and staff to improve learning opportunities for all students.</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>6</b>

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>4.4</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> <b>Teachers and principals are provided with assessment data in a timely and accessible format, and training in order for them to analyze, evaluate and solve issues of student performance.</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>7</b>
<b>4.5</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> The board has adopted and the district is implementing a K-8 policy that outlines clearly for teachers, students and parents the benchmarks to be used for intervention, promotion and retention of struggling learners.	<b>8</b>			
<b>4.6</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> <b>A process to identify struggling 9-12 students and intervene with additional support necessary to pass the high school exit examination is well-developed and communicated to teachers, students and parents.</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4.7</b>	<b>LEGAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> The district informs parents of the test scores of their children and provides a general explanation of these scores (EC 60720, 60722).	<b>8</b>			
<b>4.8</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> The district has a process to notify high school students and their parents regarding high school proficiency examination requirements and scores.	<b>2</b>			
<b>4.9</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> Principals and teachers in underperforming schools and/or in schools under mandated improvement programs are provided special training and support by the district; improvement plans are monitored.	<b>3</b>			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>4.10</b>	<b>PROFESSIONAL STANDARD - ASSESSMENT AND ACCOUNTABILITY</b> The board and district understand the elements of state and federal accountability programs and communicate the availability of options and special services to parents and students.	3			
<b>5.1</b>	<b>PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT</b> <b>Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.</b>	3	4	5	6
<b>5.2</b>	<b>PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT</b> <b>Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and the curriculum.</b>	3	4	5	6
<b>5.3</b>	<b>PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT</b> The standards developed by the California Standards for the Teaching Professions are present and supported.	6			
<b>5.4</b>	<b>PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT</b> Teachers are provided time and encouraged to meet with other teachers.	5			
<b>5.5</b>	<b>PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT</b> Collaboration exists among higher education, district, professional associations, and the community in providing professional development. The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	0			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
5.6	PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT Administrative support and coaching are provided to all teachers, and new teachers and principals are provided with training and support opportunities.	5			
5.7	<b>PROFESSIONAL STANDARD - PROFESSIONAL DEVELOPMENT</b> <b>Evaluations provide constructive feedback for improving job performance. Professional development is provided to support employees with less than satisfactory evaluations.</b>	3	5	6	7

The identified subset of standards appears in bold print.

## **Financial Management**

Steady progress has continued in most areas of Financial Management, although scores in some areas such as budget management and staff professional development have remained the same.

### **Internal Control Environment**

Internal fiscal controls have continued to improve. New administrators should continue efforts to establish and enforce appropriate standards of behavior for all employees, and ensure that all employees are evaluated annually. The Business Division is developing a new organizational. Payroll procedures and staff morale have improved. Many business office employees are new to their positions and need training.

The newly hired Internal Auditor is developing policies and procedures to improve the district's internal controls. Adequate training needs to be provided to ensure that employees follow Generally Accepted Accounting Principles (GAAP) in carrying out their duties.

### **Inter- and Intra-Departmental Communications**

Work has begun on developing new procedures manuals and other resources for business-related functions and departments. The Internal Auditor has drafted many new procedures and other documents related to cash handling, reconciliations and auditing that should be approved soon. Organizational charts and phone contact lists should be kept current for sites and department use on business issues. Business Services employees should not rely on voice mail as a means to handle phone calls. Payroll and Human Resources have resumed their monthly meetings to discuss issues and solve problems.

The district's first and second interim reports submitted to the county office lacked required components. A number of required action steps were listed with the first interim in order for the county office to accept the second interim as a final submission. Board members are being trained to interpret state-mandated reports, and the district intends to provide more thorough narratives with the reports. The budget office needs to provide the board with frequent multi-year projection information, rather than only when statutorily required, while the district's fiscal health is being restored.

Implementation of a fraud awareness program and procedures was originally planned by February 2006 but has not yet occurred.

### **Internal Audit**

An Internal Auditor position was filled in October 2005 and a number of policies and procedures have been developed to address the findings of the 2003-04 and 2004-05 audits. A calendar is being developed to schedule regular internal audits. A comprehensive list of the procedural changes required to correct the audit deficiencies also will be developed.

### **Budget Development and Monitoring**

The 2005-06 second interim report showed an operational deficit of \$6.9 million. The district's enrollment continues to decline. The district has implemented an attendance program that uses incentives to improve ADA percentages. However, extensive reductions from the 2005-06 budget allocations will be required to balance the general fund budget for the 2006-07 fiscal year. Some reductions will be difficult to implement, as they are subject to collective bargaining.

The new position of Administrative Services Manager, Fiscal Services, has been filled and will have daily responsibility for the district budgets. The budget development process for 2006-07 began in March. The business office and the departments are using a joint process to finalize the proposed budgets. Department managers and site administrators interviewed indicated that information on site discretionary funds was received too late in the 2005-06 fiscal year for site planning and decision-making.

The online purchase order system module has been introduced to sites and will be fully implemented by June 30, 2006. The system automatically verifies fund availability and account coding when a site/department enters a requisition. District budgets showed expenditure categories with overdrawn budgets, which means that the control to prevent this has been overridden. A “hard code” should be installed that cannot be circumvented. Online approval of purchase orders has reduced paperwork delays.

Online budget revisions have not been implemented as planned for the 2006-07 fiscal year. Once this occurs, budget transactions will be processed more timely and administrators can be more responsible and accountable for their budgets. Administrators need to be further trained on business related areas such as budget codes and transfers. Communication needs to continue between administrators and the business office about how budgets are allocated.

Effective internal controls have been initiated for position control. Overall efficiency and accountability has improved. Position control does not include non-contracted positions, so the data cannot be rolled into the budget once the fiscal year begins, and budget overruns are likely to occur. The district must implement a process to ensure that position control data is reconciled to the budget periodically throughout the year since the changes do not occur electronically to both its financial and position control systems. The district is working toward full utilization of online position control. A separate health and welfare module is used to manage the budget, but not for payroll.

### **Attendance Accounting**

Employees responsible for attendance accounting attended in-service training in the fall. A procedural review should be part of an annual in-service training for all staff involved in attendance. District high schools have online attendance in the classroom and middle schools are being brought online. Site staffs are well trained on the Aeries attendance system. Realistic attendance improvement targets should be established for each site. The Attendance League, a program to reward good student attendance, began in January 2006. The importance of good student attendance should be stressed in school newsletters and at parent organization meetings.

### **Accounting, Purchasing, and Warehousing**

Board policies for accounting and purchasing still have not been updated. Payroll due dates are still overridden because some sites do not meet time card deadlines. The Director of Fiscal Services has assigned preparation of monthly cash flow projections to an accounting position, but should continue to closely monitor cash at least monthly. The current spending patterns indicate that, without budget adjustments, the district may face a cash shortage over the next two years.

The district should continue to strengthen its procedures for forecasting revenues and expenditures. Monthly bank reconciliations have not been prepared since October 2005 because of staff

turnover and vacancies in the business department. Procedures to follow up on cash shortages are not fully implemented. Training on appropriate procedures will soon be provided to all employees who handle cash. Policies and accountability standards have been developed to prevent sites and employees from opening unauthorized bank accounts.

Communication and teamwork in the Payroll Department has greatly improved. Regular monthly meetings between Payroll and Human Resources have once again been occurring, facilitating communication between the two departments. Responsibility for health benefits has been transferred back to the business department. Recent payroll adjustments from bargaining unit settlements confused many employees when they received their payroll checks. Payroll employees have been working overtime to process pay changes, but the employees do not always process work in a uniform manner. The overpayment collection process has not improved.

### **Multiyear Financial Projections**

Although multiyear projections are submitted at the statutorily required times, the data may not be complete or detailed enough for use in budget planning. The projection submitted at second interim included more narrative than in previous interim reports. The district has not completed its fiscal recovery plan, so the projection alone cannot be used to determine future solvency. The budget office should consider providing multiyear projections more frequently than at interim reporting periods while the district is working to restore its fiscal health.

### **Long-Term Debt Obligations**

The district has not completed a post-retirement benefit actuarial study since June 30, 2002. This will be a critical component of the proposed long-term fiscal recovery plan. The district should disclose annually whether it will reserve sufficient funds in the budget to pay the present value cost of retiree benefits. The tracking and projection of health benefit costs has been moved back to the business department. All active and retired employees who receive health and welfare benefits have been required to re-enroll. The district is evaluating the feasibility of offering a Supplemental Employee Retirement Plan to provide health and welfare benefits to retirees and their beneficiaries. Both the Solano County Office of Education and the California Department of Education have been asked by the district to provide analysis of whether or not such a plan would be financially viable for the district to pursue.

### **Management Information Systems**

Most work requests to the Technology Department are received through the help desk. Implementation of the Aeries student information system is going well. Technology staff members are concerned about the substantial additional workload caused by contract cancellations, the move of the data and telephone infrastructure to Mare Island, and the increased demand for data reporting and technology device support. At the same time, the department has been asked to cut an additional \$100,000 from its budget. Progress has been made toward standardizing technology equipment at all levels, and staff training is now being provided.

### **Maintenance and Operations Fiscal Controls**

Purported savings to be gained by changing from a self-insurance program to the State Compensation Insurance Fund for workers' compensation will need to be assessed and analyzed over time. No reserve requirement has been established for the outstanding claims incurred from April 1, 2003 to June 30, 2005. The district had not yet requested an actuarial study for 2005-06 at the time of this review.

The district's Web-based work order tracking system is an excellent tool to fulfill its work order needs. Clerical staff has been cross-trained on the system. The district also needs to conduct an annual physical inventory of its fixed assets.

### **Special Education**

The district continues with its ongoing self-review process involving parents and community members. The fiscal employee assigned to monitor Special Education budgets works closely with the Special Education Department director. This has helped to keep errors down and unexpected costs at a minimum.

### **Summary**

The review of Financial Management included the assessment of a selected subset of 39 professional and legal standards of performance. The average rating of this subset of 39 standards has improved in the last 18 months as follows:

November 2004	1.31
May 2005	2.53
November 2005	3.56
May 2006	4.33



## 1.1 Internal Control Environment—Integrity and Ethical Values

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### Professional Standard:

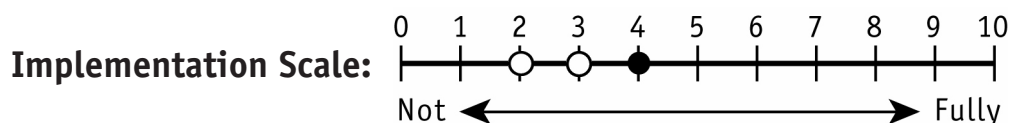
Integrity and ethical behavior is the product of the district's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others. [SAS-55, SAS-78]

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The board policy addressing ethical behavior that was adopted during summer 2005 was discussed at management meetings but not widely distributed to all district staff. All employees must know about and understand the policy and expectations regarding integrity and/or proper behavior. The policy should be communicated to all employees and these standards included in future performance evaluations.
2. The State Administrator and Business Office administrators should continue to communicate employee expectations and demonstrate integrity and ethical behavior in their daily activities. New administrators should also demonstrate and enforce standards of behavior for all employees.
3. Employees are hopeful, but trust and morale still need improvement. Business Office administrators should communicate new policies and expectations to employees and find ways to improve morale and rebuild trust at all levels.
4. Most employees are cooperating or making the necessary changes in attitude and work ethics that are necessary to reach maximum efficiency. Employees should continue to be encouraged to accept changes and become more efficient in their daily work activities. Business office administrators should continue to readily share information and encourage teamwork to improve efficiency.
5. Employees should be evaluated annually by their supervisors, and held accountable for appropriate behavior at all times. Disciplinary action for inappropriate behavior is still not uniformly enforced. Employee discipline should be enforced in a fair and consistent manner.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 3  
May 31, 2006 Rating: 4



## 1.4 Internal Control Environment

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### Professional Standard:

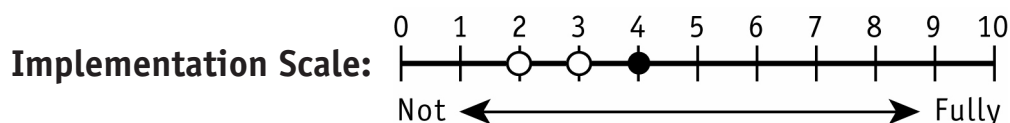
The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area. [SAS-55, SAS-78]

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The lines of authority and supervision continue to be blurred in some instances. The Business Division is in the process of developing a new organizational chart that should clearly delineate the responsibilities of managers, supervisors, and employees. Job descriptions should be realigned as necessary.
2. The position of Payroll Supervisor has helped to improve procedures and morale. Payroll errors have been greatly reduced but the perception of payroll is less than positive at school sites. The department has been short staffed for most of the year. Vacant positions in payroll must be filled quickly to ensure that employee paychecks are accurate.
3. Some supervisors continue to perform clerical functions due to vacancies within the business department. Supervisors must be held accountable for performing their job duties effectively and efficiently.
4. Several business office employees have been reassigned due to staff reductions, layoffs, and classified bumping rights. Several employees are new to their positions. New job descriptions are in the approval process to upgrade vacancies to a higher skill level, which will better serve the district. Highly qualified employees should be hired to fill vacancies, and staff training should be provided.
5. The Business Division continues to make positive changes to improve efficiency and the work environment. These changes and the resulting performance expectations should be communicated to all employees.
6. The district should also work closely with the bargaining units to implement necessary changes to improve district operations. Contract negotiations are continuing on non-salary items.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 3  
May 31, 2006 Rating: 4



## 1.7 Internal Control Environment

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### Professional Standard:

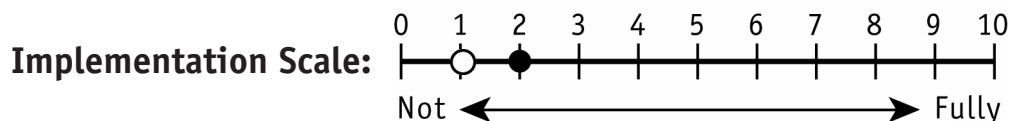
All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluations criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Standard evaluation forms are available, but evaluations are still not being performed regularly. Some employees have not been evaluated for several years. The Director of Fiscal Services plans to complete all evaluations for business staff by June 30, 2006. Processes to ensure that employee evaluations are prepared regularly must be implemented and evaluations conducted at least annually.
2. Evaluation criteria may be outdated and not appropriate for the current job functions. Measurable goals and objectives are not in place for all positions. Some employees do not know the standards by which they will be evaluated. Appropriate and measurable goals, objectives, and evaluation criteria should be developed for all positions. The district should work closely with the bargaining units to implement new evaluation standards if the current standards for each position are outdated.
3. The Human Resources Department is working toward better evaluation practices to ensure that employee performance evaluations are prepared regularly. Managers and supervisors must be held accountable for evaluating employees annually and on time.
4. Managers and supervisors should be fully trained to properly evaluate employees. Training should include following district procedures, proper use of district evaluation forms, bargaining unit restraints, and discipline/performance improvement procedures.

### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 1  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 2



## **1.8 Internal Control Environment**

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### **Professional Standard:**

The responsibility for reliable financial reporting resides first and foremost at the district level. Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud (SAS 82; Treadway Commission).

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. Internal accounting controls have not been fully implemented or enforced in the district office to protect against inappropriate staff behavior. Internal accounting controls must be strengthened, performance standards implemented, and employees held accountable for following all district policies.
2. A board policy was adopted addressing fraud prevention, the misuse of funds, and conflict of interest. The district must now ensure that all employees are aware of the policy and understand its contents.
3. A new Internal Auditor is working with district staff to ensure that policies and procedures exist to improve internal controls throughout the district. A full evaluation of the internal controls throughout the district should occur soon. Several new procedures have been implemented for cash handling and attendance.
4. The prior administration did not provide accurate financial information to the board of trustees. Only highly qualified new administrators with integrity and high ethical standards should be hired. New administrators are making improvements in the overall internal accounting control process. Changes and revised expectations should be communicated to employees regularly.
5. Employees do not know of ways to report concerns or problems that they notice during routine daily activities. Employees continue to fear retaliation if they report concerns. A reliable system should be devised and employees encouraged to report abuses and/or fraud.
6. A county data processing system has been installed and many enhanced accounting controls are in place. Employees stated that they have received training on its use and continue to improve their overall skill levels. The district should continue to use the new county data processing accounting system and provide additional training so it is used correctly and efficiently.
7. Due to lack of knowledge and training, not all employees are following Generally Accepted Accounting Principles (GAAP) as they should. Adequate training should be provided so that employees know, understand, and follow GAAP.

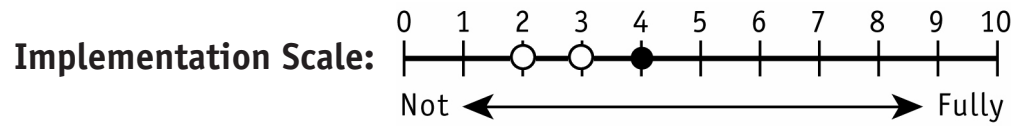
## Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 2

November 30, 2005 Rating: 3

May 31, 2006 Rating: 4



## **2.1 Inter- and Intra-Departmental Communications**

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### **Professional Standard:**

The business and operational departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible; particularly when they (1) affect many staff or user groups; (2) are issues of high importance; or (3) reflect a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has begun developing new procedure manuals and similar resources for business-related functions and departments, including the Technology Department, Purchasing and Attendance. Additional procedural manuals are planned for development after departmental and/or task areas have been reorganized. This will be a lengthy, ongoing process. When manuals or other resources are developed, they should explain in detail the processes and procedures that are expected and/or necessary to comply with rules and regulations, as well as board and district policies and procedures. These resources should be updated at least annually. The completed procedure manuals should also function as a training tool for staff, help ensure the accurate and appropriate discharge of job duties, and provide some continuity in the event of staff turnover. The Business Services Division Procedures Manual, apparently last revised in 1990, should be updated and distributed to business operations customers.
2. The Internal Auditor is working with staff to develop many new business procedures and other documents, many of which are close to being approved. These include:
  - Authorization of New Bank Accounts
  - Cash County and Reconciliation Form
  - Internal Auditor's FCMAT and State Finding Action Plan
  - Manual General Ledger Journal Entries Procedures
  - General Ledger Account Reconciliations Procedures
  - The Definition of an Account Reconciliation
  - Reviewing and Verifying Revenue, Expenditures, and Other Financial Reports
  - Cash Handling Training Presentation
  - Statement of Cash Flow Process
  - Student Attendance Accounting Manual
  - Mission and Scope of the Internal Auditing Function
  - 2005-06 Audit Schedule
  - Recommended Additions to the Fraud Policy

Training should be conducted on these procedures as they are approved to ensure that the staff understands them and is accountable for following them.

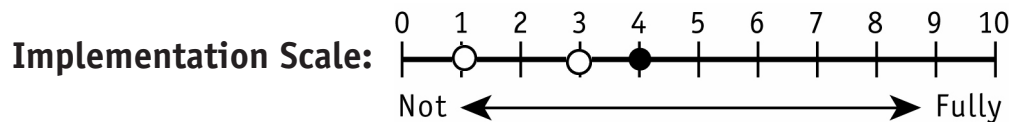
3. Organizational charts should be updated and kept current so that sites and departments know who to contact with questions. The Business Services and Operations department shared with FCMAT the current organizational chart and which departments in Business Services will experience retirements and other employee changes in the near future. The charts include job titles, not specific names or contact information.
4. Employees at sites and in departments need to know who to call for routine issues involving payroll, accounts payable, and purchase requisitions. A directory should be developed and distributed. Many interviewees said they know who to contact with questions because they know specific department employees.
5. Interviews revealed that phone calls to the business office often go unanswered and roll over to voice mail. Contacting a “live” person is difficult, especially in the payroll department, so employees often travel to the district office to discuss their questions or issues with an employee rather than leaving a message on someone’s voice mail that often goes unanswered.
6. The district should communicate changes in business services policies and procedures by offering in-service training before each school year begins. At this training, updates to the Procedures Manual would be handed out and explained. This would help ensure that staff at sites and departments understand and properly implement the changes. These in-service trainings should be for administrators and lower-level site and departmental personnel who regularly handle business tasks. Separate trainings may need to be developed based on employee level (i.e., administrators attending a less detailed training than office managers).
7. The Business Department continues to increase written communication to sites and departments as specific issues arise. Changes and updates of a positive nature should also be conveyed as often as possible. Communications need to become more effective and specific regarding the audit findings and corrective action plans needed district wide on the 2003-04 audit findings, and soon with the 2004-05 audit findings, so the same types of issues do not continue year after year. Corrective action plans were submitted to the Solano County Office of Education and the California Department of Education for the 2003-04 audit findings, and will soon be submitted for the 2004-05 findings, but communication should be sent to site and department employees so they will understand what to do differently.
8. Financial system reports continue to be sent to sites and departments monthly even though they could be run at each site/department. Because a cover sheet does not accompany the reports, there is no assurance that they are received and reviewed.
9. District leadership meetings and principals’ meetings should continue, with time set aside to share financial and other information with support department managers, principals, and program managers. Periodic office manager/clerical meetings should also

occur for information sharing and policy/procedure updates, but this recommendation has not yet been implemented. There seems to be a lack of information sharing with the non-administrative staff on business processes and procedures, with the exception of attendance and purchasing.

10. Payroll and human resources have resumed their monthly meetings so that these two departments can discuss ongoing issues and develop solutions to common problems. The two departments are also working closely to draft and develop payroll procedures and policies, with assistance from the Internal Auditor, the Director of Fiscal Services and the Administrative Services Manager.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 1  
November 30, 2005 Rating: 3  
May 31, 2006 Rating: 4





## **2.2 Inter- and Intra-Departmental Communications**

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### **Professional Standard:**

The financial departments communicate regularly with the Governing Board and community on the status of district finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the district and board, or reflect a change in policy.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. At the time of this progress report, the county office had not yet reviewed the second interim, so comments are not included here. However, the 2005-06 first interim listed the following action steps to be taken by the district so the county office could accept the second interim as a final submission:
  - Recovery or action plans should be filed for funds other than the general fund that are projected to end the fiscal year with a negative balance.
  - All funds projected to end the fiscal year with a negative balance must be included with the certified copy of the second interim report. Of funds 12, 13, 20 and 56, only funds 12 and 13 were filed with the first interim.
  - A printed copy of the technical review checklists must be included with the certified second interim report. A copy was not submitted with the certified first interim.
  - A completed cash flow statement must be filed with all future interim reports. No cash flow statements were filed with the first interim report.
  - All future financial report packet submissions must contain a printed copy of a fully completed criteria and standards report. The criteria and standards report included with the first interim was not complete.
  - In projecting declining enrollment, the district must use prior P-2 ADA totals that agree with the latest CDE submitted reports to calculate the current year revenue limit. If the district used a different number, anticipating the filing of an amended report, that should be stated in the assumptions. The revised ADA reports should be included, or the district must state a date when they will be filed.
  - The district must make sure the multiyear projection balances and agrees to the projected column of the budget. At first interim, the base year was out of balance by \$2.3 million.
  - The contribution to the routine repair and maintenance account should be increased \$188,033 by second interim unless the district can support the current contribution with an explanation in its current year assumptions.
  - All technical review checks must be cleared by the second interim and the restricted resources must be balanced, which did not occur at first interim.
  - All required reserve balances must be reserved in the second interim report. At first interim, the district did not reserve the restricted ending fund balance, revolving fund balance or a projected stores balance as required.

- Any adjustments to the district's beginning fund balance must be explained in detail in the assumptions that accompany the second interim report.
- Prior year balances need to be cleared by the second interim or an action plan should be filed stating how the balances will be repaid, as a large balance remained outstanding in interfund accruals from 2004-05 at first interim.
- Prior year balances, such as accounts receivable, need to be cleared by second interim or a detailed justification provided, along with supporting documentation showing why the accrual has not been cleared.
- An action or recovery plan for the child development fund detailing how this fund's deficit balance will be resolved must be filed with the second interim.
- A correct reserve amount should be included in the second interim for the cafeteria fund, as this was not done at first interim.
- An action or recovery plan for the state school building lease purchase fund detailing how this fund's deficit balance will be resolved must be filed with the second interim.

Statutory submissions to the county office and the California Department of Education must accurately reflect the district's fiscal position. If all elements of the submission are not completed, and/or if appropriate information is not included, time is lost and additional fiscal concerns are likely to arise.

2. Board members are being trained to interpret state-mandated reports. In January 2006 training was provided on reading and understanding the first interim report in the Standardized Account Code Structure (SACS) format. Training on the state-required cash flow statement is planned. The State Administrator also periodically sends out letters to the board describing fiscal issues that will be presented in detail to help facilitate greater understanding in the board meeting setting.
3. A district goal for the 2006-07 fiscal year is to provide more thorough narratives to the board with the SACS reports. In the past, the narratives have been brief regarding the assumptions used in the current year budget, and almost nonexistent for subsequent year data in multiyear projections. When the board receives financial reports, SACS compliant or not, narratives should accompany the report that thoroughly describe the assumptions used to prepare the information, variances from the last time the budget information was presented to the board, and all relevant data on ongoing and one-time revenues and expenditures. Financial reports are not as useful without adequate explanatory detail. The information should be user-friendly, and any issues explained prior to the board meeting so there is adequate time to understand the information before action is taken at the meeting.
4. The amount of communication to board members has decreased. The State Administrator's letters to the board are no longer sent every week, but are distributed as needed to apprise the board of issues. Board members view the decrease in communication differently. Regardless, they should receive frequent updates. They feel that if the communication were again increased, time spent at board meetings would be more

productive. Board packets should be sent out as soon as possible so the board has time to prepare. Board members want complete, timely information that allows them to engage in meaningful discussions at the meeting.

5. Adequate, easily understood information should continue to accompany all business-related items brought to the board. The district's intent is to ensure that board members are fully informed on the issues so they can make informed decisions, but detailed information needs to be sent to the members before the board meeting instead of being given to them at the meeting. Many of the board packets that the board receives before the meetings contain the full backup for all agenda items, but many do not. Because financial information is complicated and often lengthy, any additional time the board can have to review the complete packet will help them to be better informed and ready to discuss the information.
6. The district has drafted and approved new board policies, including: Interdistrict Transfer Policy (February 2005), Development, Adoption and Implementation of Board Policies (May 2005), Uniform Complaint Procedures (February 2005), Fraud Awareness, Identification and Prevention Policy (August 2005), Code of Ethics Policy (September 2005), a Student Behavior Policy, and Employee Complaint Policy (February 2006). This information was retrieved from the district's Web site, as there is a commitment to keep the site updated with policies and procedures.

The district brought two board policies to the board on April 6, 2006, for a first reading. Board Policy 3000 concerns the state loan repayment fund, and Board Policy 3000i covers fiscal solvency.

7. The district plans to adopt policies and procedures requiring monthly presentation of budget and financial information and updates. These updates will include all issues that impact district finances, routine budget reports on the general fund, payroll and warrants reports and statutory requirements such as records and surplus property disposal, gifts and donations.
8. When the Budget Advisory Committee (BAC) is reactivated (originally planned for November 2005, extended to February 2006, but not reactivated as of April 2006), it will be utilized to assist the district in ensuring that financial communications are clear and concise. The committee will discuss various methods of communicating financial issues to the community and staff. Issues identified and discussed at the BAC meetings should also be disseminated at board meetings and to the community.
9. Payroll expenditures and accounts payable should be brought to the board for approval.
10. Community meetings continue to be held, in addition to the regular board meetings, to provide information and to allow question and answer sessions in a comfortable atmosphere. Meetings occur approximately every other month; one was scheduled for March 30, 2006. Topics typical of the meetings include the 2006-07 budget, kindergarten registration, the Principal for a Day program, and charter school information.

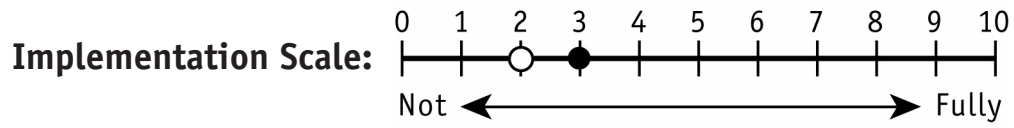
## Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 2

November 30, 2005 Rating: 3

May 31, 2006 Rating: 3



## **2.3 Inter- and Intra-Departmental Communications**

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### **Professional Standard:**

The Governing Board is engaged in understanding globally the fiscal status of the district, both current and as projected. The board prioritizes district fiscal issues among the top discussion items.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The Budget Advisory Committee (BAC) is currently inactive. The Governing Board plans to utilize the BAC to assist with budget and audit review. It will also serve as a liaison to other groups and will obtain their perspectives and input.
2. A Finger Facts Information Sheet was developed in February 2005 to increase information and communication with the community. It includes summary budget information, district facts and demographics, and related fiscal issues. This sheet is posted on the district Web site. The information is more than a year old and should be updated at least semi-annually. Summary budget information should also be included with communications to school staff. A document was developed for those interested in teaching at the district, which contains general district and instruction-related information, and is a good communication tool.
3. Once the Budget Advisory Committee is reactivated, it should obtain broader community participation and input into the budget process. The BAC will assist in monitoring financial issues in detail and providing secondary oversight. Although the committee existed prior to state administration, it was not utilized for oversight.
4. Detailed information should accompany budget reports explaining the funding that exists and how long it will be available to the district. This will allow the board to make expenditure decisions in a more informed and accountable manner. To date, this type of information has not been provided. When the district distributes 2006-07 budget information, this recommendation should be implemented to facilitate better understanding and timelier usage of restricted, categorical funding.
5. Once the Budget Advisory Committee is reactivated, the Governing Board should receive the BAC meeting minutes in a timely manner to assist it with its fiduciary duties and to be apprised of BAC discussions and concerns.
6. The budget office needs to provide the board with frequent multiyear projection information while the district's fiscal health is being restored. Plans to prepare and provide projections quarterly to the State Administrator and the Governing Board during the period of financial recovery have not yet been implemented. To date, they have been completed and distributed only when mandated by state requirements, such as with interim and adopted budgets. Other than the anticipated future decline in attendance, the assumptions presented with the projection for the two subsequent years have not been detailed and/or visible. Assumptions behind multiyear projections need to be clearly identified and continuously monitored for validity. When multiyear projections are

presented, they need to be explained in detail to be thoroughly understood and trusted. This goal has not yet been met.

7. School boards must understand the impact of all fiscal decisions they make and how these decisions affect future year budgets, which can be easily reflected in detailed, understandable multiyear projections. The projections should be thoroughly explained to ensure the board members' familiarity with the data.

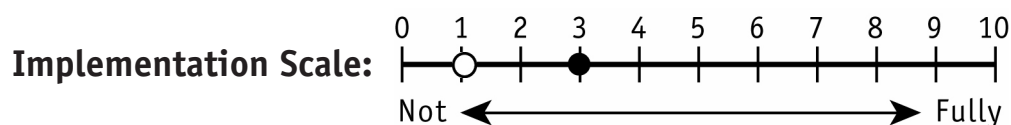
### **Standard Implemented: Partially**

November 1, 2004 Rating: 1

May 1, 2005 Rating: 1

November 30, 2005 Rating: 3

May 31, 2006 Rating: 3



## **2.4 Inter- and Intra-Departmental Communications**

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### **Professional Standard:**

The district has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The Governing Board approved a fraud policy and a code of ethics policy in August 2005. Although these two new policies are in place, most interviewed staff did not seem to recall whether or not the policies had been explained and/or shared with them. The district will need to clearly explain the policies and share expectations to reinforce their importance.
2. Although the fraud policy was adopted, it did not contain some of the items recommended by FCMAT. Since that time, the Internal Auditor has developed proposed steps for a fraud investigation and has recommended additional information to be included in the policy. Those revisions are currently being reviewed by the district. If the Internal Auditor's recommendations are adopted, the fraud policy will then include FCMAT's recommendations with the exception of a zero tolerance approach to employee fraud, theft and illegal activities. Remedial actions for such are optional, not mandatory.
3. The code of ethics policy outlines expectations that each district employee will perform duties and conduct themselves with the utmost integrity, efficiency and reliability and will comply with all applicable laws, board policies, regulations and procedures. It states that the Superintendent is expected to provide for implementation of the code of ethics.
4. One of the recommended additions to the policy states that "The fraud policy will be implemented through required annual staff training by the Human Resources Department." Implementation of an awareness program and specific procedures was originally planned by February 2006, but has not yet occurred. The awareness program should be in place to inform staff about the board policies and procedures addressing fraud, the common types of fraud and theft, and their consequences as stated in the policy. Included should be signs of potential misuse, employee responsibilities to deter and prevent fraud and theft, and the process and procedures for reporting suspected fraud or other illegal activities through an anonymous hot line or other mechanism.

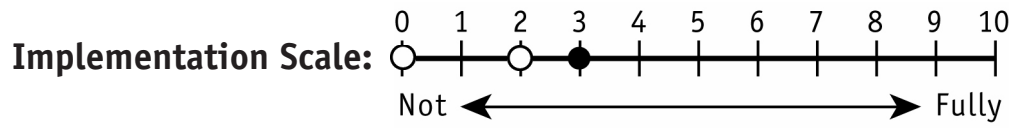
## Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 0

November 30, 2005 Rating: 2

May 31, 2006 Rating: 3





## **2.5 Inter- and Intra-Departmental Communications**

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### **Professional Standard:**

Documents developed by the fiscal division for distribution to the Governing Board, finance committees, staff and community are easily understood. Those who receive documents developed by the fiscal division do not have to wade through complex, lengthy computer printouts.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The 2005-06 first interim report did not include all of the required elements. Upon review, the county office found that the multiyear projection, technical review checklists, criteria and standard components and many explanations of data were incomplete. Additional understandable information should be a part of the packet for the board, other stakeholders, and the county office. The second interim report had not been received by the county office at the time of FCMAT's review, so FCMAT cannot comment on it.
2. Adequate explanatory information should accompany reports to the board on business-related items. The data that is now provided to the board allows the board and community to have much more confidence in the district's explanations. Discrepancies and trends are easier to understand. The district should continue to ensure that complete informational packets are provided to board members several days before board meetings so they have adequate time to prepare for the meeting.
3. The district still needs to update and/or adopt board policies to require monthly budget and financial information. These financial updates should include issues that will affect district finances, as well as routine budget reports on the status of the general fund and categorical programs.
4. Detailed information should accompany budget reports explaining the funding that exists and how long it will be available to the district. This will allow the board to make expenditure decisions in a more informed and accountable manner when powers are returned.
5. The budget office needs to provide multiyear projection information more frequently than at interim reporting periods while the district's fiscal health is being restored. To date, the projections have only been completed and distributed at interim and adopted budget periods, as required by statute. The board must understand the impact of all fiscal decisions that it makes and their effect on the budget in future years. Multiyear projections should be explained in more detail than they are now so that the board is familiar with the information and can more easily comprehend and trust the data.
6. The Assistant Superintendent of Business Services plans to establish a calendar of financial reports to be sent to all sites, departments and the Governing Board. The calendar, once established, will be used to decide what staff training is required for improved understanding of financial information.

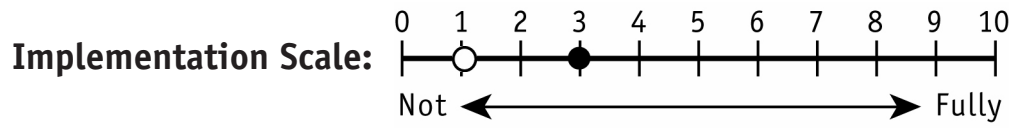
## Standard Implemented: Partially

November 1, 2004 Rating: 1

May 1, 2005 Rating: 1

November 30, 2005 Rating: 3

May 31, 2006 Rating: 3



### **3.1 Staff Professional Development**

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#### **Professional Standard:**

The district has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs.

#### **Progress on Implementing the Recommendations of the Improvement Plan:**

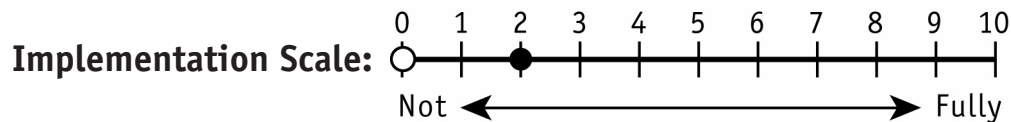
1. An annual staff development plan has not yet been prepared for each department and position, although a Calendar of Events is being compiled as a plan component. The plan should be based on a needs assessment and should include both routine and specialized training.
2. Employees do not yet have individual professional development plans that are consistent with the department plan, the employee's job duties, current skill and knowledge levels, and time lines for accomplishing training. Individual plans should be developed from identified needs and the staff development plan. This evaluation can be done as part of the annual performance appraisal.
3. The district has compiled a list of training events, including in-house sessions, workshops and conferences. The list provided to FCMAT was dated March 30, 2006 and listed opportunities from July 22, 2005 to November 17, 2006. Departments and areas that the workshops covered included student nutrition, budget, payroll, human resources, insurance, student body accounting, maintenance, facilities, accounting, and administration.
4. Payroll employees have had specific additional training since the last six-month update. This includes training on the CalSTRS and CalPERS retirement systems, training by the Napa County Office of Education on the CECC payroll system, and a CASBO Leave of Absence Workshop in Sacramento. Joint meetings between Human Resources and Payroll have also been re-established. Although many payroll issues still need to be addressed, improvement has been made.
5. Employee evaluations should be conducted annually and should include the employee-developed individual training plan and supervisor's identified training needs for the employee. Training plans should correlate to the training catalog and employee evaluation. Subsequent evaluations should address the completion of training and include updated plans. The completion of identified training should be monitored to provide continuity from one year's evaluation to the next and encourage ongoing progress.
6. Through the Human Resources Department, the district should place documentation in the personnel files of employees who complete staff development as listed in their professional development plan. These employees should be recognized with awards or certificates. In a draft payroll procedure, there is a section titled, "What should be in a personnel file" and a list of training and development items, as follows: training his-

tory records, training program application/requests, a skills inventory questionnaire, training evaluation forms, in-house training notification letters, and training expense reimbursement records. Although the procedure is a draft, it appears that staff development is being given attention.

7. The district should increase efforts to notify classified staff members about specific in-service training. Frequent notices of all available staff development opportunities should be provided through e-mail, flyers and the district's Web site. Attendance and/or participation that match each employee's individual plan should be encouraged and supported. To date, staff development opportunities outside the district having to do with budget and business matters have been attended by the internal auditor, Assistant Superintendent and director positions. Lower level business staff, other than payroll, is still not alerted to upcoming workshops/trainings. Letting employees know about these opportunities will help ensure the successful completion of job duties.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 0  
November 30, 2005 Rating: 0  
May 31, 2006 Rating: 2



## 3.2 Staff Professional Development

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### Professional Standard:

The district develops and uses a professional development plan for the in-service training of school site/department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the school sites/departments and is updated annually.

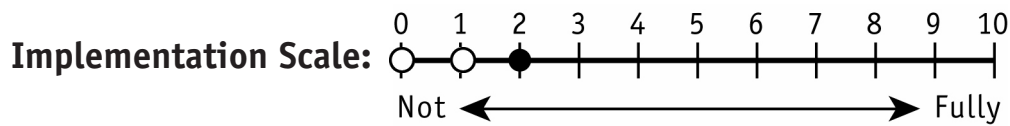
### Progress on Implementing the Recommendations of the Improvement Plan:

1. Implementation of a professional development plan has not yet occurred for school site/department staff, other than a Master Calendar being kept for training events, including in-house sessions, workshops and conferences. The plan, when developed, should include both business and non-business personnel and should cover the internal control procedures to be followed. It should include all business and operational functions for sites and departments, as well as procedural changes that have been made within the last year, such as conversions to new software and/or systems.
2. An annual staff development plan still needs to be implemented so that departments and sites are updated on changes in business procedures and the application of routine internal control processes. Meetings and some specific training are offered on request and have occurred within the last year on attendance, purchasing, running budget reports and processing purchase orders online. When manuals or other resources are developed on business and business related items, they should explain in detail the processes and procedures that are expected and/or necessary to comply with rules and regulations, as well as board and district policies and procedures. These resources should be updated at least annually. The completed procedure manuals should also function as a training tool for staff. They would help ensure the accurate and appropriate discharge of job duties, and provide some level of continuity in the event of staff turnover.
3. The Internal Auditor has worked with district staff to develop many new business procedures and other documents, many of which are close to being approved. These include: Authorization of New Bank Accounts; Cash County and Reconciliation Form; Internal Auditor's FCMAT and State Finding Action Plan; Manual General Ledger Journal Entries Procedures; General Ledger Account Reconciliations Procedures; Definition of an Account Reconciliation; Reviewing and Verifying Revenue, Expenditures, and Other Financial Reports; Cash Handling Training Presentation; Statement of Cash Flow Process; Student Attendance Accounting Manual; Mission and Scope of the Internal Auditing Function; 2005-06 Audit Schedule, and Recommended Additions to the Fraud Policy. Training needs to occur on these policies as they are approved so that they are understood and staff can be held accountable for following them.
3. Each staff in-service training on business and operations subjects should be geared to a specific audience, with mandatory or optional attendance as dictated by the subject matter. The district should ensure that the topics covered pertain to the staff members invited. Ensure that employees are informed when the meetings are mandatory, and maintain sign-in sheets.

4. In August 2005, administrators attended an in-service training on attendance accounting, budget, purchasing and technology. The training seemed to be well received and the handouts were understandable. Similar workshops, with more detailed information, were planned for the 2005-06 fiscal year so that systems can be implemented smoothly. An attendance workshop was offered in the fall, with an attendance manual handed out. Reviews of the workshop were positive. A workshop on cash handling is planned by the end of the 2005-06 fiscal year.
5. An atmosphere of mutual support should be encouraged so that ongoing questions and information sharing are the norm. A question and answer bulletin board is planned as an employee resource on the district's Web site.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 0  
November 30, 2005 Rating: 1  
May 31, 2006 Rating: 2



## 4.1 Internal Audit

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### Professional Standard:

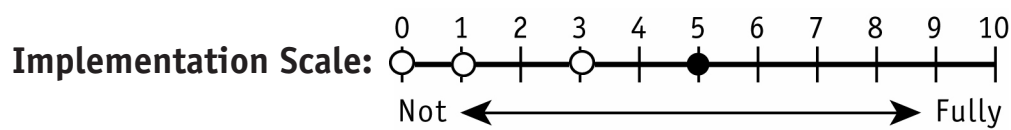
The Governing Board has adopted policies establishing an internal audit function that reports directly to the Superintendent/State Administrator and the audit committee or Governing Board.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The Internal Auditor position has been filled since October 2005. The Internal Auditor reports to the State Administrator and/or Superintendent.
2. The Internal Auditor has begun working with district staff to ensure that policies and procedures are in place to address the audit findings in 2003-04 and 2004-05. Some of the policies and procedures that have been implemented or are in progress include cash handling, attendance, and payroll.
3. The Internal Auditor and district staff have developed and issued procedures and instructions for attendance and cash handling. Employee training has been provided regarding attendance procedures.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 1  
November 1, 2005 Rating: 3  
May 31, 2006 Rating: 5



## 4.2 Internal Audit

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### Professional Standard:

Internal audit functions are designed into the organizational structure of the district. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. A calendar is being developed to schedule regular internal audits. At this stage, the Internal Auditor is still assessing the needs of the district and addressing the audit findings from 2003-04 and 2004-05.
2. After the district's needs have been identified, a comprehensive list of the changes required to correct the audit deficiencies and other audits to be done will be developed and implemented by the State Administrator, audit committee and Internal Auditor.
3. Establishment of the internal audit function should include, but not be limited to:
  - a. Providing assurance that the internal controls are adequate to ensure that management receives reliable financial information.
  - b. Compliance with all laws and regulations.
  - c. Using the internal auditor as an independent appraiser who examines and evaluates district activities.
  - d. Assisting district personnel in performing their responsibilities by implementing good business practices and policies.
  - e. Properly training employees.
  - f. Authorizing full access to district records, physical property and personnel relevant to each area being audited.
  - g. Addressing and correcting audit findings.

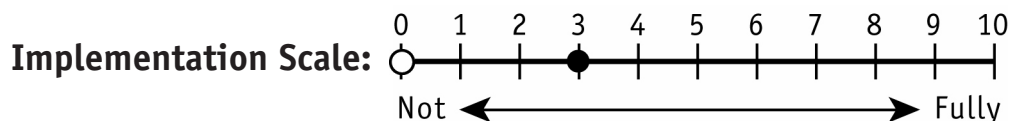
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 0

November 1, 2005 Rating: 0

May 31, 2006 Rating: 3





## **5.4 Budget Development Process (Policy)**

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### **Professional Standard:**

The district has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects district priorities.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district's budget goals set in February 2005 include reducing the deficit by \$10-\$12 million from 2004-05 to 2005-06 and balancing the district budget by the time of the 2006-07 budget adoption. At the November 30, 2005 State Administrator's Community and Staff Forum, the 2004-05 deficit was \$16.9 million. The 2005-06 second interim report shows an operational deficit of \$6.9 million. If the projected June 30 balances are met, the district will have achieved the first budget goal.
2. The March 1, 2006 board presentation titled State Administrator's Budget Options identifies nine areas to consider during 2006-07 budget planning to reduce expenditures or increase revenues in the district's general fund. If implemented, various combinations of cost savings or revenue enhancements could achieve the district's second budget goal.
3. The responsibility for compiling enrollment and average daily attendance projections and monitoring monthly enrollment data will be transferred from the Special Consultant to the State Administrator to a member of the district's management team. The Special Consultant will coach the staff member on the processes involved during 2006-07 and the staff member will have sole responsibility for monitoring and compiling the enrollment projections in 2007-08.
4. The district has implemented an attendance program called the Vallejo Student Attendance League, which uses incentives for school sites and students in an effort to improve the district's enrollment-to-ADA ratio. If successful, this program will increase the district's revenue limit funding without additional costs.
5. The new position of Administrative Services Manager, Fiscal Services, has been filled and will have daily responsibility for the district's budgets. Budget development packets for 2006-07 for site administrators and program managers include specific information on the budget guidelines, budget criteria, and a budget development responsibility matrix. The district's 2006-07 adoption budget should provide a clear picture of the new year and require adjustments only relative to the provisions of the new state budget.

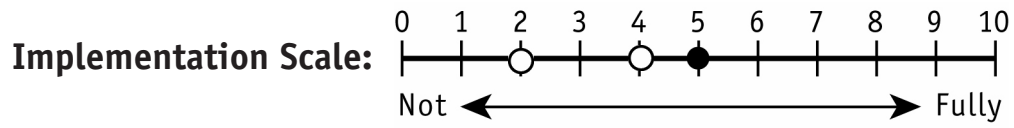
## Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 4

November 1, 2005 Rating: 5

May 31, 2006 Rating: 5



## **5.5 Budget Development Process (Policy)**

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### **Professional Standard:**

The district has policies to facilitate development of a budget that is understandable, meaningful, reflective of district priorities, and balanced in terms of revenues and expenditures.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. On February 1, 2006 the district presented the first interim report, and provided training for board members and staff on reading the budget, to improve understanding of information presented by the business office.
2. The budget goal of balancing the general fund budget by the 2006-07 fiscal year will require extensive reductions from the 2005-06 budget allocations as the district continues to experience declining enrollment. Most of the options presented in the March 2006 board and community forum are not subject to negotiations, but many may be difficult to implement.
3. The budget development process for 2006-07 was just beginning at the time of the FCMAT visit in March. None of the three department managers interviewed by FCMAT had yet received the budget development packet or had met with the new fiscal Administrative Services Manager. FCMAT visited two school sites, neither of which had received the budget packet. The site administrators expressed support for efforts to reduce costs, but noted that the receipt of information on site discretionary funds is at times too late for site planning and decision-making and that the allocated amounts to be received could change during the school year without explanation or notice. Districtwide accountability with adherence to the budget policies, board approved budget, and reasonable time lines is essential to restoring the district to fiscal solvency.
4. If the June 30, 2006 projected ending balance is met, the district will have reduced the level of deficit spending in line with budget goal one.

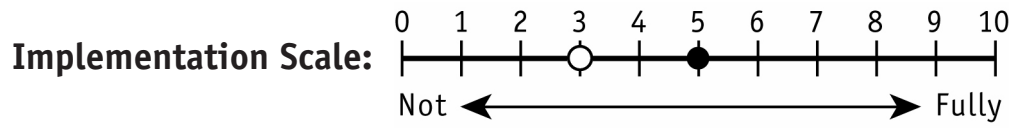
## Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 5

November 1, 2005 Rating: 5

May 31, 2006 Rating: 5



## 5.7 Budget Development Process (Policy)

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### Professional Standard:

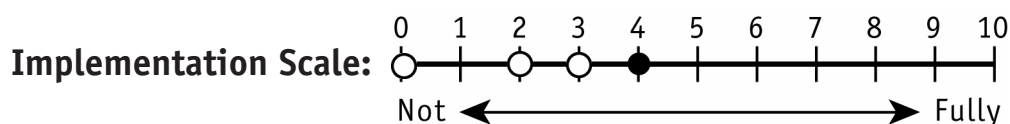
The district has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The first and second interim reports provide valid updates of the district's net ending balance. The district has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. In the November 2005 progress report, FCMAT noted that an ADA error was undetected in the 2004-05 revenue limit funding, resulting in a revenue reduction of \$2 million. Information provided to the team indicates that the reduction was related to an audit adjustment and did not reflect a lack of business office procedures.
2. The district continues to miss key financial reporting deadlines, including closing the books for 2004-05 and the first and second interim reports for 2005-06. Although the district has received extensions from the county office to complete these reports that include projected ending balances, the inability to meet deadlines remains a problem. The district believes that the addition of staff in the business department will help.
3. The second interim report for the child development fund indicates that a general fund transfer of \$187,854 is necessary to achieve a projected positive ending balance of \$217 at June 30. This fund ended 2004-05 with an unaudited negative balance of \$285,977. If the projected revenues and expenditures are realized for 2005-06, the district will have succeeded in reducing the overall level of general fund support. Additional steps should be taken to further reduce the level of support, if possible.
4. The cafeteria fund has been repaying past cash loans from the general fund for the last two years. The 2005-06 payment is estimated to be \$500,000, leaving a balance due for 2006-07 of approximately \$313,934. This payment does not affect revenues to the general fund but is a cash infusion. The reduced final payment in 2006-07 should be factored into the projected general fund cash flow for the upcoming year.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 2  
November 1, 2005 Rating: 3  
May 31, 2006 Rating: 4



## 6.1 Budget Development Process (Technical)

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### Professional Standard:

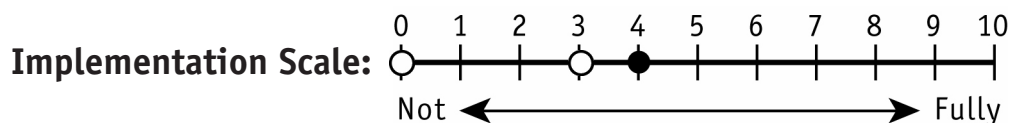
The budget office has a technical process to build the preliminary budget that includes the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals, and the inclusion of concluded expenditure plans. The process clearly identifies one-time sources and uses of funds. Reasonable ADA and COLA estimates are used in planning and budgeting. This process is applied to all funds.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. It is anticipated that with the hiring of the Administrative Services Manager, who has the assigned day-to-day responsibility of developing the preliminary budget and conducting ongoing monitoring and revisions, that the budget processes will continue to build on the improvements made in 2004-05.
2. The oversight and managerial responsibilities for categorical programs has changed as the result of a change in staff. It is anticipated that categorical programs will continue to be carefully scrutinized by the categorical administrator and the budget analyst.
3. The Special Consultant to the State Administrator has projected enrollments for the 2006-07 fiscal year as well as for the two subsequent years. This information is provided to the Business Office and the Human Resources Department to be used for staffing allocations, site allocations driven by enrollment data, and revenue calculations.
4. Interviews with the food service and transportation managers confirmed that budget information is provided to the Business Office initially by the departments and a joint process is used between the Business Office and the departments to finalize the proposed budgets. The special education program manager also provides information to the business office for the development and revisions of the special education program budget.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 3  
November 1, 2005 Rating: 4  
May 31, 2006 Rating: 4



## **7.5 Budget Adoption, Reporting, and Audits—Fund Balance Projections**

### **Professional Standard:**

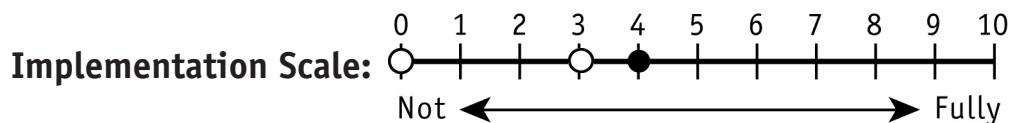
The first and second interim reports show an accurate projection of the ending fund balance. Material differences are presented to the board of education with detailed explanations.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. Although the Superintendent of Public Instruction sets the deadlines for interim report submittals for emergency loan districts, the district continues to require additional time to prepare its interim reports. The multiyear projection, required for each interim report, had not been completed as of March 30, two weeks after the due date set for districts to submit the second interim report to the county office. Although the county office granted an extension, the inability of the staff to meet the normal deadlines remains a problem. The first interim report was presented in January 2006, two weeks after the due date of December 15, 2005, established for districts in the state.
2. Financial report presentations to the board have included an explanation of the material differences. The district's administrative team has prioritized the presentation of financial information to the board and continues to provide training to the board to facilitate their understanding.
3. The district indicated to FCMAT that the 2004-05 draft audit by the State Controller's Office was received in late March and that the district was preparing responses to the audit findings that were due to the Controller within 30 days.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 0  
November 1, 2005 Rating: 3  
May 31, 2006 Rating: 4



## 8.1 Budget Monitoring

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### Professional Standard:

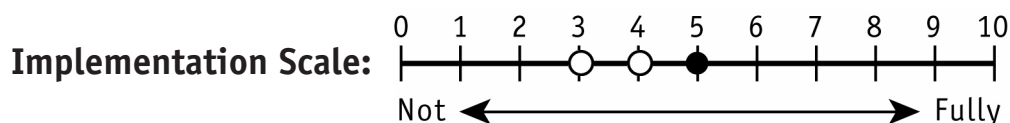
All purchase orders are properly encumbered against the budget until payment.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The online purchase order system module has been introduced to sites and departments and will be fully implemented throughout the district by June 30, 2006. The district has offered training to each site and department as they begin using the online purchase orders. Once online purchase orders are in use district-wide, the timeliness and quality of financial information will improve as those with budget responsibility will have more access and accountability to their specific budgets.
2. The purchase control system automatically verifies fund availability and account coding when the site/department enters a purchase requisition. It immediately encumbers the funds to avoid timing differences. If sufficient funds are not available or the budget code is invalid, the system is supposed to require a budget transfer before processing, which the district office enters upon request of the site or department. The module also completes approved purchase orders, liquidates the pre-encumbrance and fully encumbers the funds. When the system is fully implemented with online budget transfers at all sites and departments, inefficiencies, errors and time delays will decrease.
3. District budgets that show expenditure categories with overdrawn budgets often indicate that the control that prevents purchase order processing in the event of insufficient funds has been disabled. All districts, but especially those with fiscal issues, should install a “hard code” that cannot be overridden, so expenditure transactions (other than salary and benefits) cannot be processed until the budget transfer has been input and approved.
4. With online approval of purchase orders in the purchasing department, there are fewer delays in paperwork. The categorical fund process now includes electronic approval by the program manager in addition to approval by the site/department administrator and the purchasing manager.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 5





## 8.2 Budget Monitoring

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### Professional Standard:

There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The Administrative Service Manager position has been filled. Duties include budget preparation and control and analysis of expenditures. The addition of this position should greatly strengthen budget monitoring controls.
2. Sites and departments continue to receive monthly budget reports. However, they are not required to notify the business office that the report has been received and reviewed by the appropriate manager. This procedure should be instituted to help ensure that the sites/departments are monitoring their budgets.
3. Sites and departments are all able to run their budget reports electronically. They are encouraged to monitor their budget balances online and to run special budget reports from the system as needed, but this function is not often utilized. Rather, the sites depend on the reports sent from the business office. The business office will continue to send monthly reports, but sites and departments should run other types of reports that are helpful to them.
4. The function of online budget revisions for sites and departments will not be implemented as planned for the 2006-07 fiscal year. Once this occurs, budget transactions will be processed more timely and allow administrators to be more responsible and accountable for assigned budgets. Before this can occur, site and department personnel will need to gain a greater understanding of the budget process so that adjustments are done correctly and for their intended purpose.

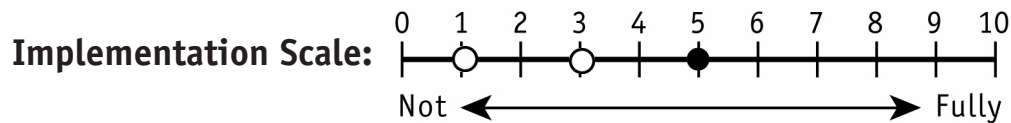
Currently, budget managers fill out a request for a budget or journal transfer, if needed, after reviewing budget reports. The request is sent to the fiscal services division, where an employee makes the appropriate adjustment. The program director must approve budget transfers for categorical programs before adjustments will be made. Journal transfer requests involving payroll coding are first sent to the Human Resources and Payroll departments to ensure that the coding is correct in the position control system and payroll for future transactions.

5. Site and department managers are concerned about allocations and budgets changing without full explanation. For example, many questions exist regarding whether site allocations have decreased during the year without notification. Also, categorical carryover and budget information often is not clear until late in the year, leaving minimal time in which to spend the funds. The budget office should continue working with site and department managers to determine what additional resources would make budget review and comprehension easier. Site and department input promotes greater accountability for budget issues overall.

6. Before the start of the 2005-06 school year, administrators attended a presentation regarding attendance accounting, budget, purchasing, and technology. Included in that presentation was information on reading and understanding budget codes, initiating budget transfers, and the plan for online (electronic) budget transfers. Additional training of administrators on business related areas has not occurred since then, although there have been more conversations and meetings regarding categorical funds and how they should be spent. The district's focus on the timely and correct spending of categorical funds is a priority for the 2006-07 fiscal year.
7. Department and site administrators were provided a packet at the back-to-school administrative meetings that included their 2005-06 budget and how their specific allocations were determined. Since that time, many questions have surfaced about the allocations and whether or not they were made in the specified amounts. Communication needs to continue between administrators and the business office about how budgets are allocated and reflected on reports so that administrators feel confident that budgets are correctly represented.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 5



## 8.5 Budget Monitoring

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### Professional Standard:

The district uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has initiated effective internal controls for position control. Both the Human Resources and Business departments have different roles in the process and have made much improvement in overall efficiency and accountability.
2. Position control drives the contracted salary and benefits in the adopted budget. Once the position control information is fully entered and validated during budget development, it is “rolled” into the adopted budget. During the year, as changes occur to contracted positions, or new positions are added, position control is kept updated. The budget is also updated for changes in salaries and benefits, but the information is entered manually and does not come directly from position control. Because position control does not include non-contracted positions, such as extra hire, stipends, overtime or substitutes, the data in position control cannot continue to be rolled into the budget during the fiscal year to update budget amounts. If it were, all manual salary and benefit adjustments for non-contracted positions and other types of budget revisions would be deleted and would need to be re-entered manually each time position control data is rolled. Unless all salary and benefit information is included in position control, both contracted and non-contracted, once the initial “roll” occurs from position control, all other changes must be made via budget revisions.
3. The district must have a process to ensure that position control data is reconciled back to the budget periodically throughout the fiscal year since the changes do not occur electronically to both systems whenever position control is updated. In addition, salaries and benefits are not encumbered in the financial system because that option is not available, which is a weakness of the system. It is difficult and time consuming to accurately reflect and reconcile these amounts to projections. The budget must reflect the current and most accurate data, as salaries and benefits are the largest expenditures of the budget. Reconciliations should be done at least each interim reporting period, and a review conducted to ensure completion.
4. The district is working toward full utilization of the online position control system. At this time, attention is being given to substitute, extra hire and non-contracted positions, as all contracted positions are already in the system. The goal is to input all salary accounts into the system, both contracted and non-contracted, so that they are not vulnerable to overexpenditure and so manual transactions will rarely be necessary. Full implementation was planned for the 2005-06 fiscal year, but was not accomplished due to various time constraints. The district should formulate a plan to include

non-contracted employees in the position control system because it uses time cards extensively, requiring time-intensive manual entries throughout the year. If those positions are not included in the system, budget overruns could more easily occur.

5. Position control drives the payroll function, so controls continue to be developed to ensure all contracted positions are correctly entered. The separate health and welfare module is being utilized in the financial system to manage the budget, but the data is not used to manage that portion of the payroll system.

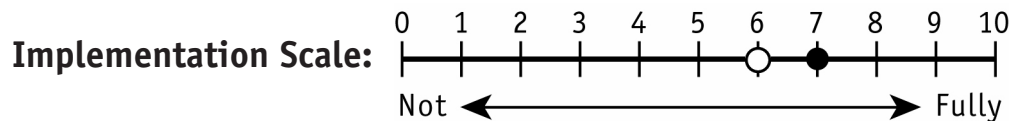
### **Standard Implemented: Partially**

November 1, 2004 Rating: 6

May 1, 2005 Rating: 7

November 30, 2005 Rating: 7

May 31, 2006 Rating: 7



## 11.1 Attendance Accounting

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### Professional Standard:

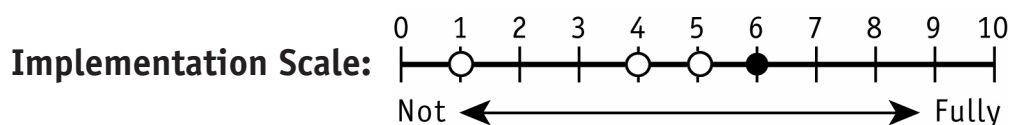
An accurate record of daily enrollment and attendance is maintained at the sites and reconciled monthly.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district prepared and distributed a manual of standard procedures for enrollment and attendance taking and reporting for fall 2005.
2. The district employees responsible for attendance accounting attended in-service training in the fall to learn about proper procedures and review the new procedure manual. Review of these procedures should be a part of an annual in-service training for all district staff involved with taking and recording attendance.
3. District high schools have online attendance in the classroom. Middle schools are in the process of being brought online. Site staffs are well trained on the Aeries system, making input faster and more reliable.

### Standard Implemented: Partially

November 1, 2005 Rating: 1  
May 1 2005 Rating: 4  
November 1, 2005 Rating: 5  
May 31, 2006 Rating: 6



## 11.3 Attendance Accounting

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### Professional Standard:

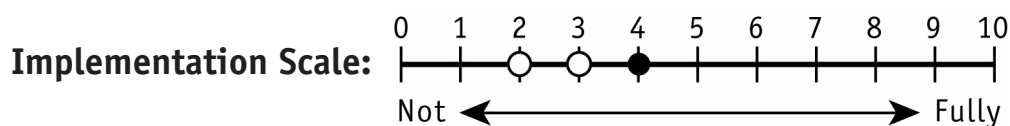
Students are enrolled by staff and entered into the attendance system in an efficient, accurate and timely manner.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district provided an in-service training workshop in fall 2005, conducted by a consultant considered an expert in attendance accounting procedures. Procedures were developed by the internal auditor, outlining the step-by-step instructions from registering a student through reporting on the J18/19. The procedures manual includes forms, common attendance codes, student drop guidelines, compulsory laws, and pertinent education codes.
2. The internal auditor and district data processing staff should visit each site at least once a year to ensure that all employees responsible for attendance accounting have the training and tools needed to continue with accurate and timely attendance reporting.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 1, 2005 Rating: 3  
May 31, 2006 Rating: 4



## 11.6 Attendance Accounting

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### Professional Standard:

The district utilizes standardized and mandatory programs to improve the attendance rate of pupils. Absences are aggressively followed up by district staff.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district continues to remind staff about the importance of accurate student attendance taking practices. Annual training should continue to be provided for principals, teachers, and site attendance staff.
2. Realistic attendance improvement targets should be established for each site. In addition, improved attendance goals should be added to principals' annual evaluation criteria.
3. The Attendance League, a program to reward good student attendance, has been in place since January 2006. Increases in attendance have already been realized since the program began. Additional programs should be developed and implemented to reward good student attendance.
4. The importance of good student attendance should be stressed in school newsletters and parent organization meetings because of its impact on student learning and on the district's finances. All student absences should be followed up by notifying parents.

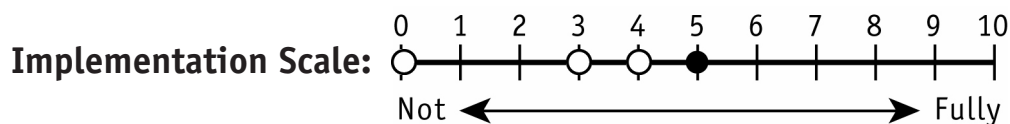
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 3

November 1, 2005 Rating: 4

May 31, 2006 Rating: 5



## 11.7 Attendance Accounting

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### Professional Standard:

School site personnel receive periodic and timely training on the district's attendance procedures, system procedures and changes in laws and regulations.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Written documentation on the new attendance system has been prepared and distributed to site staff. Procedures manuals have been provided to sites.
2. The district put on an all-day attendance workshop for site and district staff in fall 2005. The workshop included updates on changes in attendance laws.
3. The district should provide periodic "job alike" meeting opportunities. This would enable site and district staff to share ideas and methods for attendance taking and monitoring.

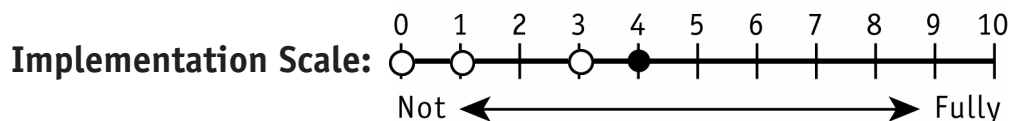
### Standard Implemented: Partially

November 1, 2005 Rating: 0

May 1, 2005 Rating: 1

November 1, 2005 Rating: 3

May 31, 2006 Rating: 4





## **12.2 Accounting, Purchasing, and Warehousing**

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### **Professional Standard:**

The district timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the district's financial management.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The financial audit for 2003-04 as prepared by the California State Controller was available for the team's review and indicated numerous findings in the accounting activities.
2. The financial audit for 2004-05 as prepared by the California State Controller was not available for the team's review at the time of fieldwork. The audit draft was reportedly given to the district administration to respond to the findings before the final audit report was published.
3. Systems and procedures have begun to improve since the district filled the Internal Auditor position. The Internal Auditor is working to implement the audit findings and recommendations and develop good business practices to ensure that accounting activities are performed in a timely manner.
4. Accounting and purchasing board policies have not been updated or reviewed. Deadlines are still not enforced. Payroll due dates are still overridden because some school sites do not submit time cards on time. Difficult or questioned work is given to the Payroll Supervisor for resolution in a timely manner, thereby improving the service provided to employees.
5. The district should enhance accountability by including standards for compliance with rules in the annual employee evaluation process.
6. Employees ask questions of the new Director of Fiscal Services and get answers promptly. As the staff becomes fully trained and the workload gets under control, the director's response time should continue to improve. A new Administrative Services Manager position has been filled. This employee will be responsible for developing and maintaining the district's budget and will report directly to the Assistant Superintendent for Business and Operations.

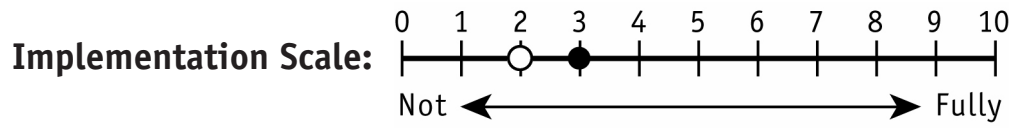
## Standard Implemented: Partially

November 1, 2004 Rating: 2

May 1, 2005 Rating: 2

November 30, 2005 Rating: 2

May 31, 2006 Rating: 3



## **12.3 Accounting, Purchasing, and Warehousing**

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### **Professional Standard:**

The district forecasts its revenue and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the district reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.

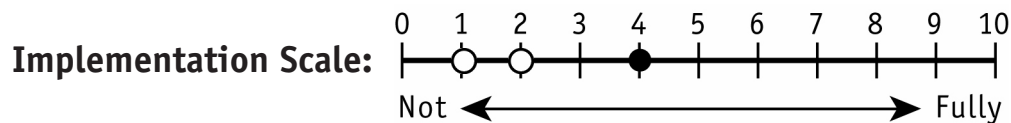
### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. Without budget adjustments, the district's current spending pattern may result in a shortage of cash over the next two years. The district should continue to implement and strengthen reliable procedures to forecast revenues and expenditures.
2. The Internal Auditor has developed internal controls and cash handling procedures. Training will be provided in the near future to all employees who handle cash at the district office and school sites. Employees must follow the proper procedures at all times.
3. The Internal Auditor has worked with staff to develop procedures to ensure there is a clear separation of duties in all matters involving cash receipts, bank deposits and reconciliations, and the recording of cash transactions into the accounting system. The 2003-04 audit performed by the State Controller included several findings regarding the handling of cash transactions. It was reported that the 2004-05 audit also contained several findings involving the handling of cash. All audit findings must be addressed and corrected immediately.
4. Monthly bank reconciliations have not been prepared since October 2005 due to staff turnover and vacancies in the Business Department. Timely bank reconciliations are an important part of a sound internal control structure. With the change in staff, the district must closely supervise the bank reconciliation process to ensure timely and accurate oversight. Employees handling cash and performing bank reconciliations should be closely supervised and monitored.
5. New procedures have been implemented to pick up cash from sites and deliver it to the district office. Two district-level employees are assigned to count and deposit cash. Procedures to follow up on cash shortages are not yet fully in place. The department must ensure that all employees are fully trained in proper cash management techniques. Controls and procedures regarding the use of petty cash should be strengthened when funds are distributed to school sites.
6. The district should monitor all budget line items at least monthly. The addition of the Administrative Services Manager position should provide this oversight once the employee is fully trained.

7. The Director of Fiscal Services has assigned the responsibility for preparing monthly cash flow projections to an accounting position with limited experience in this area. The director must closely monitor cash at least monthly.
8. Policies and accountability standards have been developed to prevent unauthorized bank accounts from being opened by school sites and other district employees. The district should determine that no unauthorized bank accounts exist.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 4



## **12.4 Accounting, Purchasing, and Warehousing**

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### **Professional Standard:**

The district's payroll procedures are in compliance with the requirements established by the County Office of Education, unless fiscally independent (Education Code Section 42646). Standard accounting practice dictates that the district implements procedures to ensure the timely and accurate processing of payroll.

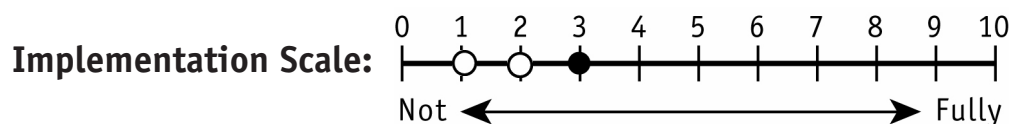
### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The communication and teamwork within the Payroll Department has greatly improved. The relationship between the new supervisor and department employees is positive.
2. The relationship between Payroll and Human Resources has improved since the monthly meetings have been reinstated. Payroll and Human Resources have begun to resolve ongoing issues and improve communication between the two departments.
3. Health benefits have once again been transferred back to the business department. Recent bargaining unit negotiated settlements created payroll adjustments that confused employees throughout the district when co-payments were adjusted. The district should consider providing more information with paychecks or in advance of payroll changes to keep employees better informed.
4. Employees are becoming more familiar with the new county payroll system. Regular training opportunities should continue.
5. Payroll employees have been working extensive overtime to process retroactive pay changes and changes in health benefit co-payments, as well as to cover for vacant positions within the department. The district is considering upgrading one payroll position. Approval of the new job description should be forthcoming and the vacancy filled as soon as possible.
6. School sites are still submitting timesheets late, causing problems such as an increased need for handwritten checks from the revolving fund. Because management does not enforce compliance with payroll deadlines, the staff cannot cut off payroll processing on time, which places additional pressure on the staff. All principals and managers should be held accountable for meeting payroll deadlines. Management should enforce payroll deadlines and support payroll staff in their efforts to maintain processing time lines.
7. Clear lines of authority and supervision should be enforced. Employees should be evaluated and/or disciplined when rules and procedures are not followed.
8. Payroll employees do not always process work in a uniform manner. Internal control procedures and good business practices being developed by the Internal Auditor should be implemented immediately.

9. Human Resources should process employment paperwork in a timely manner and forward all pertinent documents to Payroll immediately.
10. Paychecks are distributed at the work sites. Employee signature sheets are being used and returned to Payroll to verify that all checks were properly distributed or accounted for. There are no clear procedures in place to return or mail checks that are not picked up by employees at the sites. It is possible that terminated employees could receive paychecks due to the lack of proper controls, overriding deadlines, and untimely processing of paperwork in Human Resources.
11. Paychecks are processed for regular employees prior to receipt of time reports from sites, occasionally causing overpayments because docked time is not reported in a timely manner. Vacation and sick leave records are not up to date, which could lead to overpayments to employees who have used all available leave.
12. The overpayment collection process has not improved. No defined method or process is in place to collect overpayments from active employees. Invoices for overpayments are mailed to former employees but no procedures exist for follow-up or to collect the funds if they do not pay. Procedures to collect overpayments should be developed and implemented immediately. All overpayments should be followed up and resolved.
13. The dates that time sheets are submitted to the Payroll Department should be analyzed to determine if changes would enhance the controls over handwritten paychecks and prevent overpayments. The county office system incorporates adequate internal controls as they relate to the overall payroll processing functions.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 1  
 May 1, 2005 Rating: 2  
 November 30, 2005 Rating: 2  
 May 31, 2006 Rating: 3



## **14.3 Multiyear Financial Projections**

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### **Legal Standard:**

Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated. [EC 42142]

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district continues to prepare the required multiyear projections (MYPs) as part of the statutory requirements, such as for interim and adopted budgets. The CDE's SACS software was utilized for the projection at first interim and FCMAT's Budget Explorer software at second interim. Multiyear projections are submitted to the board, the CDE, the Solano County Office of Education, and interested public and staff.
2. FCMAT's concerns remain that although projections are submitted at the required times, the data may not be complete enough to be used for future planning. The projection submitted at first interim lacked important specific required detail and general assumptions, just as with prior submittals. The projection submitted at second interim did include more narrative than in the past, including ADA for 2005-06, and salary adjustments for both 2005-06 and 2006-07, but is not considered complete. Once again, specifics on future enrollment/ADA estimates, teacher staffing, step and column, changes in property and liability insurance, workers' compensation, and utilities were not detailed. One-time funding, specifics related to each of the three years, and specific resource detail was not included. Also, because the district has yet to develop a complete fiscal recovery plan, the projection is of limited use in determining future solvency. The projection was completed using SACS software at first interim, and Budget Explorer software was used at second interim. Regardless of the change in software, the forms submitted at both interims did not reflect detail. The MYP is of little use if it does not include detailed and complete assumptions for future years.
3. The narrative submitted with the second interim stated, "It is the intent of the district to build a more robust projection for the third interim submission. We have successfully launched the use of the Budget Explorer (FCMAT) software, which provides the flexibility to project activity at the detail resource and object code levels, in addition to tools for revenue limit projection and applicable staffing ratios. Additionally, we are building strategies regarding the state loan repayment plan as it relates to the sale of district property and the impact to our operations budget to declining enrollment trends." Following this plan would make the district stronger in this area.
4. The budget office needs to provide multiyear projection information more frequently than at interim reporting periods while the district's fiscal health is being restored. To date, the projections have only been completed and distributed at interim and adopted budget periods, as required by statute. The board must understand the impact of all fiscal decisions it makes and their effect on the budget in future years. Multiyear projections should be explained in more detail so that the board is familiar with the information and can more easily comprehend and trust the data.

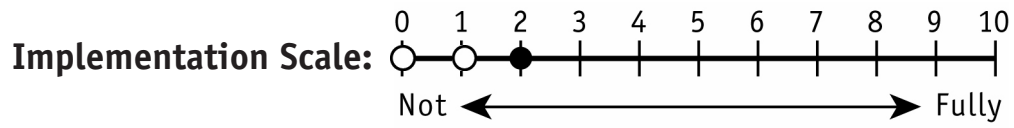
## Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 1

November 1, 2005 Rating: 1

May 31, 2006 Rating: 2





## **15.4 Long-Term Debt Obligations**

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### **Professional Standard:**

The district has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the school district. A plan has been established for funding retiree health benefit costs as the obligations are incurred.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. In accordance with Education Code Section 42140, the district is required to present annually the accrued but unfunded cost of health and welfare benefits for retired employees. The district provides post employment health care benefits in accordance with the respective employment contracts to all employees who retire from the district on or after attaining the age of 55 with a minimum service level of 15 years. Post-retiree benefits for members of the Vallejo Education Association and the Vallejo School Management Association end after the earlier of five years or age 67. Thereafter, the district's payment for health coverage is limited to \$16 monthly for life. Members of the California School Employees Association retirees receive single medical coverage for five years in accordance with the 2004-05 audit performed by the State Controller's Office. All expenditures for post-employment benefits are recognized on a pay-as-you-go basis.

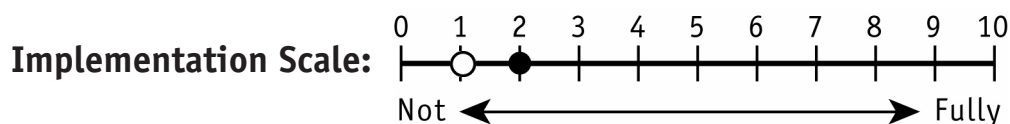
The last actuarial study of retiree health benefits was performed as of June 30, 2002. The district has not completed a new post-retirement benefit actuarial as of this report date. This will be a critical component of the district's proposed long-term fiscal recovery plan. The June 30, 2005 Audit Report completed by the State Controller's Office for the retiree benefit fund was stated at \$15,064. Beginning with the 2004-05 fiscal year, the district should not account for the retiree benefit fund within its fiduciary funds. According to the June 30, 2005 Audit Report, the retiree benefit fund ended the fiscal year with a fund balance of \$504,573. Revenue for the fund is generated through a 1% employee benefit charge as a percent of total salary and benefits. In 2004-05 the fund was proposed to be established as a special reserve fund as opposed to a benefit trust fund.

2. The district should disclose annually as a separate agenda item whether or not the district will reserve sufficient funds in its budget to pay for the present value or "pay as you go" cost of retiree benefits. The district has not completed a new post retirement benefit actuarial. This will be a critical component of the district's proposed long-term fiscal recovery plan. Moreover, the district has not disclosed annually in a separate agenda item whether the district has reserved sufficient funds for the present value cost of retiree benefits. GASB 43 and 45 are relatively new governmental accounting standards for state and local governments that specify the accounting and reporting format for other post employment benefits. The district has been funding retiree benefits on a "pay as you go" basis. Current actuarial data will be key to the district's long-term financial recovery plan and future budget planning.

3. The district uses a spreadsheet application to track the projected cost of active and retired employees' health benefits. This application will assist district budget staff in calculating present and future retiree health benefit costs. A reconciliation is performed monthly and will track changes from the personnel records on the CECC system to premiums from the prior monthly billing statements. This duty and function has been moved from the Business Office to the Human Resources Department, and now back to the Business Department again, which appears to be the appropriate place for the duty to reside. Documentation supporting the total dollar amounts stated for retiree benefits could not be provided for the proposed 2005-06 budget.
4. The district has conducted a mandatory re-enrollment process for all active employees and retirees that receive health and welfare benefits, and is taking measures to recoup funds from active, former, and retired employees that were not entitled to these benefits. There are no written procedures or policy guidelines regarding the reconciliation process.
5. The district is in the process of evaluating a Supplemental Employee Retirement Plan (SERP) to provide health and welfare benefits with multiple payout options for retirees and their designated beneficiaries. The district should be cautious in this evaluation, as annuity benefits are estimates only and are subject to change due to market fluctuations in the interest rates, premium costs, mortality assumptions, etc. Global planning, including the actuarial cost of unfunded past liabilities, should be done before any decision is made about the district's ability to continually fund this type of benefit. With the information provided to FCMAT, it appears that the district will save money in the first couple of years after the SERP is offered, but will break even or even lose money within five to six years of the offering. Because the long-term effect on the district could be negative, the district should be aware that if the plan does not save the district money overall, and the final outcome is an additional burden to the school district, the plan will only put the district's future fiscal condition in jeopardy.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 1  
 May 1, 2005 Rating: 2  
 November 1, 2005 Rating: 2  
 May 31, 2006 Rating: 2



## 16.1 Impact of Collective Bargaining

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### Professional Standard:

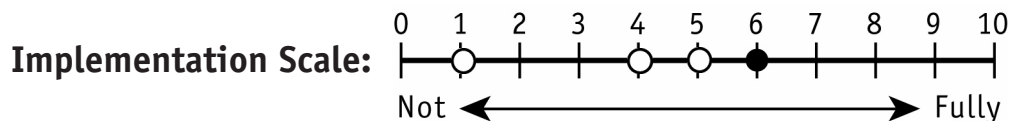
The district has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of district operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of district operations. The district identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on district operations of current collective bargaining language and proposes amendments to district language as appropriate to ensure effective and efficient district delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district successfully concluded negotiations with all bargaining units for a new three-year collective bargaining agreement that included midyear implementation of salary compensation, identified savings by capping health and welfare benefits, and limited the accumulation and payment of excess vacation benefits. The agreement included a significant reduction in district-paid health benefits beginning July 1, 2005 through June 30, 2008. The agreement with CSEA was disclosed and reviewed under AB 1200 and Government Code Section 35457.5 guidelines by the Solano County Office of Education. The financial analysis by the COE determined that the cost savings would total approximately \$1,572,822 and will result in ongoing savings to the district. The AB 1200 disclosure for the Vallejo Teachers Association was not available for review by FCMAT.
2. The district developed a review team to evaluate and propose changes to the respective collective bargaining agreements. Potential cost savings issues have been identified and quantified for evaluation by the Governing Board and community in public meetings. Any proposed modifications to the collective bargaining agreements will be submitted to the bargaining units for review and consideration.

### Standard Implemented: Partially

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 4  
November 1, 2005 Rating: 5  
May 31, 2006 Rating: 6



## **16.2 Impact of Collective Bargaining**

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### **Professional Standard:**

The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The Superintendent ensures that the district has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected district revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the district are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment.

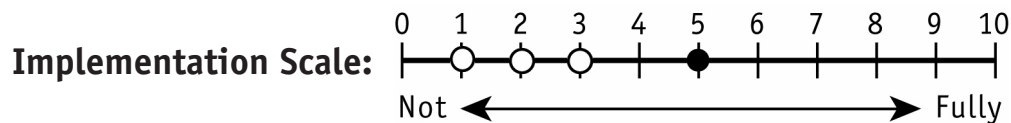
### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has prepared the required multiyear projections as part of the statutory budget requirements for all interim financial reports and the adopted budget. The district has utilized the reporting format provided by the California Department of Education's SACS software. Although this reporting format meets the reporting requirements for the state, districts facing a fiscal crisis of this magnitude will need to utilize third party software that will allow detailed forecasting. For example, the district's 2005-06 second interim report now contains additional budget assumptions for the two subsequent fiscal years utilizing Budget Explorer software.
2. In accordance with AB 1200 and Government Code Section 3547.5, the district prepared public disclosure documents for a proposed agreement with CSEA including but not limited to the costs of proposed collective bargaining agreements for the current and two subsequent fiscal years and submitted them to the COE for review and analysis. The analysis by the COE concluded that the agreement would assist the district in achieving many of the budget reductions identified in the 2005-06 adopted budget.
3. The district has not prepared a schedule demonstrating the cost of a 1% salary increase for all bargaining units and all funds included in the budget. This schedule should contain the statutory benefits that will be included in the assumptions of the adoption budget. Total compensation should include the associated costs of salary, benefits, step and column, and cost of living increases (COLA), if any.
4. FCMAT has trained district staff to prepare a multiyear financial projection via Budget Explorer to be included in the recovery plan per EC Section 41327. The staff has been provided technical training in multiyear projection software that will demonstrate the fiscal impact to the district's budget for the current and two subsequent fiscal years.

5. The district has convened study sessions with the Governing Board and public to address the fiscal impact of collective bargaining. However, it has not proceeded with the development or implementation of a fiscal recovery plan. The district's ADA has declined by 1,092 over the previous two years and is anticipated to further decline in the current and two subsequent fiscal years. This event will have a substantial effect on future negotiations and the district will need to address this issue and the fiscal impact on the district's financial solvency.

**Standard Implemented: Partially**

November 1, 2004 Rating: 1  
May 1, 2005 Rating: 2  
November 1, 2005 Rating: 3  
May 31, 2006 Rating: 5



## **17.1 Management Information Systems**

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### **Professional Standard:**

Management information systems support users with information that is relevant, timely, and accurate. Needs assessments are performed to ensure that users are involved in the definition of needs, development of system specifications, and selection of appropriate systems. Additionally, district standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems. The district ensures that all systems are compliant with the new Standardized Account Code Structure (SACS), year 2000 requirements, and are compatible with county systems with which they must interface.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The administrative functions of the technology department have progressed in a positive manner. All staff commented that this unit continues to work as a team.
2. The technology department has become more proactive instead of reactive. Most work requests are received through the help desk. Planning and organization of work order tasks seems to be working well.
3. The implementation of Eagle Software's Aeries student information system application continues to go well. CSIS and other data reporting functions are being completed by the department. All district staff interviewed stated their approval of the system. Support from the Eagle Software Company continues to be excellent.
4. A serious concern was shared by each staff member interviewed regarding sustainability. Since the start of the review process for Vallejo USD by FCMAT, several factors have created greater demands on the department without an increase in staff. Some of these demands include:
  - a. An exorbitant network upgrade and management contract that was supposed to have been funded by E-Rate but was not bought out and was cancelled. This resulted in a significant savings to the district that is reported to be \$2.5 million. The current technology staff took on the task of supporting both the data network and the phone systems without reliance on outsourced resources. The staff has received training in lieu of adding staff members.
  - b. The district has implemented a new student information system and a new testing and assessment system.
  - c. The district is moving the entire data/phone infrastructure to a new location at the Mare Island facility. This will result in new technology to learn and maintain. This level of change is similar to an entire wide area network (WAN) rebuild and will affect all technology and voice systems in the district.

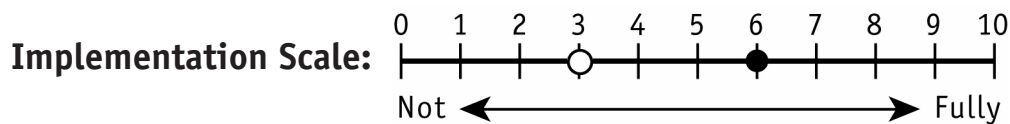
- d. The district has cancelled most support contracts for WAN equipment in anticipation of new equipment being installed for the move to Mare Island. District technology staff is now supporting all router and associated equipment.
- e. Data reporting to state and federal agencies such as the CDE, NCLB, and CSIS have increased dramatically in the last three years.
- f. The district continues to purchase computers and computer labs as technology grows in the district.

The district administration has asked the Technology Department to cut an additional \$100,000 from its budget. Department staff state that they have taken on additional responsibility during the district's financial difficulties without adding staff or compensation. If the \$100,000 requested cut results in a reduction of staff, there will be a need to evaluate what services can be done away with or what budget will be available for outsourcing functions that are lost by the staff reduction.

- 5. There continues to be some concern among technology staff as to the different levels of pay per position.
- 6. At a minimum, communication between district administrators and the technology department staff needs to increase to help alleviate the high level of anxiety over possible staff layoffs.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
 May 1, 2005 Rating: 6  
 November 1, 2005 Rating: 6  
 May 31, 2006 Rating: 6



## 17.3 Management Information Systems

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### Professional Standard:

Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. Procurement practices appear to be in order. Staff members were able to demonstrate that they follow district procedures for all purchases and recommendations. Progress has been made toward standardizing technology equipment at all levels.

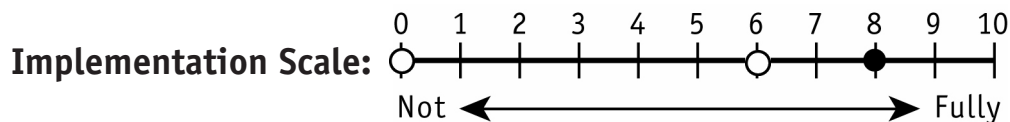
### Standard Implemented: Fully - Substantially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 6

November 1, 2005 Rating: 8

May 31, 2006 Rating: 8





## 17.4 Management Information Systems

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### Professional Standard:

Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. All staff interviewed stated that training is now being provided. Each staff member was able to cite examples of training they have received this year.

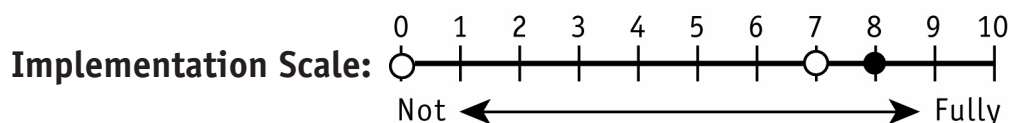
### Standard Implemented: Fully - Substantially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 7

November 1, 2005 Rating: 7

May 31, 2006 Rating: 8



## **18.1 Maintenance and Operations Fiscal Controls**

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### **Professional Standard:**

The district has a comprehensive risk management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well-being of the district.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The initial comprehensive assessment in November 2004 recommended that the district should perform quarterly reconciliations of paid claims reflected on the loss run reports for property and liability insurance and workers' compensation. The district provided FCMAT with loss statistics, claims frequency reports, etc. on a quarterly basis that were compiled by an independent consultant firm. The consultant firm reviews all information with district staff and assists with claims recommendations.
2. From April 1, 2002 to the 2005-06 fiscal year, the district was self-insured for workers' compensation benefits. The district's accrued liability for workers' compensation claims on an undiscounted basis was \$4,301,000 as of June 30, 2005. This amount represents self-insured claims and deductibles in the self-insurance fund, including claims incurred but not reported (IBNR). Due to the proposed savings detailed in the board report dated August 10, 2005, the district accepted a proposal from State Compensation Insurance Fund and eliminated the self-insured program for workers' compensation. Many districts have found that the cost of the State Compensation Insurance Fund is actually higher than being self-insured. However, due to the inability of the district to manage the self-insured program for workers' compensation, this change, which combines declining rates through improved experience levels, is being represented as saving the district money over the long term.

The "savings" will need to be assessed and analyzed over time. Concerns remain that 2005-06 payments to State Fund have been made from the IBNR funds set aside for future claims and that no reserve requirement has been established for the outstanding claims incurred from April 1, 2003 to June 30, 2005. The new rate structure for the State Compensation Fund program has been incorporated into the 2005-06 budget since FCMAT's last six-month review. Previously, the budget and the payroll deductions had not been updated to reflect the new structure and rates. The 2005-06 second interim financial report, however, was constructed using rate information and payroll surcharge rates based on the district being insured through State Fund. The district's plan still does not include data from a recent actuarial report and is based on a "pay as you go" structure.

3. The district should request an actuarial study for workers' compensation annually and disclose the district's unfunded claims liability in public. The district's last actuarial review was completed on May 11, 2004. Many changes in workers' compensation laws and the district's experience level have changed significantly and will need to be factored into the district's budget. The district had not requested the actuarial study for the 2005-06 fiscal year at the time of this review.

4. District personnel are receiving technical training in the area of self-insurance, understanding actuarial data, claims processing, subrogation recoveries, and reinsurance claims to better assist the district in this area. The district has utilized a third party broker to provide assistance and training for staff.

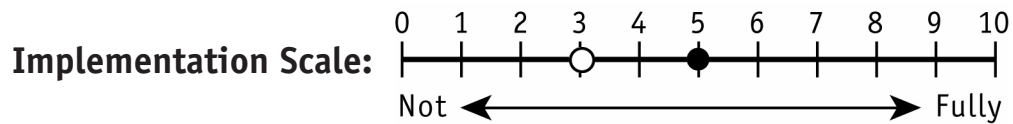
**Standard Implemented: Partially**

November 1, 2004 Rating: 3

May 1, 2005 Rating: 3

November 1, 2005 Rating: 5

May 31, 2006 Rating: 5



## 18.2 Maintenance and Operations Fiscal Controls

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### Professional Standard:

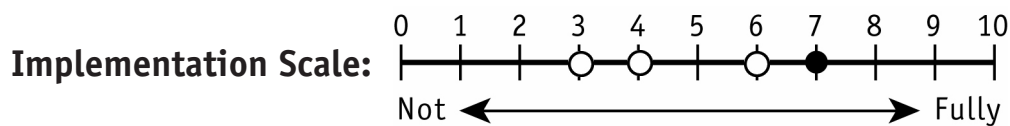
The district has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district utilizes the PM+4 Web-based maintenance work order tracking system to monitor needs for preventative maintenance. The system has maintenance tracking advantages for systems, preventative maintenance, etc., and is an excellent online tool to fulfill the district's work order system needs.
2. The district has implemented cross training of clerical staff on the present work order system and now has Web access for all district sites to report maintenance needs.

### Standard Implemented: Partially

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 1, 2005 Rating: 6  
May 31, 2006 Rating: 7



## 18.5 Maintenance and Operations Fiscal Controls

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### Professional Standard:

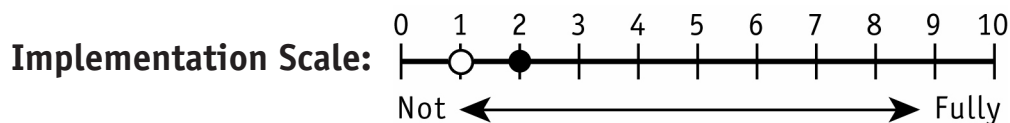
Materials and equipment/tools inventory is safeguarded from loss through appropriate physical and accounting controls.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not conducted an annual physical inventory of its fixed assets. GASB 34 requires the district to maintain complete and current fixed asset records for accounting purposes. The district implemented fixed accounting in the 2001-02 fiscal year but has failed to properly maintain records of additions and deletions. The procedures and reporting time lines for fixed assets should be updated and distributed to all departments. At the time of this review, no significant improvements were noted. The June 30, 2005 annual audit completed by the State Controller could not establish complete accounting records and supporting data for fixed assets for the district's financial statements.
2. The maintenance department should plan to automate its tracking and monitoring process for all power and hand tools either checked out or permanently located on district vehicles. Although the inventory is still performed manually, it meets industry standards and is currently being produced via a team concept. The equipment for vehicles may be checked out by a team number and is tracked to each vehicle, site location, hours utilized, date checked in, etc. Documentation was verified and observed by the review team.

### Standard Implemented: Partially

November 1, 2004 Rating:	1
May 1, 2005 Rating:	1
November 1, 2005	2
May 31, 2006 Rating	2



## 22.1 Special Education

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### Professional Standard:

The district actively takes measures to contain the cost of Special Education services while still providing an appropriate level of quality instructional and pupil services to Special Education pupils.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has an ongoing self-review process involving parents and community members. Concerns and problems are discussed and shared with staff. The process is also monitored by the state.
2. The fiscal employee assigned to monitor Special Education budgets works closely with the department director. The budget, including position control, is reviewed regularly to assure that actual expenditures are within the budgeted funds and recorded accurately. This close monitoring has benefited the department and helped to keep errors down and unexpected costs to a minimum.

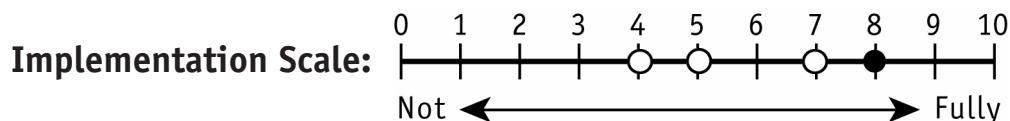
### Standard Implemented: Fully - Substantially

November 1, 2004 Rating: 4

April, 2005 Rating: 5

November 1, 2005 Rating: 7

May 31, 2006 Rating: 8



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.1</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> <b>Integrity and ethical behavior are the product of the district's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others. [State Audit Standard (SAS) 55, SAS-78]</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1.2</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> The district has an audit committee to: (1) help prevent internal controls from being overridden by management; (2) help ensure ongoing state and federal compliance; (3) provide assurance to management that the internal control system is sound; and (4) help identify and correct inefficient processes. [SAS-55, SAS-78]	0			
<b>1.3</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> The attitude of the Governing Board and key administrators has a significant effect on an organization's internal control. An appropriate attitude balances the programmatic and staff needs with fiscal realities in a manner that is neither too optimistic nor too pessimistic. [SAS-55, SAS-78]	2			
<b>1.4</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> <b>The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area. [SAS-55, SAS-78]</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1.5</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> Management has the ability to evaluate job requirements and match the requirements to the employee's skills. [SAS-55, SAS-78]	1			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.6</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> The district has procedures for recruiting capable financial management and staff and hiring competent people. [SAS-55, SAS-78]	2			
<b>1.7</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.	1	1	2	2
<b>1.8</b>	<b>PROFESSIONAL STANDARD - INTERNAL CONTROL ENVIRONMENT</b> The responsibility for reliable financial reporting resides first and foremost at the district level. Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud (SAS 82; Treadway Commission).	2	2	3	4
<b>2.1</b>	<b>PROFESSIONAL STANDARD - INTER- AND INTRADEPARTMENTAL COMMUNICATIONS</b> The business and operational departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).	1	1	3	4

The identified subset of standards appears in bold print.



<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>2.2</b>	<b>PROFESSIONAL STANDARD - INTER- AND IN-TRADEPARTMENTAL COMMUNICATIONS</b> The financial departments communicate regularly with the Governing Board and community on the status of district finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the district and board, or reflect a change in policy.	2	2	3	3
<b>2.3</b>	<b>PROFESSIONAL STANDARD - INTER- AND IN-TRADEPARTMENTAL COMMUNICATIONS</b> The Governing Board is engaged in understanding globally the fiscal status of the district, both current and as projected. The board prioritizes district fiscal issues among the top discussion items.	1	1	3	3
<b>2.4</b>	<b>PROFESSIONAL STANDARD - INTER- AND IN-TRADEPARTMENTAL COMMUNICATIONS</b> The district has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.	0	0	2	3
<b>2.5</b>	<b>PROFESSIONAL STANDARD - INTER- AND IN-TRADEPARTMENTAL COMMUNICATIONS</b> Documents developed by the fiscal division for distribution to the Governing Board, finance committees, staff and community are easily understood. Those who receive documents developed by the fiscal division do not have to wade through complex, lengthy computer printouts.	1	1	3	3

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.1</b>	<b>PROFESSIONAL STANDARD - STAFF PROFESSIONAL DEVELOPMENT</b> The district has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs.	0	0	0	2
<b>3.2</b>	<b>PROFESSIONAL STANDARD - STAFF PROFESSIONAL DEVELOPMENT</b> The district develops and uses a professional development plan for the in-service training of school site/department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the school sites/departments and is updated annually.	0	0	1	2
<b>4.1</b>	<b>PROFESSIONAL STANDARD - INTERNAL AUDIT</b> The Governing Board has adopted policies establishing an internal audit function that reports directly to the Superintendent/State Administrator and the audit committee or Governing Board.	0	1	3	5
<b>4.2</b>	<b>PROFESSIONAL STANDARD - INTERNAL AUDIT</b> Internal audit functions are designed into the organizational structure of the district. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss.	0	0	0	3
<b>4.3</b>	<b>PROFESSIONAL STANDARD - INTERNAL AUDIT</b> Qualified staff are assigned to conduct internal audits and are supervised by an independent body, such as an audit committee.	0			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>4.4</b>	<b>PROFESSIONAL STANDARD - INTERNAL AUDIT</b> Internal audit findings are reported on a timely basis to the audit committee, governing board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.	0			
<b>5.1</b>	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the district's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the district goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and district needs.	3			
<b>5.2</b>	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> The budget development process includes input from staff, administrators, board and community.	3			
<b>5.3</b>	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> Policies and regulations exist regarding budget development and monitoring.	2			
<b>5.4</b>	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> <b>The district has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects district priorities.</b>	2	4	5	5
<b>5.5</b>	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> <b>The district has policies to facilitate development of a budget that is understandable, meaningful, reflective of district priorities, and balanced in terms of revenues and expenditures.</b>	3	5	5	5

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
5.6	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted General Fund revenues and expenditures. Categorical program development is integrated with the district's goals and used to respond to district student needs that cannot be met by unrestricted expenditures. The superintendent, superintendent's cabinet and fiscal office have established procedures to ensure that categorical funds are expended effectively to meet district goals. Carryover and unearned income of categorical programs are monitored and evaluated in the same manner as General Fund unrestricted expenditures.	4			
5.7	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> <b>The district has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The first and second interim reports provide valid updates of the district's net ending balance. The district has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.</b>	0	2	3	4
5.8	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (POLICY)</b> The district utilizes formulas for allocating funds to school sites and departments. This can include staffing ratios, supply allocations, etc. These formulas should be in line with the board's goals and directions, and should not be overridden.	3			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>6.1</b>	<b>PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (TECHNICAL)</b> The budget office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies one-time sources and uses of funds. Reasonable ADA and COLA estimates are used when planning and budgeting. This process is applied to all funds.	0	3	4	4
<b>6.2</b>	PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (TECHNICAL) An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities.	3			
<b>6.3</b>	PROFESSIONAL STANDARD - BUDGET DEVELOPMENT PROCESS (TECHNICAL) Standardized budget worksheets are used in order to communicate budget requests, budget allocations, formulas applied and guidelines.	3			
<b>7.1</b>	LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS The district adopts its annual budget within the statutory time lines established by Education Code Section 42103, which requires that on or before July 1, the governing board shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board shall file that budget with the county superintendent of schools. [EC 42127(a)]	3			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>7.2</b>	<b>LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS</b> Revisions to expenditures based on the State Budget are considered and adopted by the governing board. Not later than 45 days after the governor signs the annual Budget Act, the district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect funding available by that Budget Act. [EC 42127(2) and 42127(i)(4)]	3			
<b>7.3</b>	<b>PROFESSIONAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS</b> The district has procedures that provide for the development and submission of a district budget and interim reports that adhere to criteria and standards and are approved by the county office of education.	3			
<b>7.4</b>	<b>LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS</b> The district completes and files its interim budget reports within the statutory deadlines established by Education Code Section 42130, et. seq.	2			
<b>7.5</b>	<b>PROFESSIONAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS</b> <b>The first and second interim reports show an accurate projection of the ending fund balance. Material differences are presented to the board of education with detailed explanations.</b>	0	0	3	4
<b>7.6</b>	<b>LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS</b> The district has complied with Governmental Accounting Standard No. 34 (GASB 34) for the period ending June 30, 2003. GASB 34 requires the district to develop policies and procedures and report in the annual financial reports on the modified accrual basis of accounting and the accrual basis of accounting.	1			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>7.7</b>	LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS The district has arranged for an annual audit (single audit) within the deadlines established by Education Code section 41020.	3			
<b>7.8</b>	LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS The district should include in its audit report, but not later than March 15, a corrective action for all findings disclosed as required by Education Code Section 41020.	4			
<b>7.9</b>	LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS The district must file certain documents/reports with the state as follows: J-200 series - (Education Code Section 42100); J-380 series - CDE procedures; Interim financial reports - (Education Code Section 42130); J-141 transportation report (Title V, article 5, Section 15270).	4			
<b>7.10</b>	LEGAL STANDARD - BUDGET ADOPTION, REPORTING, AND AUDITS Education Code Section 41020(c) (d) (e) (g) establishes procedures for local agency audit obligations and standards. Pursuant to Education Code Section 41020(h), the district submits to the county superintendent of schools in the county that the district resides, the State Department of Education, and the State Controller's Office an audit report for the preceding fiscal year. This report must be submitted "no later than December 15."	5			
<b>8.1</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> <b>All purchase orders are properly encumbered against the budget until payment.</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>8.2</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> <b>There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>5</b>
<b>8.3</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> The routine restricted maintenance account is routinely analyzed to ensure that income has been properly claimed and expenditures are within the guidelines provided by the State Department of Education. The district budget includes specific budget information to reflect the expenditures against the routine maintenance account.	6			
<b>8.4</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.	5			
<b>8.5</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> <b>The district uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>8.6</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> The district monitors both the revenue limit calculation and the special education calculation at least quarterly to adjust for any differences between the financial assumptions used in the initial calculations and the final actuals as they are known.	6			
<b>8.7</b>	<b>PROFESSIONAL STANDARD - BUDGET MONITORING</b> The district monitors the site reports of revenues and expenditures provided.	0			

The identified subset of standards appears in bold print.



<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>9.1</b>	<b>PROFESSIONAL STANDARD - BUDGET COMMUNICATIONS</b> The district budget is a clear manifestation of district policies and is presented in a manner that facilitates communication of those policies.	0			
<b>9.2</b>	<b>PROFESSIONAL STANDARD - BUDGET COMMUNICATIONS</b> The district budget clearly identifies one-time sources and uses of funds.	0			
<b>10.1</b>	<b>LEGAL STANDARD - INVESTMENTS</b> The Governing Board reviews and approves, at a public meeting and on a quarterly basis, the district's investment policy. [GC 53646]	0			
<b>11.1</b>	<b>PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING</b> <b>An accurate record of daily enrollment and attendance is maintained at the sites and reconciled monthly.</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>11.2</b>	<b>PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING</b> Policies and regulations exist for independent study, home study, inter/intradistrict agreements and districts of choice, and address fiscal impact.	1			
<b>11.3</b>	<b>PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING</b> <b>Students are enrolled by staff and entered into the attendance system in an efficient, accurate and timely manner.</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>11.4</b>	<b>PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING</b> At least annually, the school district verifies that each school bell schedule meets instructional time requirements for minimum day, year and annual minute requirements.	4			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>11.5</b>	PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING Procedures are in place to ensure that attendance accounting and reporting requirements are met for alternative programs such as ROC/P and adult education.	1			
<b>11.6</b>	<b>PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING</b> <b>The district utilizes standardized and mandatory programs to improve the attendance rate of pupils. Absences are aggressively followed-up by district staff.</b>	0	3	4	5
<b>11.7</b>	<b>PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING</b> <b>School site personnel receive periodic and timely training on the district's attendance procedures, system procedures and changes in laws and regulations.</b>	0	1	3	4
<b>11.8</b>	LEGAL STANDARD - ATTENDANCE ACCOUNTING Attendance records are not destroyed until after the third July 1 succeeding the completion of the audit. (Title V, CCR, Section 16026)	5			
<b>11.9</b>	PROFESSIONAL STANDARD - ATTENDANCE ACCOUNTING The district makes appropriate use of short-term independent study and Saturday school programs as alternative methods for pupils to keep current on classroom course work.	0			
<b>12.1</b>	LEGAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING The district adheres to the California School Accounting Manual (CSAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 41010. Adherence to CSAM and GAAP helps to ensure that transactions are accurately recorded and financial statements are fairly presented.	2			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
12.2	<b>PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING</b> The district timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) require that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the district's financial management.	2	2	2	3
12.3	<b>PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING</b> The district forecasts its revenues and expenditures and verifies those projections on a monthly basis in order to adequately manage its cash. In addition, the district reconciles its cash to bank statements and reports from the county treasurer reports on a monthly basis. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.	1	2	2	4
12.4	<b>PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING</b> The district's payroll procedures are in compliance with the requirements established by the County Office of Education, unless fiscally independent. (Education Code Section 42646) Standard accounting practice dictates that the district implement procedures to ensure the timely and accurate processing of payroll.	1	2	2	3
12.5	<b>PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING</b> Standard accounting practice dictates that the accounting work is properly supervised and work reviewed in order to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.	1			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>12.6</b>	PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING Federal and state categorical programs, either through specific program requirements or through general cost principles such as OMB Circular A-87, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures.	1			
<b>12.7</b>	PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the district have standard procedures for closing its books at fiscal year-end. The district's year-end closing procedures should comply with the procedures and requirements established by the county office of education.	1			
<b>12.8</b>	LEGAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING The district complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the district have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with district policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded.	2			
<b>12.9</b>	PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING The district has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.	3			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>12.10</b>	<b>PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING</b> The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	2			
<b>12.11</b>	<b>PROFESSIONAL STANDARD - ACCOUNTING, PURCHASING, AND WAREHOUSING</b> The district has implemented the new Standardized Account Code Structure. SACS ensures the district is in compliance with federal guidelines, which will ensure no loss of federal funds, e.g., Title I federal class size reduction.	5			
<b>13.1</b>	<b>LEGAL STANDARD - STUDENT BODY FUNDS</b> The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds. [EC 48930-48938]	4			
<b>13.2</b>	<b>LEGAL STANDARD - STUDENT BODY FUNDS</b> Proper supervision of all student body funds is provided by the board. [EC 48937] This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	4			
<b>13.3</b>	<b>PROFESSIONAL STANDARD - STUDENT BODY FUNDS</b> The district provides training and guidance to site personnel on the policies and procedures governing the Associated Student Body account.	4			
<b>13.4</b>	<b>PROFESSIONAL STANDARD - STUDENT BODY FUNDS</b> In order to provide adequate oversight of student funds and to ensure the proper handling and reporting, the California Department of Education recommends that periodic financial reports be prepared by sites, and then summarized by the district office.	2			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>13.5</b>	<b>PROFESSIONAL STANDARD - STUDENT BODY FUNDS</b> In order to provide adequate oversight of student funds and to ensure proper handling and reporting, the California Department of Education recommends that internal audits be performed. Such audits should review the operation of student body funds at both district and site levels.	2			
<b>14.1</b>	<b>PROFESSIONAL STANDARD - MULTIYEAR FINANCIAL PROJECTIONS</b> A reliable computer program that provides reliable multiyear financial projections is used.	0			
<b>14.2</b>	<b>LEGAL STANDARD - MULTIYEAR FINANCIAL PROJECTIONS</b> The district annually provides a multiyear revenue and expenditure projection for all funds of the district. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable. [EC 42131]	0			
<b>14.3</b>	<b>LEGAL STANDARD - MULTIYEAR FINANCIAL PROJECTIONS</b> <b>Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated. [EC 42142]</b>	0	1	1	2
<b>15.1</b>	<b>LEGAL STANDARD - LONG-TERM DEBT OBLIGATIONS</b> The district complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers compensation, and collective bargaining agreements. [GC 3540.2, 3547.5, EC 42142]	3			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
15.2	<b>PROFESSIONAL STANDARD - LONG-TERM DEBT OBLIGATIONS</b> When authorized, the district uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments.	2			
15.3	<b>PROFESSIONAL STANDARD - LONG-TERM DEBT OBLIGATIONS</b> For long-term liabilities/debt service, the district prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The district projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. The cash flow projections are monitored on an ongoing basis to ensure that any variances from projected cash flows are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	2			
15.4	<b>PROFESSIONAL STANDARD - LONG-TERM DEBT OBLIGATIONS</b> <b>The district has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the school district. A plan has been established for funding retiree health benefit costs as the obligations are incurred.</b>	1	2	2	2

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
16.1	<b>PROFESSIONAL STANDARD - IMPACT OF COLLECTIVE BARGAINING</b> The district has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of district operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of district operations. The district identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on district operations of current collective bargaining language, and proposes amendments to district language as appropriate to ensure effective and efficient district delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.	1	4	5	6

The identified subset of standards appears in bold print.



<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>16.2</b>	<b>PROFESSIONAL STANDARD - IMPACT OF COLLECTIVE BARGAINING</b> The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The Superintendent ensures that the district has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected district revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the district are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment.	1	2	3	5
<b>17.1</b>	<b>PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS</b> Management information systems support users with information that is relevant, timely, and accurate. Needs assessments are performed to ensure that users are involved in the definition of needs, development of system specifications, and selection of appropriate systems. Additionally, district standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems. The district ensures that all systems are compliant with the new Standardized Account Code Structure (SACS), year 2000 requirements, and are compatible with county systems with which they must interface.	3	6	6	6

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
17.2	<b>PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS</b> Automated systems are used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Needs assessments are performed to determine what systems are candidates for automation, whether standard hardware and software systems are available to meet the need, and whether or not the district would benefit. Automated financial systems provide accurate, timely, relevant information and conform to all accounting standards. The systems are designed to serve all of the various users inside and outside the district. Employees receive appropriate training and supervision in the operation of the systems. Appropriate internal controls are instituted and reviewed periodically.	8			
17.3	<b>PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS</b> <b>Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process.</b>	0	6	8	8
17.4	<b>PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS</b> <b>Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems.</b>	0	7	7	8

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>17.5</b>	PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS Access to administrative systems is reliable and secure. Communications pathways that connect users with administrative systems are as free of single-points-of-failure as possible, and are highly fault tolerant.	3			
<b>17.6</b>	PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the technology department unless the user is informed that district support for non-standard items will not be available.	3			
<b>17.7</b>	PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS Computers are replaced on a schedule based on hardware specifications.	2			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>17.8</b>	<b>PROFESSIONAL STANDARD - MANAGEMENT INFORMATION SYSTEMS</b> The following network standards, established for school districts, are being followed by the district: <ul style="list-style-type: none"> <li>• A stable firewall is used with a separate DMZ and "inside" network.</li> <li>• The district follows EIA/TIA 568-B for all network cabling.</li> <li>• A Web content filter is used for all outbound Internet access.</li> <li>• The district uses an e-mail spam filter for all inbound e-mail.</li> <li>• Administrative and academic network traffic is kept separate.</li> <li>• Switches and network hubs are installed, and the district ensures that switches support certain features.</li> <li>• Login banners are added to all network elements that will support them.</li> <li>• The district has transitioned from all non-TCP/IP protocols.</li> <li>• The district uses a VPN for any access to the internal network from the outside.</li> </ul>	4			
<b>18.1</b>	<b>PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS</b> <b>The district has a comprehensive risk-management program that monitors the various aspects of risk management including workers compensation, property and liability insurance, and maintains the financial well being of the district.</b>	3	3	5	5
<b>18.2</b>	<b>PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS</b> <b>The district has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.</b>	3	4	6	7

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>18.3</b>	PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS The district controls the use of facilities and charges fees for usage in accordance with district policy.	6			
<b>18.4</b>	PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS The Maintenance Department follows standard district purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.	6			
<b>18.5</b>	<b>PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS</b> <b>Materials and equipment/tools inventory is safeguarded from loss through appropriate physical and accounting controls.</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>18.6</b>	PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS District-owned vehicles are used only for district purposes. Fuel is inventoried and controlled as to use.	2			
<b>18.7</b>	LEGAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS Vending machine operations are subject to policies and regulations set by the State Board of Education. All vending machine contracts reflect these policies and regulations. An adequate system of inventory control also exists. [EC 48931]	3			
<b>18.8</b>	LEGAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS Capital equipment and furniture is tagged as district-owned property and inventoried at least annually.	2			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>18.9</b>	<b>LEGAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS</b> The district adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed \$50,000; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000.	7			
	<b>PROFESSIONAL STANDARD - MAINTENANCE AND OPERATIONS FISCAL CONTROLS</b> Standard accounting practices dictate that the district has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with district policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards.	6			
<b>19.1</b>	<b>PROFESSIONAL STANDARD - FOOD SERVICE FISCAL CONTROLS</b> In order to accurately record transactions and to ensure the accuracy of financial statements for the cafeteria fund in accordance with generally accepted accounting principles, the district has adequate purchasing and warehousing procedures to ensure that: 1. Only properly authorized purchases are made consistent with district policies, federal guidelines, and management direction. 2. Adequate physical security measures are in place to prevent the loss/theft of food inventories. 3. Revenues, expenditures, inventories, and cash are recorded timely and accurately.	7			
<b>19.2</b>	<b>PROFESSIONAL STANDARD - FOOD SERVICE FISCAL CONTROLS</b> The district operates the food service programs in accordance with applicable laws and regulations.	7			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>19.3</b>	<b>PROFESSIONAL STANDARD - FOOD SERVICE FISCAL CONTROLS</b> Food service software permits point of sale transaction processing for maximum efficiency.	7			
<b>20.1</b>	<b>PROFESSIONAL STANDARD - CHARTER SCHOOLS</b> In the process of reviewing and approving charter schools, the district identifies/establishes minimal financial management and reporting standards that the charter school will follow. These standards/procedures will provide some level of assurance that finances will be managed appropriately, and allow the district to monitor the charter. The district monitors the financial management and performance of the charter schools on an ongoing basis in order to ensure that the resources are appropriately managed.	1			
<b>21.1</b>	<b>PROFESSIONAL STANDARD - STATE-MANDATED COSTS</b> The district has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.	2			
<b>22.1</b>	<b>PROFESSIONAL STANDARD - SPECIAL EDUCATION</b> <b>The district actively takes measures to contain the cost of special education services while still providing an appropriate level of quality instructional and pupil services to special education pupils.</b>	4	5	7	8

The identified subset of standards appears in bold print.

## Facilities Management

In the six months since the last progress review, the district has continued to address the identified deficiencies in this management area, implementing the action plans designed to correct the deficiencies. The district continues to show progress in areas such as staff training and work order management. However, a cornerstone of the action plan and the success of the implementation hinges on the revision/adoption of comprehensive board policies and procedures for appropriately managing facilities, maintenance, and operations. At the time of this review, neither the board policies nor the Policies and Procedures Manual for these areas had been completed. As a result, the district's opportunity to significantly increase its rating in many of the facilities standards assessed is greatly reduced. Further, the process of effecting significant and lasting change, or affecting attitudes and culture in the workplace, is a multiyear process that is not likely to be accomplished in a short period of time.

In the original comprehensive Assessment and Improvement Plan developed for Vallejo City Unified School District, numerous areas were identified where the district's performance did not meet established standards, including:

- Lack of documentation of policies and processes;
- Numerous health and safety issues at the school sites;
- Inadequate communication among the central office departments, the central office, and school sites;
- Lack of emphasis on preventive maintenance;
- Lack of a planned program maintenance system for facilities;
- Inconsistent handling of work orders and other facilities related documentation.

The status of these key areas is discussed below.

### Documentation of Policies, Procedures, and Processes

The district is revising and expanding its board policies and administrative regulations. As policies and regulations are adopted, the district posts them on its Web site. To date, the district has reviewed and updated two policies related to facilities, maintenance, and operations: hazardous substances and environmental safety. The two policies and regulations are not numbered, but the district indicated this would be done once all policies and regulations are updated and adopted. The exact timeline for addressing the rest of the policies and administrative regulations for facilities, maintenance, and operations is not clear. The district's stated goal is to complete its review and update of all policies and administrative regulations by the end of 2006.

The district's action plan calls for the development of a comprehensive policies and procedures manual for facilities, maintenance, and operations. The policies and procedures manual is intended to address all aspects of the operations of these departments, as well as address the findings and recommendations identified in the Assessment and Improvement Plan. To date, the district has accumulated information, best practices, and sample manuals, and has started the process of drafting and developing its own policies and procedures manual. The samples and outline for the manual show that the district's goal is to comprehensively address a broad range of areas and issues, including operations, personnel, safety, equipment maintenance and management. As part of the manual, the district hopes to implement more comprehensive evaluation tools for personnel, which is important for increasing staff capability and instituting accountability. However, the full implementation of this item will likely need to be addressed through collective bargaining.



Evidence of the draft manual was available for review, and district staff indicated it was approximately 85% complete. The department's goal for completing a draft of the manual is June 2006.

### **Communication between Central Office Departments**

The two departments basically responsible for district facilities are Student Housing Services, commonly known as Facilities, and Facilities Services, known as Maintenance and Operations. The relationship between the administrators of these departments appears good. A weekly meeting is held for division staff to facilitate consistent communication between Student Housing and Facilities. In addition, the two directors participate in Cabinet meetings every other week.

Student Housing and Facilities and other central office departments communicate via e-mail and phone calls as needed. Overall, communication appears to be improving, but there are still gaps.

Communication with sites regarding work orders has improved because of changes made to the work order management system. This has reduced the frustration that many principals previously felt in trying to ensure that requested work was being scheduled and performed.

The completion of board policies, administrative regulations, and departmental policy and procedures manuals should help to formalize the frequency, nature, and format of interdepartmental communications. While communication is improving, there is still work to be done to formalize and document processes to ensure timely and ongoing communication between the two departments, other central office departments, and sites to ensure that facility issues are addressed promptly.

### **Communication between Schools and Central Office**

In the past, communication between school sites and the Maintenance and Operations Department has been a problem. Sites complained that work orders, e-mails, and voicemails either were not answered or were not answered promptly. Further, the work order system was viewed as cumbersome, time consuming, and not user friendly. As a result, the system was not consistently used, which created problems in managing and tracking work orders. Conversely, when the work order system was used, sites frequently were not aware of the status of any given work order. As a result, multiple work orders were frequently submitted for the same job, which created administrative and tracking issues for the Maintenance Department.

The district upgraded its work order/preventive maintenance system and archived old data. This improved the speed of the system, and simplified the process for site staff to review the status of work orders. Feedback from site administrators regarding the upgraded system has been positive. In addition, the upgraded system will assist the district to better manage facilities and reduce the number of repairs needed and work orders submitted.

While the upgraded work order system has been a success, some site administrators stated that the departments could be more prompt in responding to calls and e-mails. The departments should commit to returning calls and e-mails within 24 hours to ensure that site issues are addressed promptly. The Director of Facilities Services provided evidence of ongoing communications to site personnel regarding use of the work order system.

## **Fire, Health, and Safety Issues at School Sites**

The prior six-month review noted the district's major improvement with regard to fire extinguishers. At that time, only a few expired extinguishers were noted, virtually all classrooms had fire extinguishers, and access to fire extinguishers was clear at the sites visited.

The district has maintained its performance in this area at this review period. Only a few expired extinguishers were noted, virtually all classrooms had fire extinguishers, and access to the extinguishers was clear at the sites visited. Performance has continued to improve as a result of the district contracting for a fire life safety survey and requiring head custodians to perform a monthly inspection of fire extinguishers and submit a monthly inspection report to the district office.

In addition, the district has hired a contractor to ensure that all safety systems (clocks, bells, alarms) are operating properly and to make repairs as necessary.

In those areas where problems were still observed, the district continues its efforts to address them. For example, a few instances of unsanitary restrooms were observed. In response to the need to improve bathroom cleanliness, the district continues to train custodial personnel on the use of the newly purchased restroom cleaning/sterilizing equipment, which will improve the quality and efficiency of bathroom cleaning. The custodial staff is required to use the restroom cleaning/sterilizing equipment, and district staff monitors equipment usage. In addition, the district has established a night custodial supervisor position to evaluate the adequacy of work done by night custodians, including restroom cleaning.

Generally, while the district still needs to make improvements in Facilities Management, the number of sites with issues and the frequency of violations at sites have decreased. Ongoing improvement is expected as the district moves forward with formalizing and implementing its operating procedures.

## **Summary**

The review of Facilities Management included the assessment of a selected subset of 15 professional and legal standards of performance. The average rating of this subset of 15 standards has improved in the last 18 months as follows:

November 2004	2.46
May 2005	3.13
November 2005	3.87
May 2006	4.47



## 1.3 School Safety

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### Legal Standard:

Demonstrate that a plan of security has been developed, which includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9]

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district continues to work on implementing the recommendation to update its board policies and administrative regulations. As policies and administrative regulations are adopted, the district posts them on its Web site. To date, the district has reviewed and updated two policies related to facilities, maintenance, and operations: hazardous substances and environmental safety. The two policies have not been numbered, but the district indicated this would be done once all policies and regulations are updated and adopted. Otherwise, the district has not reviewed or updated its facilities, maintenance, and operations policies. The exact timeline for doing so is not clear, although the district's stated goal is to complete its review and updating of all policies and administrative regulations by the end of 2006. This item will require follow-up in the next review to determine if the board policies were updated to sufficiently address pertinent facilities issues.
2. The districtwide and site-specific safety plans are complete. Draft plans were completed in December 2005, with revisions made in January through April 2006 for all sites. The districtwide and site-specific safety plans are in the district's print shop and will be distributed shortly. The district office also will retain a copy of each site plan on CD-ROM. The following areas are included in the plan:
  - General Safety Information
  - Child Abuse Reporting
  - Disaster Procedures
  - Notification of Dangerous Pupils
  - Suspension, Expulsion, and Due Process
  - Sexual Harassment Policies
  - School Dress and Grooming
  - Safe Ingress and Egress
  - Rules and Procedures for School Discipline
  - Crime Assessment
  - Appendices—Reference and Resource Information

The district and sites have completed the plan. However, five sections of the plan utilize district board policies and administrative regulations that have not yet been updated as the basis of support for the plan. Sections affected include:

- Suspension, Expulsion, and Due Process
- Sexual Harassment Policies
- School Dress and Grooming
- Rules and Procedures for School Discipline
- Crime Assessment

Since half the areas in the plan are based on board policies and administrative regulations, the review and adoption of which is not scheduled for completion until the end of 2006, it is possible that the plan(s) will not accurately reflect district policies. Once board policies and administrative regulations are in place, the plans should be reviewed to ensure that they align with board policies and administrative regulations.

3. The district has evaluated and developed recommendations for exterior lighting at school sites. The evaluation was completed as part of the district's overall assessment of workplace safety. The district has not developed a plan to upgrade exterior lighting and security fencing. In FCMAT's previous visit, security fencing was being installed at Hogan High School. In this last visit, district personnel said that exterior lighting was installed at Bethel High School.
4. The district has evaluated perimeter security at school sites. Visits to selected sites indicated that many sites have multiple access points and do not have complete perimeter fencing. The issue of perimeter security was encompassed in the district's assessment of workplace safety. To date, security fencing has been added at Hogan High School. Perimeter fencing was installed but gates were not, leaving the campus with multiple access points. No separate action plan has been developed to prioritize and address security fencing issues at other sites.
5. The district has not implemented the recommendation to add visitor signs at all entry points to schools. In general, sites have some signage for visitors only at the main point of entry for the school and not at all pedestrian entry points.
6. The district requires visitors, vendors, contractors, and other staff to sign the visitor log and obtain a visitor's sticker; however, the district has not implemented the recommendation that visitor stickers be school and date specific at all sites. The district indicated that sites are provided visitor stickers that are school specific with a line designated for the date. Evidence of this was found at one site while another site had visitor stickers that were not site and date specific.

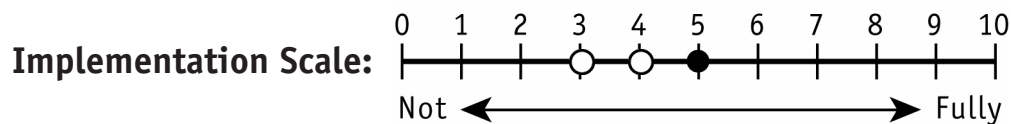
Given that many school sites have multiple entry points, it would be possible for people to enter sites without signing in at the office. Therefore, addressing the issue of perimeter security will increase the effectiveness of the sign-in process for monitoring visitors to the campus.

7. The district did not provide documentation that it implemented procedures to ensure that all volunteers are appropriately evaluated and approved.

8. The district has not implemented the prior recommendation to add “no trespassing” signs at all school sites, based on reviews at selected sites. District staff stated this would be done by the end of summer 2006.
9. The district has not implemented the recommendation to add Tobacco Free Zone (TFZ) signs at all entry points at all school sites. Based on site visits, sites more consistently had TFZ signage at the main entry point.
10. The district has not implemented the recommendation to ensure that all high school students have student identification. The issue is being evaluated as part of the development of the security plan and the workplace safety assessment. The district intends to implement student identification for all high schools; however, only Vallejo High School has provided student identification cards for all students. Since the previous visit in fall 2005, there has been no change.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 5



## 1.8 School Safety

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### Professional Standard:

The district has a graffiti and vandalism abatement plan that is followed by all district employees. The district provides employees with sufficient resources to meet the requirements of the abatement plan.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not implemented the recommendation to revise its board policies to sufficiently address pertinent facilities issues, including graffiti.
2. The district's written graffiti and vandalism plan has not yet been finalized. The district's action plan calls for a comprehensive Maintenance and Operations Manual that will address graffiti and vandalism. However, the manual is still under development. The district estimates that it is 85% complete.
3. The district has a process to address graffiti and vandalism. At each site, the head custodian is responsible for walking the grounds each morning to identify graffiti and vandalism. In addition, security staff report incidents of graffiti and vandalism noted during their nightly rounds. Graffiti and vandalism are reported to the Maintenance and Operations office and assigned to a cleanup crew. The district has assigned specific staff exclusively to vandalism repair and graffiti abatement to ensure it is addressed quickly to discourage future graffiti/vandalism.

The district's process appears to result in a relatively quick response to reported graffiti and vandalism, but these problems are ongoing and consume a significant amount of the district's labor and resources.

4. The district has not implemented the recommendation to provide training to all site personnel responsible for reporting and cleaning/repairing graffiti and vandalism. New custodial staff are provided training on their duties in general, and are provided with the standards for cleaning procedures, which identify cleaning graffiti and preparing a report for the head custodian regarding vandalism. Training has not been extended to site administrators and staff. The Director of Facilities Services has notified site administrators through written communications of the procedures used to report graffiti and vandalism.
5. The district has not implemented the recommendation to adopt a districtwide paint scheme. The district is attempting to limit the number of paint colors utilized in facilities and has reduced the number of inventory of available paint colors by 10; however, no formal standardization has occurred to date, nor has any policy been implemented that addresses the issue of standardization of paint schemes.
6. The district has provided supplies to site custodial staff for minor graffiti abatement. Supplies for abatement are on the standard custodial supply order form. This item is addressed in the draft of the graffiti plan. In addition, it appears that appropriate staff, head custodians and painters have received some training on graffiti abatement, and this duty has been included in the job description of all head custodians.

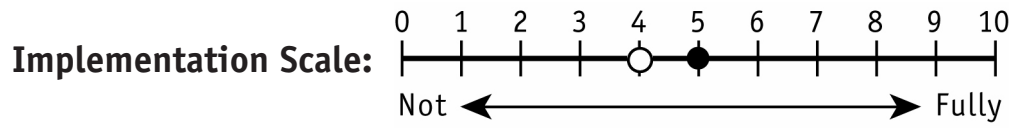
## Standard Implemented: Partially

November 1, 2004 Rating: 4

May 1, 2005 Rating: 4

November 30, 2005 Rating: 5

May 31, 2006 Rating: 5





## 1.14 School Safety

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### Legal Standard:

Sanitary, neat, and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not implemented the recommendation to revise board policies to delineate that all sanitation and fire hazards, and other safety issues, are to be corrected immediately.

Since the board policies, administrative regulations, and the Maintenance and Operations Procedures Manual have not been revised or completely drafted, the district has not yet formalized the requirement that staff immediately report health and safety issues to the Office of Facilities Services.

In the absence of formal policies, regulations, and manuals, the Maintenance and Operations Department has sent out a memo to all site administrators and informed custodians of the process to report urgent items (health and safety issues). Nevertheless, based on selected site reviews, health and safety issues such as missing fire extinguishers, blocked/locked exits, wet floors, and unclean bathrooms with inadequate supplies were observed. However, the frequency and severity of such occurrences appears to have been reduced. Issues related to unsatisfactory bathroom conditions likely are a result of staff not adequately performing their jobs. This is a supervisory issue that demands that the district provide greater oversight and inspection of the job performance of custodians.

The district is addressing performance issues with the addition of a night custodial supervisor. The night custodial supervisor has started a Custodial Action Committee that meets every month to discuss ways to create positive change in custodial operations. Committee members include custodians, management staff, and teachers. The custodial supervisor also holds monthly professional development meetings for head custodians. In addition, principals and site staff need to be more involved in documenting and reporting unsatisfactory conditions due to inadequate custodial performance. If sufficient information and documentation is provided, it is incumbent on district management to take appropriate corrective action to remedy the situation.

2. The district implemented the recommendation to perform regular inspections of the fire extinguishers. Consistent with the recommendation contained in the original November 2004 review report, the district initiated a monthly process of inspecting fire extinguishers at each school site. The process requires the head custodian at each site to inventory and inspect all fire extinguishers at the site (including location, size, and type) to verify that the pin is in place, the charge is adequate, the hose and nozzle are in good condition and access is not blocked.

Based on a review of the forms submitted, the monthly inspections are beginning to be performed. The monthly inspection reports, which must be submitted to Facilities

Services, also provide tracking documents for instances where extinguishers need to be serviced or replaced, as well as documenting job performance for head custodians. Based on the information documented in the reports, it appears that instances where fire extinguishers are out of compliance are being detected by the formal monthly inspections. Further, based on reviews made during site visits, fire extinguisher compliance has greatly improved and a lower number of noncompliant extinguishers was noted.

The district has taken steps to increase school safety by implementing a monthly fire extinguisher inspection program and a parallel process to evaluate egress to ensure sites have a visible exit sign and pathways are unobstructed. Also, Siemens Building Technologies performed a fire life safety survey throughout the district. The Siemens inspections included certification of fire alarm systems, test and inspection of fume hoods in chemical labs, test and inspection of kitchen hood systems, smoke detectors, fire alarm pull stations, door holders, fire alarm panels, heat detectors, horns/strobes, and quarterly inspection and certification of fire sprinkler systems. The district has had a contractor do extensive repair work at multiple sites to ensure that fire alarm systems are working and alarms are audible throughout the site. Further, the district has current contracts for maintenance on elevators and chair lifts at school sites.

3. The district has partially implemented the recommendation to establish a formalized training plan and provide annual training to all site staff responsible for reporting and addressing maintenance, cleanliness, and safety issues.

New custodial staff are provided training on their duties in general and are provided with the standards for cleaning procedures. Training classes are provided for all custodial staff by the night custodial supervisor. Once the five-part training is completed, employees receive a Certificate of Training to recognize this achievement. The district has designated the first and third Mondays of each month for staff training. In addition, the district is providing issue-/topic-specific training as available or needed.

Examples of training provided include energy efficiency training completed in October provided by PG&E related to tuning all HVAC systems (which makes the district eligible for rebates), training on the new bathroom cleaning equipment provided in mid-October with follow-up training by the end of the calendar year, and AHERA training regarding lead and asbestos hazards scheduled for late November. The district has instituted a formalized training plan that includes supervisory monitoring of staff work, identifies and provides individual staff training needs, and formally documents them in the employee evaluations.

4. The district has partially implemented the recommendation to have supervisors review the progress site personnel are making in keeping campuses safe and clean.

Based on interviews with the Director of Facilities, having safe and clean campuses is an important issue for the district, and this has been conveyed to staff. The district hired a night custodial supervisor in January 2006 to monitor and improve staff performance in keeping school sites safe and clean. The night custodial supervisor has a checklist that evaluates sweeping; dusting; washing of table tops, sink counters, drinking fountains,

walls, and desktops; mopping of doorways, in front of sinks, rooms, hallways, entry ways; miscellaneous items, such as emptying trash cans, replacing light bulbs, securing the campus, cleaning blackboards; cleaning restrooms, including chrome fixtures, toilets, sinks, and filling toilet paper dispensers. Progress in this area will be reviewed in a follow-up visit.

In addition, the district's bargaining agreement with the teachers' association requires teachers to report inadequate conditions in the classroom/work area. This provides additional feedback regarding the adequacy of staff in maintaining a clean and safe campus. District staff reported a reduction in the number of inadequate conditions reported since the hiring of the night supervisor and creation of the Custodial Action Committee. The responsibility for monitoring the job performance of custodial and grounds staff and performing the related evaluations appears to fall upon one custodial manager. The district should consider implementing measures to provide additional direct supervisory review and oversight to improve employees' job performance or dismiss them for cause.

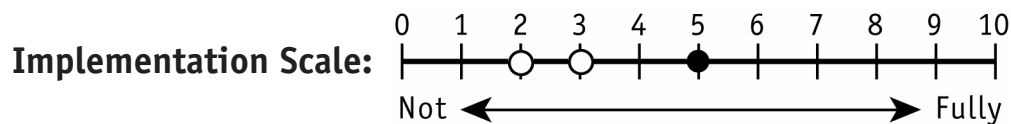
5. The recommendation to emphasize safety and cleanliness in employee evaluations is still in the process of being implemented.

Employees are essentially evaluated annually. Clearly, the issues of safety and cleanliness are important to the district. As a result, the district has attempted to raise the expectation of what constitutes standard performance. Employee performance that previously might have been rated above standard is now likely to just meet the standard expectation. However, the evaluation form utilized is the same form that has been used in the past because it is a negotiated document and can only be changed by negotiation. The current CSEA contract does not expire until 2008. Therefore, the documentation used does not provide explicit evidence of the emphasis on safety and cleanliness in employee evaluations.

Based on a sample of employee evaluations, additional comments on the evaluation form that could have spoken specifically to the issues of safety and cleanliness appeared to be minimal. Administrators indicated there would be changes in upcoming evaluations based on raised expectations for standard performance.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 5



## 1.18 School Safety

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### Legal Standard:

A comprehensive school safety plan exists for the prevention of campus crime and violence.  
[EC 35294-35294.9]

### Progress on Implementing the Recommendations of the Improvement Plan:

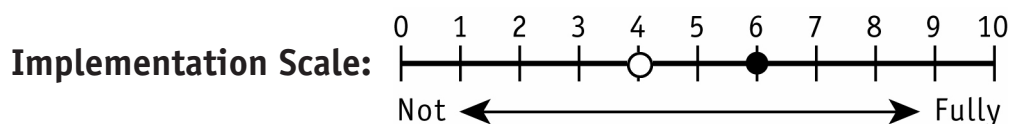
1. The district has not completed revising its board policies; therefore, updated policies regarding school safety plans were not available at the time of the review.
2. The district has partially implemented the recommendation regarding updating school safety plans and training staff.

The district has completed districtwide and site-specific safety plans based on the districtwide plan. However, five of the areas addressed in the districtwide plan and site plans are based on district board policies that are not scheduled to be completed until the end of 2006. Therefore, these plans will have areas not addressed until the board policies are completed, or the plans may need to be revised upon adoption of the policies.

3. Based on the districtwide plan, the district has addressed the recommendation to include the following key components of a comprehensive school safety plan:
  - Status of school crimes committed on district campuses during district functions
  - Dangerous pupil notification procedures
  - Strategies and programs for the maintenance of high levels of school site safety
  - Access procedures for students
  - Educational environment requirements
  - School discipline procedure
  - Sexual harassment policy

### Standard Implemented: Partially

November 1, 2004 Rating: 4  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 6



## 2.1 Facility Planning

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### **Professional Standard:**

The district should have a long-range school facilities master plan.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has conducted an in-house facilities inventory and multiphase facilities master plan. The facilities inventory considered total classrooms and total capacity by site, including relocatable buildings, and adjustments to capacity for utilization of rooms for activities other than classes, class-size reduction, and special education. The site-by-site capacity information was compared to current and projected enrollment over the short term. Decisions were then made regarding the adequacy of classroom capacity given projected growth trends and distributional factors. This then led to the reconfiguration of sites and programs and the identification of surplus property. The result was a multiphase process to serve all district students in adequate facilities, while generating one-time and ongoing revenue to reduce the district's fiscal obligations to the state.

The district continues progress on Phase I of its facilities master plan. The Farragut Elementary School program has moved to Mare Island and the Adult School, community day school, and portions of the home teaching school have moved to the former Farragut site. This provides more space for the potentially growing elementary population from Farragut and for development on Mare Island, better drop-off access for students, and better library and computer facilities. The district office also is moving to Mare Island pursuant to an agreement with the developer, which obviates the need to make improvements to the current district office. A portion of the current district office site will be declared surplus, with the intent to lease the property and generate ongoing income. The district office move is planned for fall 2006. The plan also anticipates making the McKinley site (formerly the adult school) and the Rollingwood site available for lease/development to generate revenue for the district.

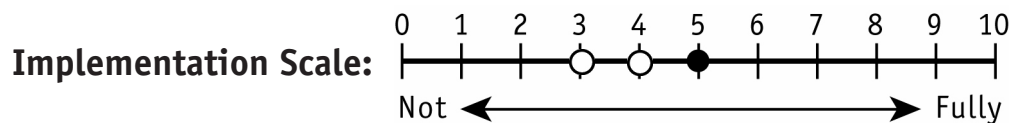
The later phases of the plan call for improvements to various district schools, as well as the sell off/lease of surplus property to generate revenue for the district's recovery. The district appears to have successfully implemented the first elements of Phase I of its facilities master plan. It remains advisable for the district to work with consultants with significant experience in developing successful school facilities master plans to ensure that the current plan best serves the district's short- and long-term financial and facility needs.

2. The district has implemented the prior recommendation to retain consultants to assist with planning, development, and maintenance of a long-term facilities master plan. The district does not have a contract with an outside consultant to perform a new demographic study; it has been performing this in-house with current staff. The district has current contracts with a separate consultant to provide financial advisory services related to its capital facility needs, and a real estate appraiser and title company to assist with the evaluation of district property being considered for surplus status.

3. As part of its recovery plan, the district is selling and leasing property. The district plans to use the proceeds from the sale/lease of property to pay the state loan and to offset general fund deficit spending. The district should confirm the appropriate uses of the proceeds from the sale and lease of its property before making long-term commitments.
4. The district accepted a bid for \$20 million to sell the Rollingwood property. Payment terms to the district are being negotiated. Plans to use the funds to repay the state loan are being considered.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 3  
May 1, 2005 Rating: 4  
November 30, 2005 Rating: 5  
May 31, 2006 Rating: 5



## 2.14 Facility Planning

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### Professional Standard:

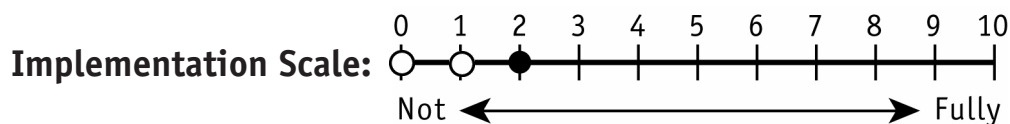
The district should consider developing an asset management plan.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district is in the process of developing an asset management plan. The district hired a consultant to develop the plan; however, a plan was not available for review at the time of the evaluation. To date, the district's work has been limited to an inventory of sites, classrooms, portables, capacity, and enrollment. Other than the assertions, recommendations and actions contained in the facilities master plan, no information was provided regarding an independent analysis that identifies and classifies existing and potential revenue sources, allocates revenues to expenditures, provides financial strategies, or supports the existing in-house facilities master plan. Such an asset management plan will be especially valuable in the future if the district considers site closures. The district opened bids on March 16, 2006, to sell identified surplus properties. Four properties were out for bid. One bid by KB Homes for \$20 million was accepted for the Rollingwood property. All other bids for the three remaining properties were rejected and the district plans to sell at an undetermined time in the future.

### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 1  
November 30, 2005 Rating: 1  
May 31, 2006 Rating: 2



### 3.7 Facilities Improvement and Modernization

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#### Professional Standard:

Furniture and equipment items are routinely included within the scope of modernization projects.

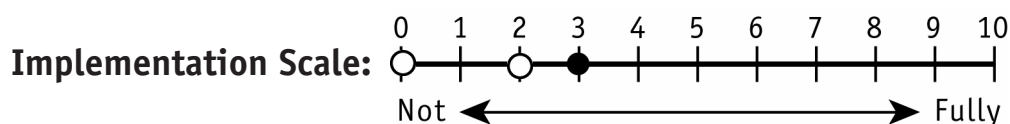
#### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not included furniture and equipment in its school modernization plans. Since the district is a year or two into its modernization program, it did not attempt to assess furniture and equipment needs related to the remaining projects. District staff states that, due to declining enrollment, there is surplus furniture in good condition that can be used if furniture replacement is necessary due to damage or age.
2. The district has begun to establish a furniture and equipment standard and replacement schedule for schools by school type (elementary schools, middle schools, high schools). The district has identified certain types/classes of furniture/equipment and established minimum classroom allocations. Using the basic allocation level, the district has established base-cost information and useful furniture life. That information has been aggregated to estimate a yearly budget amount that the district needs to meet furniture/equipment replacement needs. This standard has not been implemented for all classrooms in all grade levels, nor is it clear that the district is committing funds and making replacements per the estimate.
3. The district has not yet made a comprehensive assessment of existing furniture and equipment, noting factors such as age and condition, to identify current and future needs and allow for the development of a replacement and funding plan.

The district has begun to develop an equipment and furniture replacement funding plan using certain assumptions about minimum needs for classrooms based on grade level and type. The district has not evaluated its furniture and equipment inventory to determine if its needs vary from the general standard. The current standard does not appear to cover all furniture/equipment that might be needed across the district, given the variety of programs operated at the various school levels.

#### Standard Implemented: Partially

November 1, 2004 Rating: 0  
May 1, 2005 Rating: 0  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 3





## 8.1 Facilities Maintenance and Custodial

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### Professional Standard:

An energy conservation policy should be approved by the Board of Education and implemented throughout the district.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not completed revising its board policies; therefore, updated policies regarding energy conservation plans were not available at the time of the review.

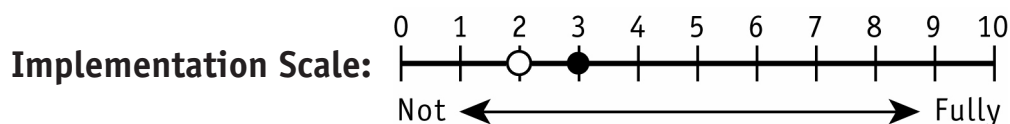
The district's action plan related to energy conservation identifies and includes many of the items that are anticipated to be included in the recommended board policy. Items identified in the action plan included:

- Room temperature range of 68° to 74° heating and 72° to 78° cooling;
- Propping doors or windows open when air conditioning or heating is on is a violation of board policy unless a work order has been placed for a needed repair;
- Interior lights, heating or cooling will be set back or turned off from 6 p.m. to 6 a.m. Monday-Friday and from 6 p.m. Friday to 6 a.m. Monday except when there is a permitted facility use;
- Energy use reports for each site are posted on the district Web page for review by site management;
- Energy use reports drive preventive maintenance (PM) and routine restricted maintenance (RRM) funding to improve underperforming energy consumption situations;
- Site management will be required to evaluate energy consumption and the site's performance in energy conservation.

The district has been working with PG&E on various energy conservation and rebate programs to reduce usage and cost. Projects include replacement of incandescent exit signs with LED signs, HVAC tuning/rebate program, tree planting, and chiller replacement.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 3  
May 31, 2006 Rating: 3



## 8.2 Facilities Maintenance and Custodial

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### Professional Standard:

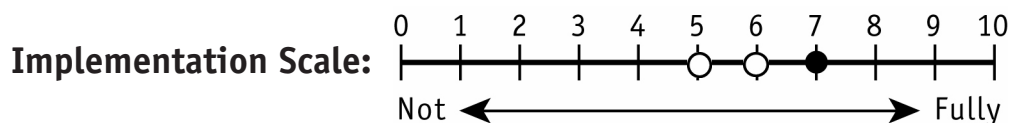
Create and maintain a system to track utilities costs, consumption and report on the success of the district's energy program. An energy analysis has been completed for each site.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has implemented the recommendation to have energy consumption and expenses logged. The Facilities Department installed a software program called School Project for Utility Rate Reduction that gives the department the capability to do data collection, analysis, and monitoring. While the district has the ability to collect, monitor, and analyze data, the vendor also does a review and analysis and makes recommendations to the district.
2. The district implemented the prior recommendation to perform the detailed review of energy bills and information to identify errors, unusual changes in consumption or cost, or the overall effects of the energy conservation program across all sites. The district installed software to monitor and track utility costs for electricity, natural gas, and water, looking for larger users or anomalies in trends. The software vendor also reviews and analyzes the utility usage data to identify areas that should be reviewed and opportunities for efficiency gain and cost savings. The district is completing its inventory of sites, meters, numbers of students, square footage, and other factors to improve its ability to monitor and analyze energy consumption data. District personnel said they believe expenses will be lower than budgeted in 2005-06 based on the ability to monitor and track usage.
3. The district has not implemented the prior recommendation to formally identify/catalog sites and areas that have not been retrofitted for energy conservation, nor has it hired a contractor to do this work. However, in general, sites that have been through modernization have been retrofitted, but generally only for heating, ventilation, and air conditioning (HVAC).

### Standard Implemented: Partially

November 1, 2004 Rating: 5  
May 1, 2005 Rating: 6  
November 30, 2005 Rating: 6  
May 31, 2006 Rating: 7



## 8.3 Facilities Maintenance and Custodial

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### Professional Standard:

Cost-effective, energy-efficient design should be a top priority for all district construction projects.

### Progress on Implementing the Recommendations of the Improvement Plan:

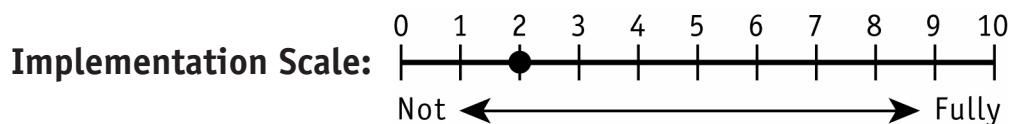
1. The district has not implemented the recommendation to augment its building design standards to include specific energy design criteria for all areas of school design, including lighting, HVAC, controls, insulation and other related measures; and orientation, generation, renewable sources of energy, and criteria for comparing and accepting energy efficient design. The district's modernization projects appear to have included upgrades for items such as HVAC, windows, lighting, etc., that improve energy efficiency, but it has not established specific written standards to be applied to all construction/modernization projects.

The district's goal is to develop these standards after the board policies are developed. The district is moving forward with reviewing all board policies and has adopted new/revised policies as appropriate. However, since the board policies are not scheduled to be completed until the end of 2006, these standards likely will not be in place until that date or later.

The district should move expeditiously to implement more extensive building design standards to encompass all areas of energy management.

### Standard Implemented: Partially

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 2  
November 30, 2005 Rating: 2  
May 31, 2006 Rating: 2



## **8.6 Facilities Maintenance and Custodial**

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### **Professional Standard:**

Procedures are in place for evaluating the work quality of Maintenance and Operations staff. The quality of the work performed by the Maintenance and Operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The custodial supervisor is still responsible for performing the approximately 90 custodial evaluations. The district has not reduced the effect that the large number of evaluations has on the supervisor's other workload.

Based on a sample of custodial employee files, it appears that employees are generally evaluated annually. The evaluations appear to be representative of the employee's performance. Sample evaluations showed that some employees received below-satisfactory ratings, and comments were provided to address areas needing improvement. The addition of an evening custodial supervisor is expected to improve the evaluation process. The supervisor fills out a checklist for each site/custodian reviewed each night, assessing the adequacy of work performed in the basic prescribed areas.

The custodial supervisor is supposed to receive input from the site administrator regarding the employee's performance, and/or the site administrator participates in the actual face-to-face evaluation. This is to help ensure that the custodial supervisor has information about the employee's day-to-day performance. Based on the evaluations reviewed, it was not clear that the site administrator provided input.

2. The district has implemented the prior recommendation for an annual evaluation reminder process. The facilities management staff conveyed that they receive notification from the Human Resources Department regarding upcoming employee evaluations. However, the district has attempted to simplify the evaluation process by essentially evaluating all employees within a three-month period each year.
3. The district did not produce documentation that it had provided training for supervisory personnel regarding the proper documentation of employee performance based upon established personnel and work standards.
4. Based on discussion with district staff and a review of employee files, the supervisor discusses the performance evaluation with the employee and provides a copy of it to the employee.

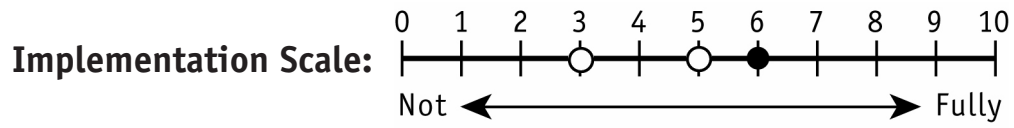
## Standard Implemented: Partially

November 1, 2004 Rating: 3

May 1, 2005 Rating: 5

November 30, 2005 Rating: 6

May 31, 2006 Rating: 6



## 8.9 Facilities Maintenance and Custodial

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### Professional Standard:

The district has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not implemented the recommendation to create and implement a board policy related to preventive maintenance.
2. The district has partially implemented a preventive maintenance program as part of the overall action/recovery plan. The action plan calls for the development of board policies and a procedures manual for Maintenance and Operations that focus on preventive maintenance. The related approach to Maintenance and Operations management also will focus on preventive maintenance. The goal of moving to this approach is to generate regularly scheduled maintenance project work orders with detailed instructions to decrease the number of repairs. Neither the board policies nor the Maintenance and Operations Procedures Manual were completed at the time of the review. District personnel estimated the Maintenance and Operations procedures manual to be approximately 85% complete. The manual should be completed by the end of June 2006.
3. The district has partially implemented the recommendation to provide information and training to employees regarding energy conservation. PG&E has provided some energy conservation information for students, teachers, teaching staff, and custodial and maintenance workers.
4. The district has not yet trained site administrators and maintenance workers on the new preventive maintenance system and software.

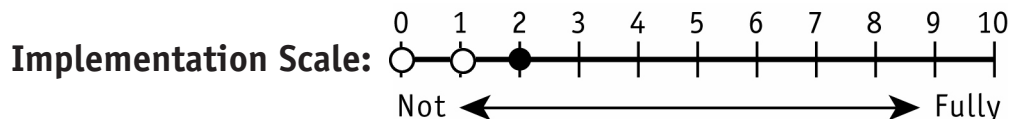
### Standard Implemented: Partially

November 1, 2004 Rating: 0

May 1, 2005 Rating: 1

November 30, 2005 Rating: 2

May 31, 2006 Rating: 2



## 8.10 Facilities Maintenance and Custodial

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### Legal Standard:

The Governing Board of the district provides clean and operable flush toilets for use of pupils. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576]

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has not implemented the recommendation to create and implement a board policy specifying that custodial and repair issues, particularly all sanitation hazards, are to be reported and corrected immediately.
2. The district has partially implemented the prior recommendation to develop a process to have sanitation issues addressed immediately.

The action plan calls for the Maintenance and Operations Procedures Manual to address all aspects of Maintenance and Operations, including sanitation issues. In addition, the policy and procedures manual will address:

- Methods used to clean and maintain sites and facilities
- Frequency of cleaning and maintenance
- Materials and products used for cleaning and maintenance
- Inspection criteria and district standards
- Training

In the interim, the Director of Maintenance and Operations has sent a memo to all site administrators and informed custodians of the process to report urgent items (health and safety issues) so that fire, health and safety issues are addressed promptly.

The district also has developed a Custodial Inspection form to identify all areas of need. The needs are number rated from high to low and are completed room-by-room at each site. The district is training custodial employees on light and/or modified duty to perform the inspections. To date, seven site inspections have been completed.

The district has posted the Williams notification, which includes the adequacy of facilities within the uniform complaint process, in all classrooms. Further, the district has distributed the bathroom complaint forms to all sites, which allows citizens to make complaints regarding the condition of bathrooms directly to the Office of Public School Construction (OPSC).

The district has purchased and is using equipment to clean and sterilize bathrooms. The equipment is intended to be more efficient and effective. Training has been provided on the proper and effective use of the equipment, which has been implemented at all district sites.

The district has contracted for an evaluation and for necessary repairs of life safety systems, has implemented monthly fire extinguisher inspections, and is in the process of implementing monthly reviews of site ingress and egress.

3. The district has generally implemented the recommendation to improve play fields.

As the modernization process is still in progress at several sites, some play field improvements still need to be completed. At the selected sites visited where modernization was not in progress, the fields were generally acceptable. To improve the conditions of fields and grounds, the district hired three additional groundskeepers at the beginning of the 2005-06 school year. The expectation has been established for all groundskeepers to identify areas at school sites for beautification. The Director of Facilities has identified budget dollars to fund the beautification projects.

4. The district has partially implemented the recommendation to establish a formalized training plan and provide annual training to all site staff responsible for reporting and addressing maintenance, cleanliness, and safety issues. New custodial staff is provided training on their duties in general and are given the standards for cleaning procedures. Further, the district provides training on the first and third Mondays of each month to the maintenance and custodial staff. In addition, feedback from the evaluation forms completed by the night custodial supervisor provides information on areas in which staff may require training/retraining.
5. The district has partially implemented the recommendation for supervisors to review the progress that site personnel are making in keeping campuses safe and clean. The newly established night custodial supervisor position is providing support to continue the progress personnel are making at each school site.

Based on interviews with the Director of Facilities, having safe and clean campuses is an important issue for the district and this has been conveyed to staff. The district has begun to implement a formal process to have supervisors periodically review progress made at each school site.

The district has added the position of night custodial supervisor to visit sites and evaluate the performance of custodial staff. This review utilizes a checklist to document performance in specific areas. The night custodial supervisor also provides daytime supervision and evaluates day custodial staff. The Director attempts to visit each site at least once a quarter. A checklist should be established to evaluate conditions and track the number and nature of items not in compliance with the established standards. This would provide a basis to track conditions over time. It appears that the site administrators were provided the opportunity to give input regarding staff performance for maintenance and operation staff if the performance was so unsatisfactory that the principal made complaints on multiple occasions.

The district is also attempting to require a complete inspection of every site. The goal is to utilize the information from these inspections to help develop the deferred maintenance plan. The district has completed seven of the site inspections as of this review.

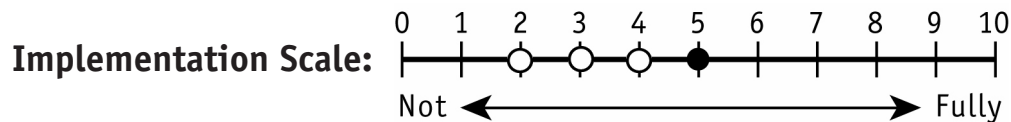


6. The recommendation to emphasize safety and cleanliness in employee evaluations is still in the process of being implemented.

Employees are essentially evaluated annually. Clearly, the issues of safety and cleanliness are important to the district. As a result, the Director of Facilities has attempted to raise the expectation of what constitutes standard performance. Employee performance that previously might have been rated above standard is now likely to just meet the standard expectation. However, the actual evaluation form utilized is the same form that has been used in the past. Further, this document is subject to collective bargaining and cannot be modified until the current contract expires. As a result, no change in the form is anticipated until 2008, if at all. Therefore, the documentation available does not provide explicit evidence of the emphasis on the areas of safety and cleanliness in employee evaluations. In addition, based on a sample of employee evaluations, additional comments on the evaluation form that could have spoken specifically to the issues of safety and cleanliness appeared to be minimal. However, with the hiring of a night custodial supervisor, the district is making every effort to provide consistent evaluations that provide specific detail in areas of needed improvement, especially as it applies to safety and cleanliness at all sites.

### **Standard Implemented: Partially**

November 1, 2004 Rating: 2  
May 1, 2005 Rating: 3  
November 30, 2005 Rating: 4  
May 31, 2006 Rating: 5



## 8.12 Facilities Maintenance and Custodial

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### Professional Standard:

The district has a documented process for assigning routine repair work orders on a priority basis.

### Progress on Implementing the Recommendations of the Improvement Plan:

1. The district has implemented the recommendation to utilize the School Preventive Maintenance Management System (SPMMS) work order system. To address issues raised by site administrators and staff regarding slowness of the system and the difficulty in using it, the district updated the system and is archiving a large volume of old data to improve its performance. Based on observation and information provided by site staff, system performance has greatly improved and it is viewed as a good tool for submitting and tracking work orders.

The district also assigned a permanent staff member to process work orders to help with consistent and timely processing and prioritization.

The district has implemented a preventive maintenance system, with the goal of increasing the performance and usable life of facilities and assets, and reducing the number of repairs needed. If successful, the system should reduce the number of work orders that sites submit and allow for timelier processing.

2. The district has partially implemented the prior recommendations to continue using the SPMMS work order system and develop a process to immediately address health and safety issues.

The district is using the SPMMS work order system. The action plan calls for a Maintenance and Operations Procedures Manual to be developed to address all aspects of Maintenance and Operations, including prioritization of work and health and safety issues. District staff stated that the manual is approximately 85% complete, with an anticipated completion date of June 2006. In the interim, the Director of Maintenance and Operations has sent a memo to all site administrators and informed custodians of the process to report urgent items (health and safety issues) so that these issues are addressed promptly.

3. The district has partially implemented the recommendations to continue using the SPMMS work order system and develop a process to perform work based on priority.

The director is attempting to develop a prioritization system for work orders that requires staff to be accountable for completing their assignments. The policies and procedures related to this process have not yet been formalized. However, it appears that the processing of work orders continues to improve.

4. The district has improved the work order system through upgrading the software, archiving data, and dedicating an employee to manage the system.
5. The level of implementation regarding the recommendation to review the work order monitoring system was not clear from the district's documentation of the action plan process. As stated above, the operation of the system is improved. It was not clear whether active super-

vision is in place to note backlogs, inadequate response times or repairs, and inappropriate work order prioritization, and to ensure adequate service and employee performance.

6. The district's action plan did not directly address the recommendation to improve communication between the Facilities Services Department and school sites. However, the director of the Facilities Services Department visits sites quarterly. The night custodial supervisor routinely visits all sites for operational inspections and custodial evaluations.
7. The district has improved the work order process and tracking system. Information was provided during the current and prior review regarding the number of outstanding work orders. It appears that the time span for processing work orders continues to improve.
8. The district has partially implemented improvements to the work order system that will be required to maintain schools subsequent to the completion of the modernization program. The district's action plan addresses issues related to improving the work order system and establishing a preventive maintenance program. Additional maintenance personnel have been added since the last review, with three positions to focus specifically on HVAC and roofing needs.
9. The district has partially implemented the prior recommendation for all work to be requested by a work order, except for health, safety and emergency work.

The action plan calls for the Maintenance and Operations Procedures Manual to address all aspects of Maintenance and Operations, including the work order process. District personnel states the manual is 85% complete, with completion planned for the end of June 2006. In the interim, the Director of Maintenance and Operations has sent a memo to all site administrators and informed custodians of the process to report facility needs through work orders, with the exception of urgent items (health and safety issues), to ensure that issues are addressed promptly.

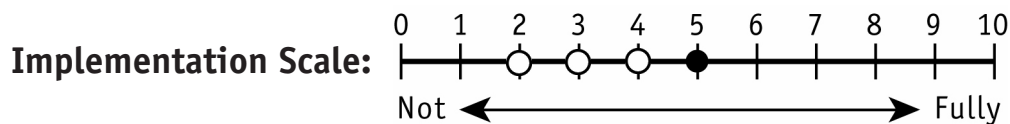
### **Standard Implemented: Partially**

November 1, 2004 Rating: 2

May 1, 2005 Rating: 3

November 30, 2005 Rating: 4

May 31, 2006 Rating: 5



## **9.1 Instructional Program Issues—Plan for Attractive Landscaped Facilities**

### **Professional Standard:**

The district has developed a plan for attractively landscaped facilities.

### **Progress on Implementing the Recommendations of the Improvement Plan:**

1. The district has partially implemented the prior recommendation to develop a plan to improve landscaping at school sites. The action plan calls for the district to draft a plan regarding improving landscaping at school sites. The plan will be finalized after the completion of most major modernization projects. In addition, standards for landscaping, including an annual assessment, are to be included in the Maintenance and Operations Procedures Manual, which has an estimated completion date of the end of June 2006.

Further, the action plans call for exploring and expanding opportunities for the installation and maintenance of landscaping with the city of Vallejo and the park district.

2. The district has not implemented the recommendation to conduct an inventory/assessment to determine the actual landscaping conditions that exist at individual district sites. However, the modernization program includes site restoration at recently completed sites.
3. The district has not implemented the recommendation to develop standards of landscaping that are desired at various types of schools (elementary, junior high, high school, special program sites, etc.) as part of its Maintenance and Operations Manual. The manual is projected to be completed at the end of June 2006.
4. The district has not implemented the recommendation to measure the findings of the aforementioned inventory/assessment with the standards developed to determine needs and deficiencies. However, the district is committing \$40,000 for landscaping and grounds upgrades throughout the district. The Director of Facilities has set the expectation that every groundskeeper will identify beautification projects at school sites. A portion of the budget is set aside annually to fund the projects.
5. The district has not formally implemented the recommendation to develop a broad-based set of potential funding sources to assist in implementing a district landscaping plan. The district is identifying both modernization funds and district funds for landscaping needs.
6. The district has not implemented the recommendation to develop a plan to correct any landscaping needs and deficiencies that exist at respective district school sites. The fiscal impact of this plan needs to be considered within the broader context of facilities-related needs of the district, as well as in consideration of potential additional staffing requirements within the Grounds Department. In recognition of the need to improve its landscaping and grounds, the district added three groundskeeper positions at the time of the last review, with more positions added since that time. The district now has 17 groundskeeper positions.

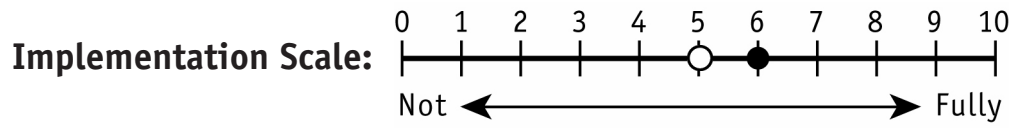
## Standard Implemented: Partially

November 1, 2004 Rating: 5

May 1, 2005 Rating: 5

November 30, 2005 Rating: 5

May 31, 2006 Rating: 6



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.1</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> All school administrators are thoroughly familiar with the California Department of Education, Civil Defense and Disaster Planning Guide for School Officials, 1972. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607, CCR Title 5 §550, 560, Title 19 §2400]	Not Rated			
<b>1.2</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> The district includes the appropriate security devices in the design of new buildings as well as in modernized buildings. [EC 32020, 32211, 35294-35294.9, 39670-39675]	5			
<b>1.3</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> <b>The district has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9]</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1.4</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> The district ensures that the custodial and maintenance staffs are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	4			
<b>1.5</b>	<b>PROFESSIONAL STANDARD - SCHOOL SAFETY</b> The district has a documented process for issuing master and sub-master keys. A districtwide standardized process for the issuance of keys to employees is followed by all district administrators.	4			
<b>1.6</b>	<b>PROFESSIONAL STANDARD - SCHOOL SAFETY</b> Bus loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff and community. Students, employees and the public feel safe at all times on school premises.	4			

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.7</b>	PROFESSIONAL STANDARD - SCHOOL SAFETY Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.	2			
<b>1.8</b>	<b>PROFESSIONAL STANDARD - SCHOOL SAFETY</b> <b>The district has a graffiti and vandalism abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.</b>	4	4	5	5
<b>1.9</b>	LEGAL STANDARD - SCHOOL SAFETY The district has on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]	5			
<b>1.10</b>	LEGAL STANDARD - SCHOOL SAFETY Each elementary and intermediate school in the district conducts a fire drill at least once a month. Each secondary school conducts a fire drill not less than twice every school year. [EC 32000-32004, 32040, CCR Title 5 §550]	4			
<b>1.11</b>	LEGAL STANDARD - SCHOOL SAFETY Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	3			
<b>1.12</b>	LEGAL STANDARD - SCHOOL SAFETY Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 17367]	4			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.13</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> Each school that is entirely enclosed by a fence or partial buildings has a gate of sufficient size to permit the entrance of ambulances, police and fire fighting equipment. Locking devices are designed to permit ready entrance. [EC 32020]	10			
<b>1.14</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> <b>Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]</b>	2	3	5	5
<b>1.15</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]	6			
<b>1.16</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §1922(a)]	6			
<b>1.17</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> All exits are free of obstructions. [CCR Title 8 §3219]	6			
<b>1.18</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> <b>A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 35294-35294.9]</b>	4	4	4	6
<b>1.19</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> Requirements are followed pertaining to underground storage tanks. [H&SC 25292, CCR Title 26 §477, Title 23 § 2610]	8			
<b>1.20</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> All asbestos inspection and asbestos work completed is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 40 CFR Part 763]	6			

The identified subset of standards appears in bold print.



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>1.21</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> All playground equipment meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [EC 44807, GC 810-996.6, H&SC 24450 Chapter 4.5, 115725-115750, PRC 5411, CCR Title 5 §5552]	6			
<b>1.22</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8 §782]	6			
<b>1.23</b>	<b>LEGAL STANDARD - SCHOOL SAFETY</b> The district maintains Materials Safety Data Sheets. [EC 49341, 49401.5, 49411, F&AC 12981, LC 6360-6363, CCR Title 8 §5194]	2			
<b>1.24</b>	<b>PROFESSIONAL STANDARD - SCHOOL SAFETY</b> The district maintains a comprehensive employee safety program. Employees are made aware of the district safety program and the district provides in-service training to employees on the requirements of the safety program.	3			
<b>1.25</b>	<b>PROFESSIONAL STANDARD - SCHOOL SAFETY</b> The district conducts periodic first aid training for employees assigned to school sites.	0			
<b>2.1</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> <b>The district has a long-range school facilities master plan.</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>2.2</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district possesses a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	10			
<b>2.3</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district seeks state and local funds.	6			
<b>2.4</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district has a functioning facility planning committee.	7			
<b>2.5</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district has a properly staffed and funded facility planning department.	5			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>2.6</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district has developed and implemented an annual capital planning budget.	7			
<b>2.7</b>	<b>LEGAL STANDARD - FACILITY PLANNING</b> The district has standards for real property acquisition and disposal. [EC 39006, 17230-17233]	5			
<b>2.8</b>	<b>LEGAL STANDARD - FACILITY PLANNING</b> The district seeks and obtains waivers from the State Allocation Board for continued use of any nonconforming facilities. [EC 17284, 17285]	0			
<b>2.9</b>	<b>LEGAL STANDARD - FACILITY PLANNING</b> The district has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 17302]	10			
<b>2.10</b>	<b>LEGAL STANDARD - FACILITY PLANNING</b> The district assesses its local bonding capacity and monitors its legal bonding limits. [EC 15100, EC 15100, EC 15330]	10			
<b>2.11</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district has developed a process to determine debt capacity.	10			
<b>2.12</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district is aware of and monitors the assessed valuation of taxable property within its boundaries.	10			
<b>2.13</b>	<b>LEGAL STANDARD - FACILITY PLANNING</b> The district collects statutory school fees. [EC 17620, GC 65995, 66000]	6			
<b>2.14</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> <b>The district has developed an asset management plan.</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>2.15</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district has pursued state funding for joint-use projects through the filing of applications through the Office of Public School Construction and the State Allocation Board.	0			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>2.16</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district has established and utilizes an organized methodology of prioritizing and scheduling projects.	7			
<b>2.17</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district complies with California Department of Education (CDE) recommendations relative to school site sizing.	0			
<b>2.18</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> The district distributes facility funding in an equitable manner to all communities served and to all school levels.	10			
<b>2.19</b>	<b>PROFESSIONAL STANDARD - FACILITY PLANNING</b> A district that has passed a general obligation bond has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the passage of the district's local school bond measure.	10			
<b>3.1</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund is a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.	7			
<b>3.2</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district has pursued state funding for deferred maintenance - critical hardship needs by filing an application(s) through the Office of Public School Construction and the State Allocation Board. [State Allocation Board Regulation §1866]	0			
<b>3.3</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district applies to the State Allocation Board for facilities funding for all applicable projects, and consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	6			

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Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.4</b>	<b>LEGAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	6			
<b>3.5</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.	9			
<b>3.6</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district has established and maintains a system for tracking the progress of individual projects.	5			
<b>3.7</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> <b>Furniture and equipment items are routinely included within the scope of modernization projects.</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>
<b>3.8</b>	<b>PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> Refurbishing, modernization, and new construction projects should take into account technology infrastructure needs.	8			
<b>3.9</b>	<b>LEGAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> The district obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest responsible bidder. [EC 17263, 17267]	8			
<b>3.10</b>	<b>LEGAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION</b> All relocatables in use throughout the district meet statutory requirements. [EC 17292]	6			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>3.11</b>	PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION The annual deferred maintenance contribution is made correctly. The district annually transfers the maximum amount that the district would be eligible for in matching funds from the state.	10			
<b>3.12</b>	PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION The district actively manages the deferred maintenance projects. The district reviews the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district also verifies that the expenses performed during the year were included in the state approved five-year deferred maintenance plan.	7			
<b>3.13</b>	PROFESSIONAL STANDARD - FACILITIES IMPROVEMENT AND MODERNIZATION The staff within the district is knowledgeable of procedures within the Office of Public School Construction (OPSC) and the Division of the State Architect (DSA).	5			
<b>4.1</b>	PROFESSIONAL STANDARD - CONSTRUCTION OF PROJECTS The district maintains an appropriate structure for the effective management of its construction projects.	5			
<b>4.2</b>	PROFESSIONAL STANDARD - CONSTRUCTION OF PROJECTS Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	8			
<b>4.3</b>	PROFESSIONAL STANDARD - CONSTRUCTION OF PROJECTS The district maintains appropriate project records and drawings.	4			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>4.4</b>	<b>PROFESSIONAL STANDARD - CONSTRUCTION OF PROJECTS</b> Each Inspector of Record (IOR) assignment is properly approved.	9			
<b>5.1</b>	<b>LEGAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	7			
<b>5.2</b>	<b>LEGAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	7			
<b>5.3</b>	<b>PROFESSIONAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements are collected annually and kept on file.	7			
<b>5.4</b>	<b>PROFESSIONAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	8			
<b>5.5</b>	<b>PROFESSIONAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district ensures that requests for progress payments are carefully evaluated.	6			
<b>5.6</b>	<b>LEGAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]	7			
<b>5.7</b>	<b>LEGAL STANDARD - COMPLIANCE WITH PUBLIC CONTRACTING LAWS AND PROCEDURES</b> The district maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]	7			

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<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>6.1</b>	<b>PROFESSIONAL STANDARD - SPECIAL EDUCATION FACILITIES</b> The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.	6			
<b>6.2</b>	<b>PROFESSIONAL STANDARD - SPECIAL EDUCATION FACILITIES</b> The district provides facilities for its special education programs that ensure equity with other educational programs within the district and provide appropriate learning environments in relation to educational program needs.	6			
<b>7.1</b>	<b>PROFESSIONAL STANDARD - IMPLEMENTATION OF CLASS-SIZE REDUCTION</b> The district applies for state funding for class size reduction facilities. The district applies for class size reduction (CSR) facilities funding annually.	10			
<b>7.2</b>	<b>PROFESSIONAL STANDARD - IMPLEMENTATION OF CLASS-SIZE REDUCTION</b> The district has provided adequate facilities for the additional classes resulting from the implementation of class size reduction.	10			
<b>7.3</b>	<b>PROFESSIONAL STANDARD - IMPLEMENTATION OF CLASS-SIZE REDUCTION</b> The district has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of class size reduction.	9			
<b>7.4</b>	<b>PROFESSIONAL STANDARD - IMPLEMENTATION OF CLASS-SIZE REDUCTION</b> The district has developed a plan for the provision of permanent facilities in which to house its CSR programs.	5			
<b>8.1</b>	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> <b>An energy conservation policy has been approved by the board of education and implemented throughout the district.</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>

The identified subset of standards appears in bold print.

Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
8.2	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> The district uses and maintains a system to track utility costs and consumption, and to report on the success of the district's energy program. An energy analysis has been completed for each site.	5	6	6	7
8.3	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> Cost-effective, energy-efficient design has been made a top priority for all district construction projects.	2	2	2	2
8.4	PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL The district has analyzed the possibility of using alternative energy sources as a means of reducing the financial impact of utilities on the district.	1			
8.5	PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on school sites are provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.	5			
8.6	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.	3	5	6	6

The identified subset of standards appears in bold print.



Standard to be addressed		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>8.7</b>	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and on which they will be evaluated.	4			
<b>8.8</b>	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> Necessary staff, supplies, tools and equipment for the proper care and cleaning of the school(s) are available. In order to meet expectations, schools are adequately staffed and staff are provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.	4			
<b>8.9</b>	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> <b>The district has an effective written preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.</b>	0	1	2	2
<b>8.10</b>	<b>LEGAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> <b>The Governing Board of the district provides clean and operable flush toilets for the use of pupils. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 § 631, CCR Title 5 14030, EC 17576]</b>	2	3	4	5

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<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>8.11</b>	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> The district has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data should include purchase prices, anticipated life expectancies, anticipated replacement timelines and budgetary resources necessary to maintain the facilities.	2			
<b>8.12</b>	<b>PROFESSIONAL STANDARD - FACILITIES MAINTENANCE AND CUSTODIAL</b> <b>The district has a documented process for assigning routine repair work orders on a priority basis.</b>	2	3	4	5
<b>9.1</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL PROGRAM ISSUES</b> <b>The district has developed a plan for attractively landscaped facilities.</b>	5	5	5	6
<b>9.2</b>	<b>LEGAL STANDARD - INSTRUCTIONAL PROGRAM ISSUES</b> The Governing Board provides a warm, healthful place in which children who bring their own lunches to school may eat their lunch. [EC 17573, CCR Title 5 §14030]	7			
<b>9.3</b>	<b>LEGAL STANDARD - INSTRUCTIONAL PROGRAM ISSUES</b> The district has developed and maintains a plan to ensure equality and equity of its facilities throughout the district. [EC 35293]	7			
<b>9.4</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL PROGRAM ISSUES</b> All schools have adequate lighting, electrical service, heating and ventilation.	8			

The identified subset of standards appears in bold print.

<b>Standard to be addressed</b>		Nov. 2004 Rating	May 2005 Rating	Nov. 2005 Rating	May 2006 Rating
<b>9.5</b>	<b>LEGAL STANDARD - INSTRUCTIONAL PROGRAM ISSUES</b> Classrooms are free of noise and other barriers to instruction. [EC 32212]	6			
<b>9.6</b>	<b>PROFESSIONAL STANDARD - INSTRUCTIONAL PROGRAM ISSUES</b> The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.	6			
<b>10.1</b>	<b>PROFESSIONAL STANDARD - COMMUNITY USE OF FACILITIES</b> The district has a plan to promote community involvement in schools.	7			
<b>10.2</b>	<b>LEGAL STANDARD - COMMUNITY USE OF FACILITIES</b> Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules. "	5			
<b>10.3</b>	<b>PROFESSIONAL STANDARD - COMMUNITY USE OF FACILITIES</b> The district maintains comprehensive records and controls on civic center implementation and cash management.	6			
<b>11.1</b>	<b>PROFESSIONAL STANDARD - COMMUNICATION</b> The district's public information office coordinates a full appraisal to students, staff and community of the condition of the district's facilities and of efforts to rectify any substandard conditions.	6			
<b>11.2</b>	<b>PROFESSIONAL STANDARD - COMMUNICATION</b> The district provides clear and comprehensive communication to staff of its facilities standards and plans.	6			

The identified subset of standards appears in bold print.