

West Fresno

Elementary School District

Assessment and Improvement Plan

Fourth Progress Report
April 2007

Chief Executive Officer
Joel D. Montero

Administrative Agent
Larry E. Reider
Office of Kern County
Superintendent of Schools



West Fresno Elementary School District

Assessment and Improvement Plan

***Fourth Progress Report
April 2007***

Submitted by

Fiscal Crisis & Management Assistance Team

Executive Summary

WEST FRESNO ELEMENTARY SCHOOL DISTRICT ASSESSMENT AND IMPROVEMENT PLAN

Introduction

This progress report dated April 2007 provides data to the district, community and legislators to assist the West Fresno Elementary School District in building capacity within the district to promote student learning, conduct business operations effectively, and re-establish local governance. The report indicates the progress made by the West Fresno Elementary School District state-appointed administrator, advisory board of trustees, district administrators and staff to address the recommendations for improvement made in the *West Fresno Elementary School District Assessment and Improvement Plan* that was first presented to the district by the Fiscal Crisis and Management Assistance Team (FCMAT) in July 2003. Progress reports were provided to the district, community and legislators in January 2004, July 2004, and July 2005.

This progress report continues the use of FCMAT's legal and professional standards in the assessment process in the five operational areas of Community Relations and Governance, Personnel Management, Pupil Achievement, Financial Management and Facilities Management. The initial *Assessment and Improvement Plan* of July 2003 assessed all aspects of school district operations using 357 legal and professional standards. The number of standards was reduced by FCMAT, in consultation with the California Department of Education, to a subset of 114 standards, which, if addressed successfully, would provide the most probability for the district to achieve the necessary improvement and return to local governance. The same 114 standards have been assessed in each of the subsequent progress reviews conducted in the district. Reducing the number of standards allows the district to focus its improvement efforts in key areas.

The report also provides a process and identifying criteria for the eventual return of the district from the Superintendent of Public Instruction to the governance of the local board.

The findings presented in this report represent a snapshot of the district at a specific point in time, and are intended to assist the district with the improvement of student learning. In the time since the data-gathering fieldwork for this report, the district has continued to address certain areas of concern, making progress that may not be reflected in this report. FCMAT would like to acknowledge the cooperation of the state-appointed administrator and the district's community and staff during the review process.

Background

On March 6, 2003, Assembly Bill 38 (Reyes) was signed into law. The bill authorized the appointment of a State Administrator and provided an emergency state loan of \$2 million to the West Fresno Elementary School District. The legislation required the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a comprehensive assessment of the district in five major operational areas. The bill further required FCMAT to file status reports for two six-month periods through June 2004 with various entities, including the Legislature, on the school district's progress in meeting the recommendations of the improvement plan.

In March 2003 the Superintendent of Public Instruction, in consultation with the Fresno County Superintendent of Schools, appointed a State Administrator to the West Fresno Elementary School District to serve as his designee.

Also in March 2003, FCMAT organized a team of independent and external professional experts from both the private and public sectors to conduct a comprehensive assessment of the district and to develop a plan of improvement in five school district operational areas: Community Relations and Governance, Personnel Management, Pupil Achievement, Financial Management, and Facilities Management. Initial fieldwork in the district was conducted in April and May 2003.

In December 2003, the district accessed \$1.3 million of the \$2 million emergency apportionment made available by Assembly Bill 38. The funds were required to repay the state \$430,000 for a 2001-02 audit finding relating to categorical program non-compliance issues, \$667,000 to offset a negative beginning balance for the 2003-04 fiscal year and the remainder for lawsuits that were projected to be settled by the end of the fiscal year.

The district has not accessed any additional funds from the balance of the state funds available.

In July 2003, FCMAT distributed the *West Fresno Elementary School District Assessment and Improvement Plan* to the district and various entities, including the California Department of Education and specific members of the Legislature. The July 2003 report assessed the district utilizing 357 professional and legal standards applicable to all California school districts. The six-month progress reports issued in January 2004 and July 2004 and the report issued in July 2005 provided an assessment of the district's progress in addressing the recommendations of an identified subset of 114 standards.

As Assembly Bill 38 provided funding and authorization for the development of the initial comprehensive assessment and improvement plan, and two six-month progress reports, AB 2525 provided authorization for FCMAT to utilize any of its own 2003-04 unexpended balances to develop an annual progress report for the West Fresno Elementary School District. That progress report was issued to the district on July 1, 2005, one year after the second six-month progress report provided to the district on July 1, 2004.

Language in the State Budget Act of 2006 provided authorization for FCMAT to again utilize any of its own unexpended fund balances to conduct another progress review for the district. FCMAT and the district scheduled this follow-up review for early spring 2007.

This April 2007 progress report, the fourth progress report provided, continues to report on the district's progress in addressing the subset of 114 identified standards. The use of a standards-based assessment process in July 2003 provided a baseline of information concerning district operations, against which improvements made by the district have been measured over time, at each progress review period. FCMAT has maintained the same review teams to continue the monitoring of the district.

The State Administrator appointed by the Superintendent of Public Instruction in March 2003 retired on June 8, 2005, and the SPI appointed a new State Administrator to the district, effective June 9, 2005.

Returning the District to Local Governance

Certain conditions must be met before the West Fresno Elementary School District is returned to local governance. Assembly Bill 38, Reyes, Statutes of 2003, provides specifics regarding the return of the designated legal rights, duties and powers to the district's Governing Board. The authority of the Superintendent of Public Instruction (SPI) and his administrator designee shall continue in the district until the conditions are met. The return of legal rights, duties and powers to the Governing Board occurs when the Superintendent of Public Instruction determines that the conditions of AB 38, subdivision (e) have been satisfied.

AB 38 provides specific and direct responsibilities to FCMAT in assisting the SPI with the district's recovery. These duties include the following:

1. FCMAT shall complete the assessment and improvement plans for the district in five designated functional areas: Community Relations and Governance, Pupil Achievement, Personnel Management, Financial Management and Facilities Management.
2. Based upon its progress reports, FCMAT shall recommend to the Superintendent of Public Instruction those designated functional areas of school district operation that 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.
4. FCMAT, after consultation with the administrator, determines that for at least the immediately previous six months the district made substantial and sustained progress in the following functional areas:
 1. Community Relations and Governance
 2. Personnel Procedures
 3. Pupil Achievement
 4. Financial Management
 5. Facilities Management

As required by AB 38, FCMAT developed the *West Fresno Elementary School District Assessment and Improvement Plan* for the district in July 2003. The California Department of Education and FCMAT collaboratively selected a subset of 114 standards to target for ongoing progress reports. These standards were selected as having the most probability to assist the district with the eventual return to local governance if addressed successfully. The selected standards are identified in the Table of Standards for each operational area in Section Two of this report and are discussed more fully in Section Two.

The 114 standards in the five major operational areas were assessed at each progress review period and the district's improvement reported in FCMAT progress reports issued in January 2004, July 2004, July 2005 and this April 2007 report. A relative scaled score from zero (not met) to a 10 (fully met) was applied to each standard as to completeness. The scores applied to the standards provide a measure of the district's progress toward recovery over time.

The West Fresno Elementary School District is not required to reach a scaled score of 10 in every standard, but is expected to make steady progress that can be sustained, as this is a requirement of AB 38. It is reasonable to expect the district to reach an average rating of at least six. As the

average score of the subset of standards in a functional area reaches a level of six and it is considered to be 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 of AB 38 has been met and that the operational area could be returned to the Governing Board. Assembly Bill 38 suggests an incremental return of powers to the district as the conditions in each operational area are met.

Additional conditions specified in AB 38 that need to occur for the return of all legal rights, duties and powers to the district's Governing Board include the following:

- The state administrator certifies that all necessary collective bargaining agreements have been negotiated and ratified, and that the agreements are consistent with the terms of the recovery and improvement plans.
- The district completes all reports required by the SPI and the state administrator.

The ultimate return of legal rights, duties and powers is based upon the Superintendent of Public Instruction's concurrence with the assessment of his administrator designee and FCMAT that the future compliance by the West Fresno Elementary School District with the improvement plans and the multiyear financial recovery plan is probable.

Study Guidelines

FCMAT's approach to implementing the statutory requirements of Assembly Bill 38 is based on a commitment to a standards-based, independent and external review of the West Fresno Elementary School District's operations. FCMAT performed the assessment and developed the improvement plan in collaboration with four 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 West Fresno Elementary School 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. 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 non-standards-based approach. When standards are clearly defined, reachable, and communicated, there is a greater likelihood they will be measured and met.

Every standard is measured on a consistent rating format, and each standard is 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 employs an external and independent assessment process in the development of school district assessment and improvement plans. FCMAT assessment reports present findings and improvement plans based on the external and independent assessment from professional experts and agencies recruited to assist FCMAT in the assessment process. Collectively, these professional experts and agencies constitute FCMAT's providers in the assessment process. Their external and independent assessments 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 assessment and improvement plans are 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 are required to utilize multiple measurements as they assess the standards. This process allows for a variety of ways of determining whether the standards are met. All school district operations with an impact on student achievement, including governance, fiscal, personnel, and facilities are 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. The assessment 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 and community 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 providers is critical. As a result, a strong training component for board, staff and administration is called for consistently throughout FCMAT's assessment reports.

Of paramount importance is the community's role in local governance. The absence of parental involvement in education is a national concern. A key to success in any school district is the re-engagement of parents, teachers, and support staff. Parents generally care deeply about their children's future and many are willing to participate in improving their school district and

enhancing student learning. The community relations section of FCMAT's assessment 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 a school district. This is emphasized by engaging state-recognized agencies as partners to assist with the assessment and improvement process. The city and county interests, professional organizations, and community-based organizations all have expressed and shown a desire to assist and participate in the improvement of the West Fresno Elementary 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

John Lotze

For California School Boards Association – Community Relations and Governance:

Scott Plotkin

Martin Gonzalez

Ben Bartos

Diane Greene

Jeff Vaca

Dan Walden

For Schromm and Associates – Personnel Management:

Richard Schromm

Michael J. Keebler

For MGT of America – Pupil Achievement:

Michael Hearn

Robert Turnage

Barbara Selvidge

For School Services of California – Financial Management:

Michele Huntoon

For School Services of California – Facilities Management:

Maureen Evans

Ron Bennett

Summary of Principal Findings and Recommendations

The district has made significant progress since the July 2005 progress report in addressing the recommendations made in the initial *West Fresno Elementary School Assessment and Improvement Plan*, July 2003.

The district office was remodeled and restructured, creating a more professional setting and a client-friendly atmosphere for parents and visitors. Staff work collaboratively and morale is positive. The district has increased efforts to improve communications with the community, adopting a media relations policy and initiating contact with the local newspaper to cover positive stories of the district's schools. Parents and community members receive the *Inside/Out* newsletter and staff receive the *Keeping In Touch* newsletter.

Advisory board members participate in regularly scheduled public board meetings with the State Administrator. All board members must work to ensure that meetings are conducted professionally, run efficiently and adhere to the agenda. Required notices of board meetings and official minutes of all board meetings are prepared and made available to the public.

Personnel files are organized and secured in lockable, fireproof cabinets. Personnel data on all employees is now regularly entered into a single database in the Fresno County Office of Education's data system. Job descriptions have been established for all positions and are currently being updated. The physical requirements for each position are set forth in the job description to comply with Americans with Disabilities Act (ADA) guidelines. Salary schedules are prepared and entered into a shared network that is available to employees.

The district has increased emphasis on curriculum, benchmarks and student assessment that provide teachers, students and families with a set of guidelines and expectations that was previously lacking. A newly created Curriculum and Instruction Plan includes district goals and a strategy for achieving them. Other instructional changes include a longer school day for students in kindergarten and grades 4-8 for enrichment and expansion of core subject instruction. After-school programs and Saturday school programs are being provided. The district has added resource coaches to support teachers in their teaching, and has employed a social worker to increase the focus on student discipline, attendance and parent involvement.

The district does not regularly prepare a cash flow statement except at the state-mandated reporting periods. Determining the cash position of the organization is as important as projecting an ending fund balance. The purchasing module of the Fresno County Office of Education's (FCOE) financial system identifies when an account lacks sufficient funds for a purchase requisition but allows the purchase requisition to be created and processed. This function is considered a soft warning. The district should work with the FCOE to implement a hard warning that would prevent purchases if there are not sufficient funds in the identified account. The district has not yet implemented a position control system for budgeting and accounting.

The district has not adopted a board policy regarding capital/construction projects. The district plans to develop a comprehensive school safety plan, an emergency plan, and a facilities master plan.

The district must continue to work towards responsible self-sufficiency by providing ongoing staff training in all operational areas. Training on newly adopted policies needs to be provided for board members and staff to ensure that the policies are widely disseminated, implemented and enforced. Staff capacity must be built and written policies and procedures must be developed to provide clear guidance for district operations in the future.

The district drew down \$1.3 million of the \$2 million authorized by Assembly Bill 38, and has no plans to access any additional loan funds. The district has developed a multiyear financial recovery plan that includes the loan repayment.

A summary of the findings and recommendations for this progress review is provided here for the five operational areas of Community Relations and Governance, Personnel Management, Pupil Achievement, Financial Management, and Facilities Management. Section Two of this report provides further detail for each of the individual standards reviewed.

Community Relations and Governance

Since the last progress report, the West Fresno Elementary School District has begun to implement plans to communicate with staff, engage parents and return to a regular calendar of public meetings of the advisory board. The district has now adopted policies; however, a plan for customizing policies to reflect practices and procedures should be developed, as should a process for regularly updating policies.

Communications

The district has adopted a media relations policy and has initiated contact with the local newspaper to cover positive stories in the district's schools. The district has demonstrated progress in keeping staff, parents and community members informed through the *Inside/Out* newsletter for parents and the *Keeping In Touch* newsletter for staff. The reorganization of the physical space at the district office has improved communication among staff members. The Parent Resource Center now provides a central location where parents can obtain information. The district uses telephone calls and home visits to parents to increase participation in school events. The district has also extended outreach opportunities to Spanish-speaking parents.

Parent/Community Relations

Through the Parent Resource Center, a program to encourage parent helpers in elementary classrooms, and a newly-formed Parent Teacher Association (PTA), the district has begun to create additional avenues for parents to feel welcome in the schools. The district continues to host family nights dedicated to reading or math and invites parents to attend monthly awards assemblies.

Parental notifications and uniform complaint procedures have been distributed in English, Spanish and Hmong, in compliance with the law. The district's school accountability report cards have been updated to reflect information required by state and federal law.

Community Collaboratives, District Advisory Committees and School Site Councils

The district is using a social worker instead of a counselor as a strategy to meet the needs of children and families in the community. The district has also been successful in its outreach to members of the migrant community this year, engaging parents in a Migrant Advisory Committee.

Policy

The district adopted a policy manual in 2004. Having standard policies in place is a positive first step; however, it is important for the district to customize the policies to reflect local needs and practices. The district should create a plan for updating the policies that includes input from the public and appropriate staff during the review process. In addition, a strategy must be implemented to allow the public easy access to the policies and to inform parents and staff of changes.

Board Roles/Boardsmanship

The district has demonstrated incremental progress in board training and development. The members of the advisory board have engaged in workshops with a consultant to develop a handbook and to review the governance standards identified as priorities in previous progress reports. In addition, individual board members have continued to participate in workshops and legislative advocacy. However, no coordinated program of continuing education for the entire board has

been adopted. All members of the advisory board must make it a priority to engage in education and training about their role.

Board Meetings

Since the last progress report, the board has conducted regularly scheduled meetings and most members appear to be working toward the long term goal of self-governance. The State Administrator has demonstrated a willingness to work with the members of the advisory board and has sought to actively engage board members in public meetings. However, not all members of the board appear to be equally engaged in focusing meetings on the most critical issues, including student achievement. The board president must work to ensure that meetings are conducted professionally, run efficiently and adhere to the agenda.

The district has made great strides in providing required notices of board meetings and ensuring that official minutes of all board meetings are prepared and made available to the public. Since the last progress report, board meetings have included a focus on student educational attainment, scores on benchmark tests and presentations that provided analysis of this pupil achievement data.

Conclusion

A subset of 28 professional and legal standards was identified in the area of Community Relations and Governance for ongoing assessment. These 28 standards were assessed in each of the progress reviews conducted. An average rating of 6.0 in this subset, with no standard rated lower than a 4, will indicate that the district has met the criteria for the recommended return of this operational area to local governance.

The average rating of the identified subset of Community Relations and Governance standards at this review period is **4.43**, with 9 standards rated less than 4. This has increased from the average rating of 3.11 reported in July 2005 for this identified subset of standards.

Personnel Management

Staffing and Organization

Many improvements have been made in the area of personnel management. The district office was remodeled and restructured, creating a more professional setting and client-friendly atmosphere. The administrative structure and personnel at the district's central office and sites have undergone major reorganization. New position titles have new and accurate job descriptions. Tuberculosis monitoring is being effectively implemented. Operational procedures are being examined and revised. For example, the district has now clarified in writing the human resources department's responsibility for checking references of potential employees. The district continues to use resources from the California School Boards Association (CSBA) to keep district policies and administrative regulations current.

Policies and Procedures

The district has in place written board policies for recruitment and selection of certificated staff and has begun to develop an office operational procedures manual for personnel. This manual needs to include an index or table of contents listing the relevant services provided. The district has written board policies and operational procedures regarding employment of classified employees; however, further revisions are needed to provide clear understanding of acceptable practices. The district has developed new employee application forms for classified, certificated and temporary employee candidates that meet professional and legal standards.

Operations

The district has revised its operational procedures to clarify that the human resources department will be responsible for reference checks of certificated applicants. Three reference checking forms are being reviewed by human resources department and the State Administrator for possible use. The district still needs to document reference checking using a standard reporting form. Similar clarification has been provided that makes the human resources department responsible for checking references of classified employment candidates, but the district lacks a form to document reference contacts and comments.

Personnel files are organized and secured in lockable, fireproof cabinets. Personnel data on all employees is now regularly entered into a single database in the Fresno County Office of Education's data system.

Job descriptions have been established for all positions and are currently being updated. The physical requirements for each position are set forth in the job description to comply with Americans with Disabilities Act (ADA) guidelines.

Salary schedules are prepared and entered into a shared network that is available to employees. Salary information is entered into each employee's data file and is available for salary queries and reports.

The district has appropriate nondiscrimination policies and regulations. All new employees receive a copy of these policies when they are hired. In addition, all employees have access to the policies and regulations on the district's shared network. All credential information is maintained by the Fresno County Office of Education and the district in a county database system. Two district staff members are trained to work in the area of credentialing.

All new employees receive information about nondiscrimination, child abuse reporting, blood-borne pathogens, sexual harassment and several other subjects required by law. Employees must also complete online training modules in many of these subjects. The district should extend these online training modules to current employees. Employment applications for all positions now comply with Americans with Disabilities Act (ADA) guidelines.

The district is successfully using the Standardized Account Code Structure (SACS) to maintain employee data. The human resources office consistently enters employee data into the SACS system and the district is able to run custom reports on staffing, credentials, seniority and other factors. However, no position control module is available for the system. The Business Office must run several reports to verify salary and budget information to ensure that positions are funded and filled.

Training

The district's management and supervisory staff have had a number of opportunities to participate in training regarding employee evaluations and due process. The district should provide continued training for the district's service technician/human resources.

Evaluation

The district has board policies, administrative regulations and standard operating procedures for evaluating certificated employees. It was reported that all teachers will be evaluated annually starting this year. Board policies and standard operating procedures are also in place for the evaluation of classified employees. The performance instrument and reporting process adopted in 2005 for classified employees is reportedly working well.

A system for tracking and monitoring employee evaluations is in place; however, the district has not made completion of employee evaluations a priority, and those responsible for employee evaluations have not been held accountable for their completion.

Conclusion

A subset of 21 professional and legal standards was identified in the area of Personnel Management for ongoing assessment. These 21 standards were assessed in each of the progress reviews conducted. An average rating of 6.0 in this subset, with no standard rated lower than a 4, will indicate that the district has met the criteria for the recommended return of this operational area to local governance.

The average rating of the identified subset of Personnel Management standards at this review period is **5.71**, with 2 standards rated less than a 4. This has increased from the average rating of 5.10 reported in July 2005 for this identified subset of standards.

Pupil Achievement

Since the last progress report in July 2005, the district has undergone numerous changes that have affected pupil achievement. This transition has been difficult. However, the 2006-07 school year has been marked by the beginnings of the success expected in years to come.

Leadership

Numerous changes in personnel and organizational structure have placed the district in a better position to advance in the area of pupil achievement. At the administrative level, two learning directors have taken the place of the site principals on an interim basis. The district has also devoted resources to establish a cadre of full time resource coaches to assist teachers in important subject areas, including English language resources and literacy. Together, this leadership team has worked to improve the learning climate, assist teachers and develop a districtwide vision.

Instruction

In the classroom, change has occurred in a longer school day for students in kindergarten and grades 4-8. This has provided opportunities for enrichment and expansion of core subject instruction. In addition, after-school programs are in place and Saturday school programs are beginning to be implemented. An increased presence of teacher aides and the assistance provided by the resource coaches have increased the inclusion of students with special needs and encouraged teachers to focus on teaching.

An increased emphasis on curriculum, benchmarks and student assessment has provided teachers, students and families with a set of guidelines and expectations that was previously lacking. The newly created Curriculum and Instruction Plan includes district goals and a strategy for achieving them. The adoption of grade-specific benchmarks and the use of Data Director and other assessment programs have allowed teachers and administrators to keep better track of data and create reports that identify students' strengths and weaknesses. In addition, regular teacher meetings focused on assessment, pacing and student placement have promoted cooperation and standardization within and across grade levels.

Another change has been the district's adoption of a social worker model with the intent to increase the focus on student discipline, attendance and parent involvement. The model places an emphasis on student support and family and community involvement to increase pupil achievement. Parent involvement has become one of the district's core goals, as evidenced by the development of a parent teacher association, parenting classes, an elementary school newsletter and regularly scheduled parent-teacher conferences. In addition, the social worker has applied for state grants to allow teachers to make home visits and plans to open an on-site family resource center to provide families with one-stop access to various social services.

Although many of these changes have been necessary, the transition has been difficult and the impact of the changes has yet to be fully realized. Changes in personnel and organizational structure resulted in the neglect of some programs which are now being restored. For example, the student attendance review board (SARB) process and school site councils (SSCs) both suffered setbacks during 2005-06 and attempts are now being made to reinstitute them. English language development (ELD) instructional requirements were also neglected and efforts are now being made to ensure that these requirements are met and that teachers are properly trained. Because staff have many existing responsibilities, the addition of new programs, curriculum, and

processes has often been met initially with resistance. The district must provide administrative support, leverage proven successes and work closely with teachers to decrease this resistance over time.

Pupil Progress

Students continue to under-perform on state exams. Standardized test scores for 2005-06 fell in almost all categories in each major subgroup at the elementary school. Although scores remained relatively steady at the middle school, its Academic Performance Index (API) scores continue to be among the lowest in the state. Because they have not met federal goals, both schools remain designated for Program Improvement.

The district must continue to develop its leadership positions and increase communication with teachers. The recent organizational changes have placed additional responsibility on administrators and resource coaches. These positions need to remain filled with highly qualified individuals who are able to provide the resources and support needed to effect change in the classroom. This effort should include recruiting highly qualified principals to take the place of the learning directors as the site administrators. The district should make additional efforts to include all stakeholders in the evaluation and planning processes at both the district and school level. These efforts may improve teacher participation and acceptance, and result in better policies and procedures. In addition, these measures might increase the number of people who are knowledgeable about the district, beyond a few key staff.

Conclusion

A subset of 20 professional and legal standards was identified in the area of Pupil Achievement for ongoing assessment. These 20 standards were reviewed in each of the progress reviews conducted. An average rating of 6.0 in this subset, with no standard rated lower than a 4, will indicate that the district has met the criteria for the recommended return of this operational area to local governance.

The average rating of the identified subset of Pupil Achievement standards at this review period is **5.10**, with 2 standards rated less than 4. This has increased from the average rating of 4.25 reported in July 2005 for this identified subset of standards.

Financial Management

The West Fresno Elementary School District has made progress in several financial areas since the last progress report. The study team noted a visible difference in staff morale with staff members more positive, upbeat and collegial, and the level of professionalism in the office readily apparent. The physical changes made to the office space brought the department together in a collaborative manner and business practices continue to improve. Staff members continue to accept changes and understand their individual duties, and are willing to learn other tasks.

However, these changes have been in effect and the staff members have been in place only for a short time. The sustainability of the changes will become evident in the future as they continue to be implemented and result in efficiencies beyond the business office. Although the district has become stable and progress is being made, challenges remain.

Fiscal Operations

The district still faces significant fiscal challenges. Many recommendations in the comprehensive report remain to be implemented and the district's recovery will be a multiyear process. The district needs to provide staff with training regarding the board policies adopted in 2004 so that all staff are aware of the policies and know how they should be implemented.

The district does not regularly prepare a cash flow statement except at the state-mandated reporting periods. Determining the cash position of the organization is as important as projecting an ending fund balance. The district should provide a cash flow report to the State Administrator at least monthly. This will provide information that can help the district plan for shortfalls in cash before there is an urgent need to borrow funds if current obligations cannot be covered by the district's cash balances in all funds.

The purchasing module of the Fresno County Office of Education's (FCOE) financial system identifies when an account lacks sufficient funds for a purchase requisition/order but allows the purchase requisition to be created and processed. This function is considered a soft warning. To maximize internal control over purchases and improve efficiency, the district should work with the FCOE to implement a hard warning that would prevent purchases if there are not sufficient funds in the identified account.

The district has not implemented a position control system for budgeting and accounting. District personnel have volunteered to use any new position control system implemented by the FCOE; however, the district and the FCOE have not met regarding this issue since the spring of 2006.

The district should continue to develop operating procedures for business office staff to help ensure that transactions are processed appropriately and to provide a comprehensive resource for reference and training.

The district has not established a secure method for individuals to report suspected instances of fraud or inappropriate behavior. However, the district is evaluating appropriate methods that will encourage timely reporting of questionable incidents. The district's board policy 1312 identifies the need for a process that allows the community to make complaints about employees.

Training

The district has identified staff training needs and established a training plan to ensure that all business office staff have sufficient technical knowledge to perform their functions effectively. The training process is just beginning and will continue to help the district maintain staff capacity in the future. Training should include new district policies and procedures as they are developed.

Charter Schools

The district has not included in its charter school agreements a clause requiring charter schools to regularly submit reports to the district office for monitoring. The charter reports should include a cash flow statement, an income statement (i.e. operating statement) and the annual audit report. Submission should be required regularly, such as monthly or quarterly.

The district should implement the original FCMAT recommendation to revise its charter agreements, in the form of a memorandum of understanding (MOU), to require that financial information be submitted by the charters to allow the district to fulfill its oversight obligations.

The district has established policies regarding charter schools and attempts to exercise some minimal oversight of its charters, but oversight is not strong and consistent. The district has assigned staff to carry out charter oversight duties; however, because approval of the MOU is still pending, the district does not yet have any authority of enforcement.

Conclusion

A subset of 24 professional and legal standards was identified in the area of Financial Management for ongoing assessment. These 24 standards were assessed in each of the progress reviews conducted. An average rating of 6.0 in this subset, with no standard rated lower than a 4, will indicate that the district has met the criteria for the recommended return of this operational area to local governance.

The average rating of the identified subset of Financial Management standards at this review period is **4.17**, with 3 standards rated less than a 4. This has increased from the average rating of 3.13 reported in July 2005 for this identified subset of standards.

Facilities Management

Since the study team's last visit, the West Fresno Elementary School District has made significant progress in addressing the previous recommendations regarding facilities management. The district continues to maintain core facilities such as bathrooms and grounds. In addition, the district has shown progress in adopting facilities related board policies and has continued to develop and implement comprehensive emergency and safety plans.

However, the district should change restroom accessibility procedures at the middle school, as restrooms should be unlocked during the school day and available for student use.

The district has not adopted a board policy regarding capital/construction projects, nor has it provided training on policies that have been adopted. In addition, the district has made little tangible progress in developing procedures or plans to implement adopted board policies. The district plans to have some procedures in place within the next several months. The following operational plans are being developed:

- Comprehensive school safety plan
- Emergency plan
- Facilities master plan

The district has built shower/locker rooms, classrooms in the gymnasium and additions to the preschool buildings. The only project that remains to be completed at this time is the construction of a middle school. The district is in the process of selecting an architect for the middle school project and other modernization and deferred maintenance projects. It is important that the district adopt procedures and controls for all aspects of the facilities program before beginning new projects.

The district expects to have a draft of its facilities master plan soon. The district should use established processes and the facilities master plan to ensure that construction projects and funds are appropriately managed and that all required reporting is completed accurately and on time.

The district needs to address the remaining facilities recommendations to ensure that it adequately maintains the buildings and grounds. The district also should ensure that it appropriately uses, records, and reports all state funds received.

Conclusion

A subset of 21 professional and legal standards was identified in the area of Facilities Management for ongoing assessment. These 21 standards were assessed in each of the progress reviews conducted. An average rating of 6.0 in this subset, with no standard rated lower than a 4, will indicate that the district has met the criteria for the recommended return of this operational area to local governance.

The average rating of the identified subset of Facilities Management standards at this review period is **5.52**, with 3 standards rated less than a 4. This has increased from the average rating of 4.81 reported in July 2005 for this identified subset of standards.

Implementation Plan

In the initial comprehensive *West Fresno Elementary School District Assessment and Improvement Plan*, July 2003, FCMAT assessed the district using 357 professional and legal standards in five operational areas of school district management. In the six-month follow-up progress reports of January 2004 and July 2004, in the progress report of July 2005, and in this fourth progress report of April 2007, FCMAT has assessed fewer standards to allow the district to focus its improvement efforts in specific areas.

In July 2003, the California Department of Education and FCMAT collaboratively identified a subset of 114 standards to be assessed during each progress review period. The 114 standards selected provide the most probability that the district, if it addresses the standards successfully, will be able to achieve the necessary improvement and return to local governance.

Although all 357 of the professional and legal standards utilized in the initial comprehensive assessment process are important to any district's success, focusing on the identified subset of 114 standards will enable the West Fresno Elementary School District to more quickly achieve a return to local governance.

The subset of 114 standards in the five operational areas include:

- 28 standards in Community Relations and Governance
- 21 standards in Personnel Management
- 20 standards in Pupil Achievement
- 24 standards in Financial Management
- 21 standards in Facilities Management

These standards are identified in the Table of Standards following each of the five operational areas in Section Two of this report.

As the average score of the subset of standards in an operational area reaches a level of six and is considered to be 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 AB 38 has been met and that this operational area could be returned to the Governing Board. Subject to progress, areas of school district operations could be returned to the Governing Board of the school district on an incremental basis. The ultimate 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 West Fresno Elementary School District with the improvement plans and the multiyear financial recovery plan is probable.

The average score of the subset of standards in each operational area is indicated below and in the following table. Average ratings in each operational area have increased during each reporting period. Subsequent progress reviews will report the district's progress over time with new ratings.

Average Rating in Each Subset, July 2003:

Community Relations and Governance: average rating 1.36, with 26 standards under a 4.
Personnel Management: average rating 2.52, with 13 standards under a 4.
Pupil Achievement: average rating 1.71, with 20 standards under a 4.
Financial Management: average rating 0.83, with 24 standards under a 4.
Facilities Management: average rating 2.86, with 13 standards under a 4.

Average Rating in Each Subset, January 2004:

Community Relations and Governance: average rating 2.04, with 23 standards under a 4.
Personnel Management: average rating 3.38, with 11 standards under a 4.
Pupil Achievement: average rating 2.81, with 15 standards under a 4.
Financial Management: average rating 1.54, with 24 standards under a 4.
Facilities Management: average rating 3.81, with 12 standards under a 4.

Average Rating in Each Subset, July 2004:

Community Relations and Governance: average rating 2.82, with 18 standards under a 4.
Personnel Management: average rating 3.86, with 11 standards under a 4.
Pupil Achievement: average rating 3.75, with 9 standards under a 4.
Financial Management: average rating 2.00, with 21 standards under a 4.
Facilities Management: average rating 4.43, with 8 standards under a 4.

Average Rating in Each Subset, July 2005:

Community Relations and Governance: average rating 3.11, with 17 standards under a 4.
Personnel Management: average rating 5.10, with 3 standards under a 4.
Pupil Achievement: average rating 4.25, with 8 standards under a 4.
Financial Management: average rating 3.13, with 14 standards under a 4.
Facilities Management: average rating 4.81, with 7 standards under a 4.

Average Rating in Each Subset, April 2007:

Community Relations and Governance: average rating 4.43, with 9 standards under a 4.
Personnel Management: average rating 5.71, with 2 standards under a 4.
Pupil Achievement: average rating 5.10, with 2 standards under a 4.
Financial Management: average rating 4.17, with 3 standards under a 4.
Facilities Management: average rating 5.52, with 3 standards under a 4.

Summary Table of Average Ratings

Operational Area	July 2003 Average	Jan. 2004 Average	July 2004 Average	July 2005 Average	April 2007 Average	Number of Standards Below a 4
Community Relations/ Governance	1.36	2.04	2.82	3.11	4.43	9
Personnel Management	2.52	3.38	3.86	5.10	5.71	2
Pupil Achievement	1.71	2.81	3.75	4.25	5.10	2
Financial Management	0.83	1.54	2.00	3.13	4.17	3
Facilities Management	2.86	3.81	4.43	4.81	5.52	3

Community Relations and Governance

Community Relations and Governance

Since the last progress report, the West Fresno Elementary School District has begun to implement plans to communicate with staff, engage parents and return to a regular calendar of public meetings of the advisory board. The district has adopted policies; however, a plan for customizing policies to reflect practices and procedures should be developed, as should a process for regularly updating policies.

Communications

The district has adopted a media relations policy and has initiated contact with the local newspaper to cover positive stories in the district's schools. The district has demonstrated progress in keeping staff, parents and community members informed through the *Inside/Out* newsletter for parents and the *Keeping In Touch* newsletter for staff. The reorganization of the physical space at the district office also has improved communication among staff members. The Parent Resource Center now provides a central location where parents can obtain information. The district more effectively uses telephone calls and home visits to parents to increase participation in school events. The district has also made significant progress in extending outreach opportunities to Spanish-speaking parents. The district should continue its efforts to find ways to communicate with parents who may not have been previously involved in the schools.

Parent/Community Relations

The district has expanded the strategies used to attract parents and community members to become involved in activities on the campuses. Through the Parent Resource Center, a newly formed Parent-Teacher Association (PTA) and a program to encourage parent helpers in elementary classrooms, the district has created additional avenues for parents to feel welcome in the schools. The district also continues to host family nights dedicated to reading or math and invites parents to attend monthly awards assemblies. The district should continue connecting with parents who have not traditionally been involved in school activities.

Since the last progress report, parental notifications and uniform complaint procedures have been distributed in English, Spanish and Hmong, in compliance with the law. The district's school accountability report cards have been updated to reflect information required by state and federal law. The district should ensure that it continues to update and distribute this information, and should make the school accountability report cards available on the district's Web site.

Community Collaboratives, District Advisory Committees and School Site Councils

The district is using a social worker instead of a counselor as a strategy to meet the needs of children and families in the community. The district has also been successful in its outreach to members of the migrant community this year, engaging parents in a Migrant Advisory Committee. These efforts should be continued as the district refines the school site councils and focuses on student achievement.

Policy

The district adopted a policy manual in 2004. Having standard policies in place is a positive first step; however, it is important for the district to customize policies to reflect local needs and practices. The district should create a plan for updating the policies that includes input from the public and appropriate staff during the review process. In addition, a strategy must be implemented to allow the public easy access to policies and to inform parents and staff of policy changes.

Board Roles/Boardsmanship

The district has demonstrated incremental progress in board training and development. The members of the advisory board have engaged in workshops with a consultant to develop a handbook and to review the governance standards identified as priorities in previous progress reports. In addition, individual board members have continued to participate in workshops and legislative advocacy. However, no coordinated program of continuing education for the entire board has been adopted. All members of the advisory board must make it a priority to engage in education and training about their role.

Board Meetings

Since the last progress report, the board has conducted regularly scheduled meetings and most members appear to be working toward the long term goal of self-governance. The state administrator has demonstrated a willingness to work with the members of the advisory board and has sought to actively engage board members in public meetings. However, not all members of the board appear to be equally engaged in focusing meetings on the most critical issues, including student achievement. The board president must work to ensure that meetings are conducted professionally, run efficiently and adhere to the agenda.

The district has made great strides in providing required notices of board meetings and ensuring that official minutes of all board meetings are prepared and made available to the public. It is recommended that the district make meeting agendas, background materials and minutes available on the district's Web site. Since the last progress report, board meetings have included a focus on student educational attainment, scores on benchmark tests, and presentations that provided analysis of this pupil achievement data. This type of focus is critical to the district's recovery and should be sustained.

1.1 Communications

Professional Standard

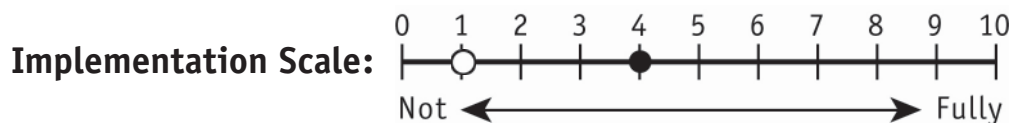
The district has developed a comprehensive plan for internal and external communications, including media relations.

Progress on Recommendations and Improvement Plan

1. The district has adopted policies regarding media and communications. These policies need to be customized and updated to include input from parents, community members, administrators and staff.
2. The district has initiated outreach to local print media and has successfully encouraged newspaper stories covering positive developments at district schools.
3. With communication policies in place, the district must now implement a plan to monitor and evaluate its efforts to proactively provide information to the press.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	Not Reviewed
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	4



1.2 Communications

Professional Standard

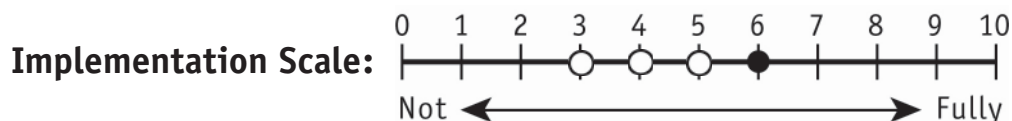
Information is communicated to staff at all levels in an effective and timely manner.

Progress on Recommendations and Improvement Plan

1. The district has continued to improve two-way communications between staff and administrators since the last progress report. In addition to formal communications among faculty, staff and administrators, such as the *Keeping in Touch* staff newsletter and teacher chats, the state administrator also provides information and receives feedback through informal meetings with district staff. Staff cited the physical reorganization of the district office space as a positive change that helps individuals communicate and collaborate with one another.
2. While the district has adopted policies in the area of communications, the practices and procedures must be monitored and reassessed to ensure that communication remains open. As these communication practices become a routine part of district operations, the state administrator should periodically evaluate with staff at all levels their perception of the two-way flow of information.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	4
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Rating:	6



1.4 Communications

Professional Standard

The district effectively implements strategies for communicating with parents, the community and the media.

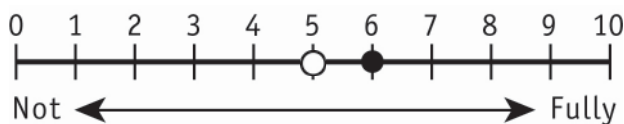
Progress on Recommendations and Improvement Plan

1. Since the last progress report, the district has initiated proactive media relations with the *Fresno Bee* to highlight the accomplishments of students and to rebuild confidence in the district. The state administrator continues to serve as the chief spokesperson for the district.
2. The district has increased its efforts to engage and inform parents and the community through a formal program for parent helpers in the elementary school, additional family reading and math nights, and awards assemblies that are open to parents. The district continues to use multiple means of communication, including notices sent home with students, newsletters and flyers via mail, home visits by district staff and phone calls. The district also continues to make effective use of the automated calling system to leave telephone messages for parents. In addition, as recommended in prior progress reports, a parent-teacher association has been formed. The members of this group should be engaged to increase the level of communication to all parents.
3. The district continues to extend its outreach and communications to parents who speak Spanish and Hmong. These strategies for communicating with non-English-speaking parents are a key strength of the district and should be continued and refined as needed.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Rating:	6

Implementation Scale:



2.1 Parent/Community Relations

Legal Standard

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% or more speak other languages. (Education Code 48980, 48985)

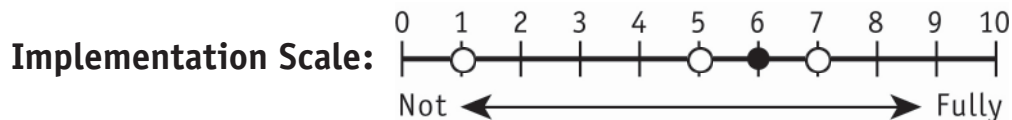
Progress on Recommendations and Improvement Plan

1. The district distributed parental notifications for the 2006-07 school year in English as part of the handbook provided to all students. No evidence was provided that this documentation had been translated into Spanish or Hmong.

The district must continue to sustain the effort to issue all of the required parental notifications in all required languages.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	7
July 2004 Rating:	7
July 2005 Rating:	5
April 2007 Rating:	6



2.2 Parent/Community Relations

Legal Standard

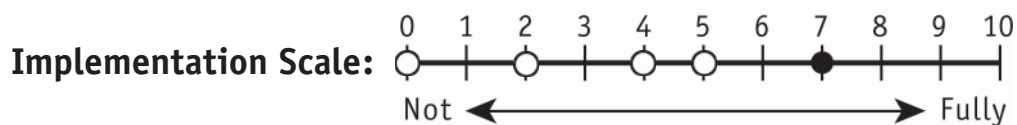
A school accountability report card is issued annually for each school site. (Education Code 35256)

Progress on Recommendations and Improvement Plan

1. The district issued the 2005-06 school accountability report cards for the elementary and middle school in 2006 in both English and Spanish. The district mailed the report cards to parents, made copies available at the district office upon request and posted the documents on its Web site.
2. The district has a policy that reflects the law regarding school accountability report cards.

Standard Implemented: Partially

July 2003 rating:	0
January 2004 Rating:	2
July 2004 Rating:	4
July 2005 Rating:	5
April 2007 Rating:	7



2.3 Parent/Community Relations

Legal Standard

The district has developed and annually disseminates uniform complaint procedures. (Title 5, Sections 4621 and 4622)

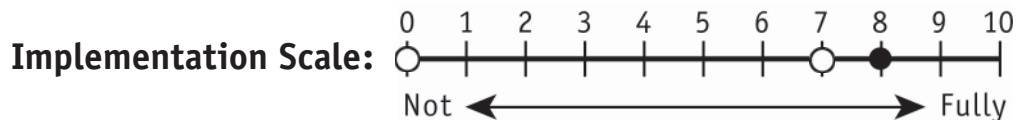
Progress on Recommendations and Improvement Plan

1. The district has adopted a policy regarding uniform complaint procedures. The procedures reflect current law and have been translated into both Spanish and Hmong. District office staff were aware of the policy and indicated an understanding of the procedures. The policy should be reviewed annually as part of the district's regular updates to its policy manual.

Regular staff training regarding complaint procedures would be useful to ensure consistent comprehension and application of the procedures.

Standard Implemented: Fully – Substantially

July 2003 Rating: 0
January 2004 Rating: 7
July 2004 Rating: 7
July 2005 Rating: 8
April 2007 Rating: 8



2.7 Parent/Community Relations

Professional Standard

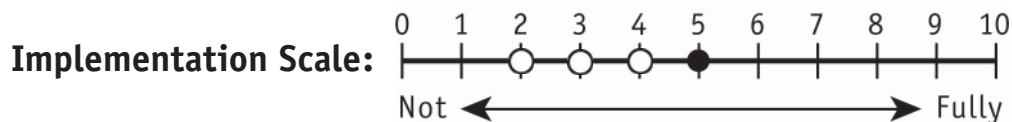
Parent and public input into school and district operations is encouraged.

Progress on Recommendations and Improvement Plan

1. The district has established a Parent-Teacher Association that provides a structure through which parents can be involved in schools. In addition, the district's Migrant Advisory Committee has become a body through which traditionally less involved parents can participate. The district has continued to host events that are open to parents, such as family reading and math nights and awards assemblies. The district also plans to use a questionnaire to gather parent input on the development of a facilities master plan.
2. This school year, the district has developed a Parent Resource Center and hired a social worker to coordinate outreach efforts and to connect schools, families and communities. The district also continues to use staff liaisons who are fluent in Spanish and Hmong to communicate with non-English-speaking parents. The district must monitor and evaluate these strategies to ensure that consistent and meaningful two-way communication with parents and the community continues.
3. The state administrator must continue to ensure that groups such as the parent-teacher association, migrant advisory committee and school site councils are actively engaged and that input from these groups is taken into consideration when policy decisions are made.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	4
April 2007 Rating:	5



2.10 Parent/Community Relations

Professional Standard

Board members are actively involved in building community relations.

Progress on Recommendations and Improvement Plan

1. While some individual board members are engaged in building relationships with parents and members of the community, the majority of board members do not appear to be developing meaningful community relations.

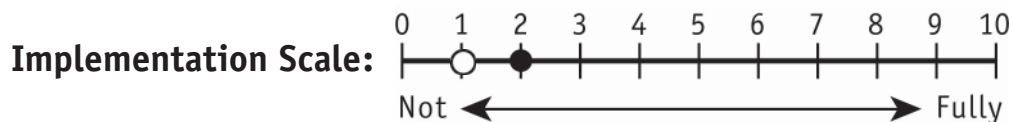
To support students and their families, the state administrator and district staff continue to collaborate in partnerships with community agencies and organizations, including the School Social Work Association, the Fresno County Office of Education and groups advocating civic education.

2. The members of the board do not appear to share common goals about the best ways to develop stronger relationships with the community. Although individual members of the advisory board are working with one another and with the state administrator, the board as a whole has not agreed on a coordinated strategy for outreach. Individual board members have been involved in bringing together board members from other elementary districts that feed into the same high school district as West Fresno Elementary.

The board and appropriate staff should develop and follow a plan for training and education to better understand and fulfill their roles.

Standard Implemented: Partially

July 2003 rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	2



3.8 Community Collaboratives, District Advisory Committees and School Site Councils

Legal Standard

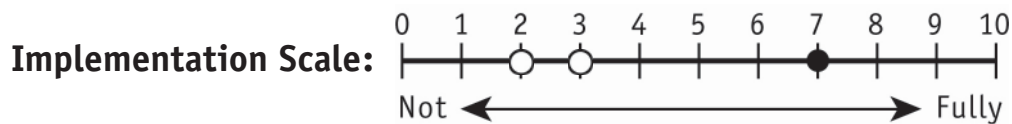
The school site council develops a Single Plan for Student Achievement at each school applying for categorical programs through the consolidated application. (Education Code 64001)

Progress on Recommendations and Improvement Plan

1. The school site councils at the elementary and middle schools were involved in the review of the Single Plan for Student Achievement, and these plans were adopted by the state administrator. The district intends to review and revise these plans during the 2007-08 school year to make them more useful and relevant.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	7
July 2005 Rating:	7
April 2007 Rating:	7



3.9 Community Collaboratives, District Advisory Committees and School Site Councils

Legal Standard

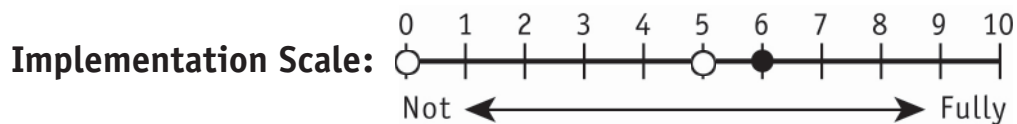
School plans are comprehensive and have sufficient content to meet the statutory requirements. (Education Code 64001)

Progress on Recommendations and Improvement Plan

1. The Single Plans for Student Achievement adopted for the elementary and middle schools contain all the elements required by law. The plans were based on the district's Local Education Agency Plan (LEAP), which includes a needs assessment, analysis of student achievement data, strategies to support student achievement, and school goals for improving student achievement. The plan should be used to evaluate the district's progress toward meeting the achievement goals it has set. In addition, the district should follow through on its plan to review and revise the Single Plan for Student Achievement for both the elementary and middle schools.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	0
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Rating:	6



4.1 Policy

Professional Standard

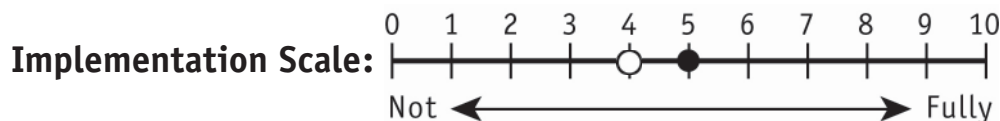
Policies are written, organized and readily available to all members of the staff and to the public.

Progress on Recommendations and Improvement Plan

1. In June 2004, after completing a policy development workshop, the district adopted standard language for a complete policy manual. It is now imperative that the district customize these policies to reflect local needs and practices, and develop procedures and desk manuals for staff based on those policies. Few written procedures exist, and not all policies are aligned with district practices. The district must implement a process for developing new policies and updating existing policies. This process should include gathering input from the public and from appropriate staff members.
2. The district's policy manuals are coded and indexed.
3. As the state administrator adopts changes to the policy manual, staff must be accountable for maintaining and distributing the new and updated information. The district should consider posting its policies online and developing a training plan to disseminate key changes in policies and procedures.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	4
July 2004 Rating:	4
July 2005 Rating:	5
April 2007 Rating:	5



4.3 Policy

Professional Standard

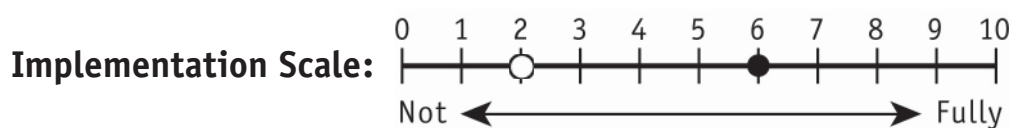
The board has adopted all policies mandated by state and federal law.

Progress on Recommendations and Improvement Plan

1. The district's policy manual now includes policies mandated by state and/or federal law.
2. The district continues to subscribe to the California School Boards Association's policy services and thus has access to an updated list of mandated policies. However, policies are not updated or customized regularly and no clear plan exists for the district to gather input from staff and the public when updating or creating policies.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	6
April 2007 Rating:	6



4.6 Policy

Professional Standard

The board supports and follows its own policies once they are adopted.

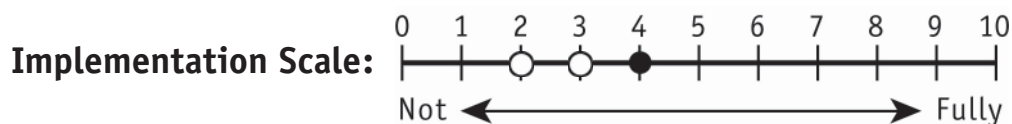
Progress on Recommendations and Improvement Plan

1. While the district's policy manual is current, policy still does not inform the district's procedures and practices. The state administrator must renew efforts to build a district culture that is guided by the adopted policies and in which staff understand and consistently apply policies.

In addition, members of the advisory board should ensure that they are following the principles of the board governance handbook they have developed.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Rating:	4



5.2 Board Roles/Boardsmanship

Professional Standard

Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.

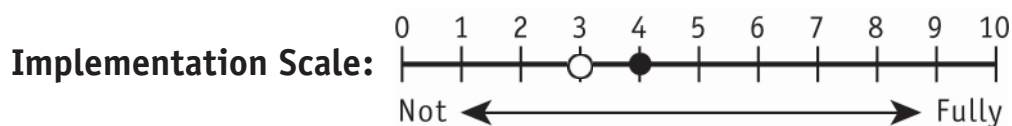
Progress on Recommendations and Improvement Plan

1. Since the last progress report, the membership of the board has changed twice. The previous board engaged in a series of workshops with a consultant to develop a board handbook that addressed the governance recommendations of the FCMAT reports. However, the current members of the board should critically evaluate their ability to build the board's capacity to serve in a fully functional and effective manner when authority is returned.

While some individual board members have attended statewide trainings or conferences on governance topics, a commitment to continuing education has not been demonstrated by a majority of the board. One member of the board has participated in the Masters in Governance program. The state administrator should work with the board to develop a comprehensive continuing education agenda that provides formal opportunities for all members to obtain essential training. The board should make training regarding running an effective and professional meeting a prerequisite for the position of board president.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	4
April 2007 Rating:	4



5.3 Board Roles/Boardsmanship

Professional Standard

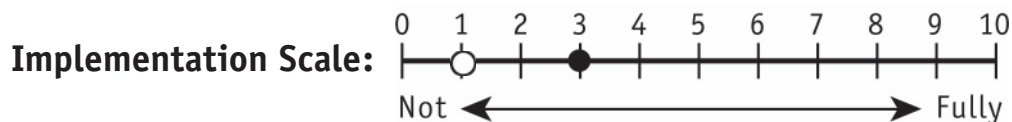
Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of board members.

Progress on Recommendations and Improvement Plan

1. Individual members of the board have participated in continuing education workshops and trainings, and the board engaged in a series of workshops to develop a governance handbook. The board must work with the state administrator to develop a comprehensive agenda for training, using the priority standards related to boardsmanship in the FCMAT Assessment and Improvement Plan.
2. The board has engaged in workshops on budgets and the Brown Act. The district also has access to pertinent literature about governance and education issues through its membership in the statewide association of school boards. Not all members of the board appear to make use of the information or to participate in networking or continuing education events for school board members.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	3



5.4 Board Roles/Boardsmanship

Professional Standard

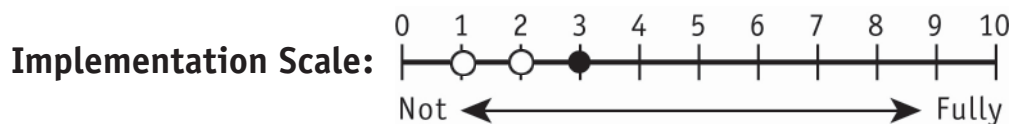
The board has identified the needs of the students, staff and educational community through a needs assessment process.

Progress on Recommendations and Improvement Plan

1. The district uses the Migrant Advisory Committee, school site councils and the Parent-Teacher Association as focus groups to identify potential needs of stakeholders. The district also plans to survey the community regarding facilities as it develops a facilities master plan. The district needs to formally reassess the needs of the community, parents, students, staff and other stakeholders. A comprehensive needs assessment was last conducted in 2004.
2. The state administrator should ensure that periodic surveys, evaluations and assessments are conducted and that this information is reviewed by the board, administration and staff in an effort to meet the needs of stakeholders.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	Not Reviewed
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Rating:	3



5.5 Board Roles/Boardsmanship

Professional Standard

The board has established a district-wide vision/mission and uses that vision/mission as a framework for district action.

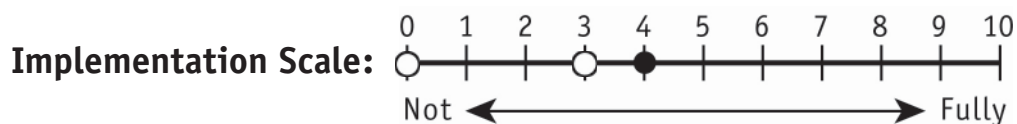
Progress on Recommendations and Improvement Plan

1. The state administrator has adopted vision and mission statements which appear on the student handbooks and are posted throughout the district office. These statements are being used by district staff as a framework for action.

The members of the board should engage in a process to provide meaningful input into future updates of the district's vision and mission.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	Not Reviewed
July 2004 Rating:	3
July 2005 Rating:	3
April 2007 Rating:	4



5.9 Board Roles/Boardsmanship

Professional Standard

Functional working relations are maintained between the board and administrative team.

Progress on Recommendations and Improvement Plan

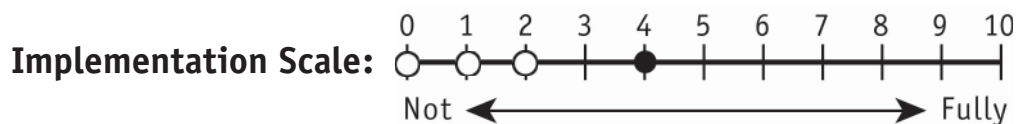
1. Since the last progress report, the state administrator and the advisory board have held monthly public meetings. Attendance by board members has generally been more consistent and a majority of the board members participate in a civil and professional manner.

Most board members appear to understand and respect the processes and channels of communication established by the state administrator. Individual members of the board meet routinely with the state administrator between meetings. These meetings are generally considered productive, but not all board members share the same commitment to functioning in a constructive and collaborative manner. While a majority of the board demonstrates respect and professionalism in their interactions with the state administrator and staff, every board member should endeavor to do so.

2. The board has engaged in a series of workshops to address the role of the advisory board in governance. A board handbook was developed, though it is not clear that all members of the board have embraced the principles regarding the roles and responsibilities of an advisory board.
3. As recommended in the previous progress report, board members should actively seek training in the area of human resources. In addition, any individual elected to the position of board president should undergo training in effective meeting facilitation.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	0
July 2004 Rating:	1
July 2005 Rating:	2
April 2007 Rating:	4



5.10 Board Roles/Boardsmanship

Professional Standard

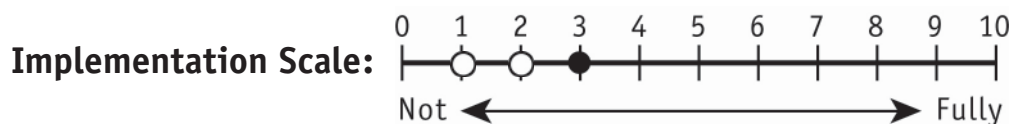
The board publicly demonstrates respect for and support for district and school site staff.

Progress on Recommendations and Improvement Plan

1. Board meetings now routinely include staff reports on important topics, including budget and curriculum. Although the majority of the board members appear to be respectful of staff and act professionally during meetings, this is not true for every board member. The board president should take a stronger stance as meeting chair to limit comments that are out of order or off topic. Training regarding Robert's Rules of Order and effective meeting management could help ensure that all board members understand their role, ask meaningful questions and advise the state administrator.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Rating:	3



5.11 Board Roles/Boardsmanship

Professional Standard

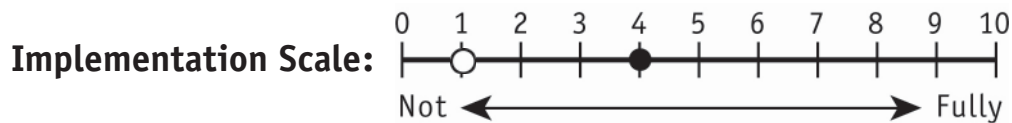
The board demonstrates respect for public input at meetings and public hearings.

Progress on Recommendations and Improvement Plan

1. The meetings of the state administrator and advisory board have been conducted in public and on a regular monthly schedule. While it appears that members of the public have not usually attended advisory board meetings, agendas now routinely include an item for public comment. Most members of board appear to be respectful of staff members who comment or present during meetings.

Standard Implemented: Partially

July 2003 rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	4



5.14 Board Roles/Boardsmanship

Professional Standard

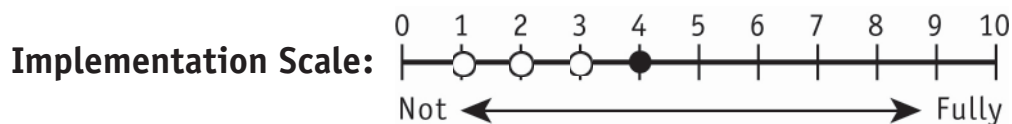
No individual board member attempts to exercise any administrative responsibility.

Progress on Recommendations and Improvement Plan

1. The state administrator indicated that members of the advisory board have not attempted to exercise administrative responsibilities. The majority of board members appear to understand that their role is to advise, offer input and question policy. The board no longer appears to be acting to micromanage activities in the district. However, there appears to be a tendency on the part of individual board members to sometimes become too involved in particular operational details of school sites.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Rating:	4



5.16 Board Roles/Boardsmanship

Professional Standard

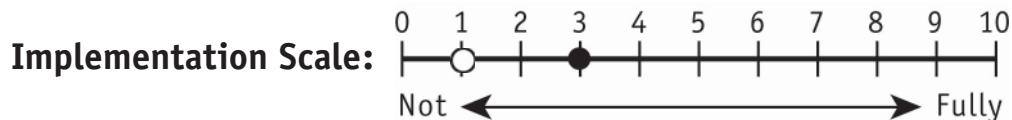
The board acts for the community and in the interests of all students in the district.

Progress on Recommendations and Improvement Plan

1. Individual members of the board have successfully worked to bring together school board members from other elementary school districts in the area to discuss high school articulation. This is a positive development in the area of community engagement. The board has also worked as a team to develop an advisory board handbook addressing their role in governance standards identified by FCMAT. However there is little additional evidence that the board has increased its activities to engage a diverse cross-section of the community. As specific strategies to improve outreach are implemented, the board will need to coordinate with the activities of the Parent Resource Center and with community groups.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	3



6.2 Board Meetings

Legal Standard

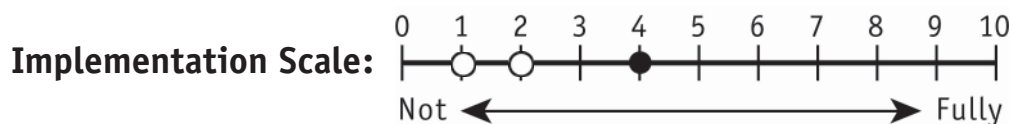
The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2, 54956)

Progress on Recommendations and Improvement Plan

1. Meeting notices are posted on the marquee at the district office, and agendas for regularly scheduled monthly meetings of the advisory board and state administrator are available at the district office. It is strongly recommended that the state administrator and staff post the agendas and meeting minutes to the district Web site to ensure greater access and transparency.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Rating:	4



6.3 Board Meetings

Professional Standard:

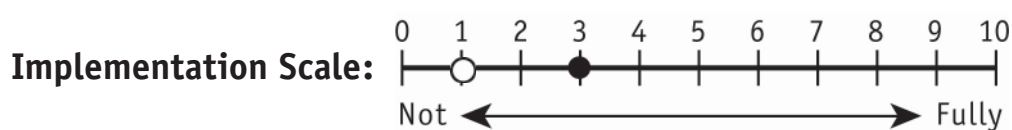
Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Progress on Recommendations and Improvement Plan:

- 1, The district has a process for distributing agendas and background materials to board members in advance of each monthly meeting. These packets typically include background information on agenda items such as budget updates and student test score data. The board will need to become accustomed to receiving analyses, draft policies, fiscal implications and other background materials regularly so that board members can be fully prepared to ask questions and advise the state administrator on each agenda item.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	3



6.5 Board Meetings

Legal Standard

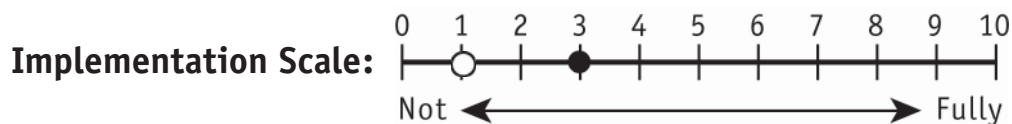
Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq)

Progress on Recommendations and Improvement Plan

1. Since the last progress report, proper notice of public meetings has been given in compliance with the Brown Act. The state administrator does involve the members of the advisory board in closed sessions on matters of personnel, legal issues, negotiations and student discipline. A workshop on the Brown Act was held for members of the advisory board, but not every member of the board was present.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	3



6.6 Board Meetings

Professional Standard

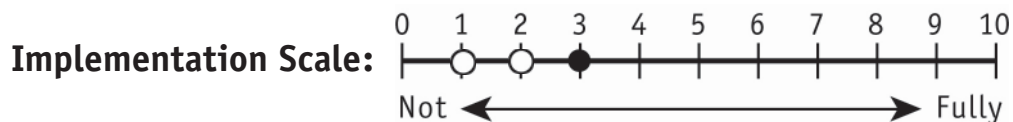
Meetings of the board proceed in a businesslike manner while allowing opportunity for full discussion.

Progress on Recommendations and Improvement Plan

1. The board has participated in a series of workshops to develop a board handbook addressing their role in achieving the governance and community relations standards identified by FCMAT. The state administrator and the board should review and update bylaws on meeting conduct as needed.
2. Advisory board meetings are run by the board president, with actions taken by the state administrator. The state administrator is perceived as accessible and willing to listen. The majority of board members operate in a manner that is professional and respectful, but some members do not adhere to the written agenda and at times make comments that are off topic. The board president should take a stronger stance as meeting chair to limit comments that are not directly related to agenda items. Training in parliamentary procedure and effective meeting management could help ensure that all board members understand their advisory role.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	Not Reviewed
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Rating:	3



6.8 Board Meetings

Legal Standard

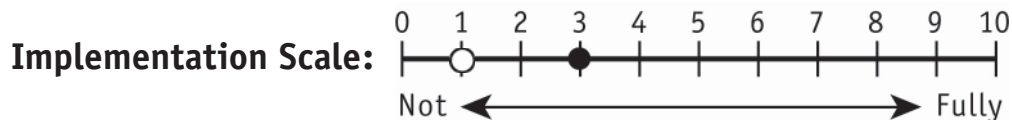
Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda. (Education Code 35145.5)

Progress on Recommendations and Improvement Plan

1. Agendas for board meetings now include a section for public comment. The state administrator and board appear open to hearing from members of the community, but attendance at board meetings by members of the public is infrequent. The board president now chairs the meeting. The individual chosen to serve as president should be provided with an opportunity to attend training in parliamentary procedure and effective meeting management to ensure that public comment opportunities are meaningful.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	3



6.9 Board Meetings

Professional Standard

Board meetings focus on matters related to student achievement.

Progress on Recommendations and Improvement Plan

1. Recent board agendas show that matters related to curriculum, instruction, test scores and overall student achievement have become a stronger focus for the district. The district continues to focus on personnel, facilities and fiscal management issues, but regular reports on pupil achievement have become a part of advisory board meetings.

It is important that the state administrator and the advisory board continue to review and analyze statistics on student achievement and use benchmark data to inform policy discussions and decisions.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	4

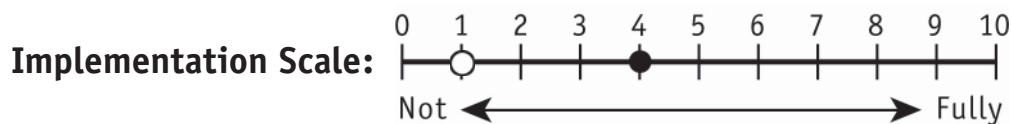


Table of Community Relations and Governance Standards

Progress Ratings Toward Implementation of the Improvement Plan

Community Relations and Governance						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
1.1	The district has developed a comprehensive plan for internal and external communications, including media relations.	1	NR	1	1	4
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	3	4	5	5	6
1.3	Staff input into school and district operations is encouraged.	2	2			
1.4	The district effectively implements strategies for communicating with parents, the community and the media.	5	NR	5	5	6
1.5	Media contacts and spokespersons who have the authority to speak on behalf of the district have been identified.	5	5			
1.6	Individuals not authorized to speak on behalf of the district refrain from public comments on board decisions and district programs	NA				
1.7	Board spokespersons are skilled at public speaking and communication and are knowledgeable about district programs and issues.	NA				
2.1	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).	1	7	7	5	6
2.2	A school accountability report card is issued annually for each school site (EC 35256).	0	2	4	5	7
2.3	The district has developed and annually disseminates uniform complaint procedures (Title 5, Section 4621, 4622)	0	7	7	8	8

NR not reviewed
NA not applicable

The identified subset of standards appears in bold print.
Community Relations and Governance

Community Relations and Governance

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
2.4	Procedures are in place for addressing parents' and community members' complaints against employees in a fair and timely manner.	2				
2.5	Board members refer informal public concerns to the appropriate staff members for attention and response.	NA				
2.6	Parents and community members are encouraged to be involved in school activities and in their children's education.	5				
2.7	Parent and public input into school and district operations is encouraged.	2	3	4	4	5
2.8	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	0				
2.9	The district has established procedures for visitor registration and posts registration requirements at each school entrance. (Penal Code 627.2, 627.6)	1				
2.10	Board members are actively involved in building community relations.	1	1	1	1	2
3.1	The board and Superintendent support partnerships and collaborations with community groups, local agencies and businesses.	4	4			
3.2	The board and the Superintendent establish broad-based committees or councils to advise the district on critical district issues and operations and appropriate.	4				
3.3	Community collaboratives and district and school advisory councils all have identified specific outcomes goals that are understood by all members.	3				

Community Relations and Governance						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
3.4	The membership of community collaboratives and district and school advisory councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population.	5				
3.5	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				
3.6	Collaborative and advisory council processes are structured in such a way that there is a clear, meaningful role for all participants, with appropriate input from parents, members of the community and agency policy makers.	4				
3.7	Community collaboratives and district and school advisory councils led by the district effectively fulfill their responsibilities (e.g., researching issues, developing recommendations).	2				
3.8	The school site council develops a Single Plan for Student Achievement at each school applying for categorical programs through the consolidated application (EC 64001).	2	3	7	7	7
3.9	School plans are comprehensive and have sufficient content to meet the statutory requirements (EC 64001).	0	0	5	5	6
3.10	The school site council annually reviews the school plan and the board annually approves or disapproves all site councils' plans (EC 64001).	0				
3.11	School plans are a vital part of school operations and school accountability.	0				
4.1	Policies are written, organized and readily available to all members of the staff and to the public.	4	4	4	5	5

Community Relations and Governance

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
4.2	Policies and administrative regulations are up to date and reflect current law and local needs.	2				
4.3	The board has adopted all policies mandated by state and federal law.	2	2	2	6	6
4.4	The board annually reviews its policies on intradistrict open enrollment and extracurricular/cocurricular activities (EC 35160.5).	0				
4.5	The district has established a system of securing staff and citizen input in policy development and review.	1				
4.6	The board supports and follows district policies.	2	2	2	3	4
5.1	Each board member meets the eligibility requirements of being a board member (EC 35107).	NA				
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations.	3	3	4	4	4
5.3	Pertinent literature, statutes, legal counsel and recognized authorities are available to and utilized by the board to understand duties, functions, authority and responsibilities of members.	1	1	1	1	3
5.4	The board has identified the needs of the students, staff and educational community through a needs assessment process.	1	NR	2	2	3
5.5	The board has established a districtwide vision/mission and uses that vision/mission as a framework for district action.	0	NR	3	3	4
5.6	The board makes decisions based on the study of all available data, including the recommendations of the Superintendent.	0				
5.7	Functional working relations are maintained among board members.	0				

The identified subset of standards appears in bold print.
Community Relations and Governance

NR not reviewed
NA not applicable

Community Relations and Governance						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
5.8	Individual board members respect the decisions of the board majority and do not undermine the board's actions in public.	NA				
5.9	Functional working relations are maintained between the board and administrative team.	0	0	1	2	4
5.10	The board publicly demonstrates respect for and support for district and school site staff.	1	1	2	2	3
5.11	The board demonstrates respect for public input at meetings and public hearings.	1	1	1	1	4
5.12	Board members respect confidentiality of information by the administration.	NA				
5.13	The board does not involve itself in operational issues that are the responsibility of the Superintendent and staff.	0				
5.14	No individual board member attempts to exercise any administrative responsibility.	1	1	2	3	4
5.15	The board evaluates the performance of the Superintendent regularly on criteria that will encourage student achievement.	0				
5.16	Members of the board act for the community and in the interests of all students in the district.	1	1	1	1	3
5.17	The board receives and reviews reports from the Superintendent regarding district performance.	4				
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting (EC 35140).	1				

Community Relations and Governance

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
6.2	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, 54956).	1	2	2	2	4
6.3	Board members are prepared for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	1	1	1	1	3
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1	1			
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act (GC 54950 et seq.).	1	1	1	1	3
6.6	Meetings of the board proceed in a businesslike manner while allowing opportunity for full discussion.	1	NR	2	2	3
6.7	The board has adopted bylaws for the placement of items on the board agenda by members of the public (Education Code 35145.5).	6				
6.8	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).	1	1	1	1	3
6.9	Board meetings focus on matters related to student achievement.	1	1	1	1	4

Personnel Management

Personnel Management

Staffing and Organization

Since the previous progress report, a new state administrator has been appointed. The position of Administrative Assistant/Human Resources Technician that previously had personnel responsibilities is now a full time Administrator Assistant position, and the Human Resources Assistant position that was shared with Business Services has been eliminated and replaced with a District Service Technician /Human Resources position with responsibilities for personnel services. This position reports to the district's new Assistant Superintendent of Business Services. The district has purchased a half time position from the Fresno County Office of Education (FCOE) to assist the state administrator and provide leadership for the district's instructional programs.

The instructional program has replaced the counseling model with a social worker model. The positions of English Learner Resource Coach, Literacy Coach, Technology Coach and Reading First Coach have been added to address students' educational needs.

The employee in the new District Service Technician/Human Resources position indicated that since beginning her employment in March 2006 approximately 90% of her time has been devoted to personnel services. The remaining 10% has been devoted to business services accounting activities, an area in which she has previous training and experience.

Calling substitutes, which was previously a responsibility of the administrator assistant/human resources technician, is now completed by a school clerk working early in the morning at home.

An office procedures manual and a desk manual are in the initial stages of development.

The district has in place written board policies for recruitment and selection of certificated staff and has begun to develop an office operational procedures manual for personnel. This manual needs to include an index or table of contents listing the relevant services provided, such as the following:

1. Personnel Staff Responsibilities
2. Employment Process
3. Personnel Files
4. Employee Compensation
5. Assignment/Transfers
6. Employee Evaluations
7. Professional Development
8. Leaves
9. Separations
10. Replacing an Employee

Major improvements since the previous progress report include the following:

- The district office has been completely remodeled and restructured, creating a more professional setting and client-friendly atmosphere.

- The administrative structure and personnel at the district's central office and sites have undergone major reorganization. New position titles have new and accurate job descriptions.
- Tuberculosis monitoring has improved.
- Operational procedures have been examined and revised. For example, the district has now clarified in writing the human resources department's responsibility for checking references of potential employees.
- The district continues to use resources from the California School Boards Association (CSBA) to keep district policies and administrative regulations current.

The district has developed new employee application forms for classified, certificated and temporary employee candidates. The forms meet professional and legal standards.

Operations

The district has revised its operational procedures to clarify that the human resources department will be responsible for reference checks of certificated applicants. Three reference checking forms are being reviewed by the human resources department and the state administrator for possible use. The district still needs to document reference checking using a standard reporting form. Similar clarification has been provided that makes the human resources department responsible for checking references of classified employment candidates, but the district lacks a form to document reference contacts and comments.

The district has written board policies and operational procedures regarding employment of classified employees; however, further revisions are needed to provide clear understanding of acceptable practices.

Personnel files are organized and secured in lockable, fireproof cabinets. Personnel data on all employees is now regularly entered into a single database in the Fresno County Office of Education's data system.

Job descriptions have been established for all positions and are currently being updated. The physical requirements for each position are set forth in the job description to comply with Americans with Disabilities Act (ADA) guidelines.

Salary schedules are prepared and entered into a shared network that is available to employees. Salary information is entered into each employee's data file and is available for salary queries and reports.

The district has appropriate nondiscrimination policies and regulations. All new employees receive a copy of these policies when they are hired. In addition, all employees have access to the policies and regulations on the district's shared network.

All credential information is maintained by the Fresno County Office of Education and the district in a county database system. Two district staff members are trained to work in the area of credentialing.

All new employees receive information about nondiscrimination, child abuse reporting, blood-borne pathogens, sexual harassment and several other subjects required by law. Employees must also complete online training modules in many of these subjects. The district should extend these

online training modules to current employees. Employment applications for all positions now comply with Americans with Disabilities Act (ADA) guidelines.

The district is successfully using the Standardized Account Code Structure (SACS) to maintain employee data. The human resources office consistently enters employee data into the SACS system and the district is able to run custom reports on staffing, credentials, seniority and other factors. However, no position control module is available for the system. The business office must run several reports to verify salary and budget information to ensure that positions are funded and filled.

Training

The district's management and supervisory staff have had a number of opportunities to participate in training regarding employee evaluations and due process. The district should provide continued training for the district service technician/human resources position.

Evaluation

The district has board policies, administrative regulations and standard operating procedures for evaluating certificated employees. It was reported that all teachers will be evaluated annually starting this year. Board policies and standard operating procedures are also in place for the evaluation of classified employees. The performance instrument and reporting process adopted in 2005 for classified employees is reportedly working well.

A system for tracking and monitoring employee evaluations is in place; however, the district has not made completion of employee evaluations a priority, and those responsible for employee evaluations have not been held accountable for their completion. The district should make evaluation monitoring a priority and hold accountable those responsible for employee evaluations.

The district collects comparable salary and benefit information from several sources, including local school districts and other California school districts of comparable size. The business office and state administrator prepare pertinent financial information, including salary and benefit costs, to share with the advisory board during collective bargaining.

1.1 Organization and Planning

Professional Standard

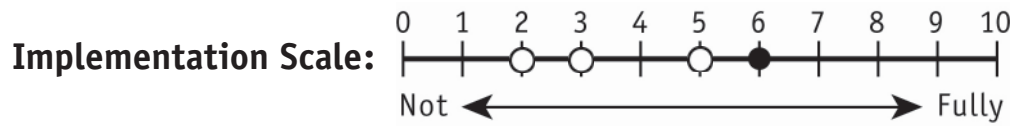
The district has clearly defined and clarified policies and procedures relative to recruitment, hiring, evaluation and dismissal of employees.

Progress on Recommendations and Improvement Plan

1. The district has established a comprehensive set of board policies and administrative regulations, based on models from the California School Boards Association (CSBA).
2. The district's board policies and administrative regulations have been posted on the district's shared network and are available to all employees online.
3. The district is working to prepare a place on the district Web site that will allow the public to view the board policies and administrative regulations. No date for completion of this process was reported.
4. The district continues to develop a district office Policy and Procedures Manual that contains a section on human resources. This manual is still under development and does not yet contain a table of contents or indexing system. A system must be developed to keep the manual up to date.
5. The Policy and Procedures Manual is posted on the district's shared network so that employees have access to these materials.
6. Standard operating procedure HR #1025 addresses the vacancy process and provides procedures for filling certificated and classified vacancies.
7. Standard operating procedure HR #1050 addresses the interview and selection process for all employees. This procedure was being reviewed and updated during the study team's visit.
8. Standard operating procedure HR #2070 addresses the evaluation process for classified employees.
9. Standard operating procedure HR #2071 addresses the evaluation process for certificated employees.
10. There was no evidence of a written procedure addressing discipline or dismissal of employees.
11. A desk manual for the human resources office has not yet been developed. This manual should be completed and used to cross train an employee in human resources. It was reported that the human resources procedures contained in the district's Policy and Procedures Manual will be used as the framework for this desk manual.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	3
July 2005 Rating:	5
April 2007 Self-Rating:	6
April 2007 New Rating:	6



3.1 Certificated Recruitment and Selection

Professional Standard

Certificated employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.

Progress on Recommendations and Improvement Plan

1. The district has in place written board policies for the recruitment and selection of certificated staff (BP 4111a) and recruiting incentives for teachers (BP 4111b). These policies were adopted on June 2, 2004.
2. The district has developed a Policy and Procedures Manual, which contains a number of employment procedures, including the following:
 - HR #1020 - New Position Requests
 - HR #1025 - Vacancy Process – Certificated
 - HR #1050 - Interview and Selection Process

These procedures were approved by the state administrator on February 1, 2005.

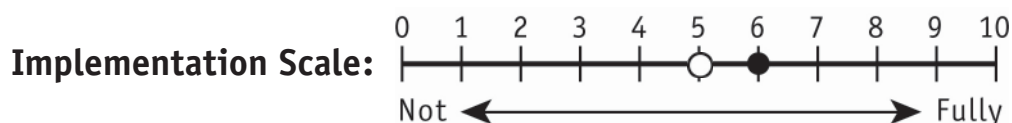
3. The human resources office and the state administrator have revised the three operating procedures mentioned in #2 and they are now titled as follows:
 - HR #1020 - Request for New Personnel
 - HR #1025 - Vacancy Process
 - HR #1050 - Interview and Selection Process

These newly revised procedures were completed on February 5, 2007. The reference to department heads in the interview and selection process procedures needs to be replaced with new language.

4. The application form designates the district as an equal opportunity employer.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	6
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Self-Rating:	7
April 2007 New Rating:	6



3.2 Certificated Recruitment and Selection

Professional Standard

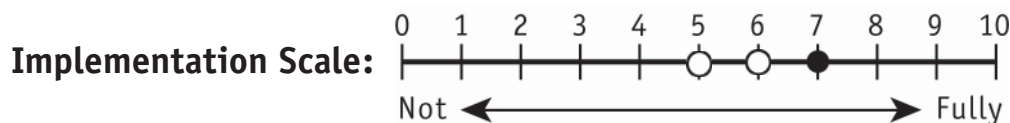
The job application form requests information that is legal, useful, pertinent, and easily understood.

Progress on Recommendations and Improvement Plan

1. Since the last visit, the district has revised its application forms for classified and certificated applicants. The two application forms meet legal and professional standards and requirements; they are useful, pertinent and easily understood.
2. A third application form addresses short term positions only. This temporary application can be used for the following three classifications: classified, certificated and volunteers. This application form also meets professional standards. All three application forms were put in effect in February 2006.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Self-Rating:	8
April 2007 New Rating:	7



3.4 Certificated Recruitment and Selection

Professional Standard

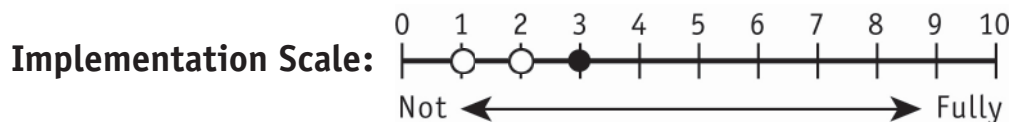
The district systematically initiates and follows up on reference checking on all certificated applicants being considered for employment. An appropriate reference checking form is completed and filed in the district office.

Progress on Recommendations and Improvement Plan

1. Procedure HR #1050, Interview and Selection Process Procedures, was revised on February 5, 2007. This procedure now states that human resources personnel will call references on the final candidate for a position. This written document eliminates previous uncertainty. The revision needs to be communicated to the learning directors and others involved in the hiring process.
2. The study team received three separate reference checking forms, none of which have been used to document employees' references. The three forms were titled as follows:
 - a. Reference Check of Potential Employee
 - b. Telephone Contact Reference Report
 - c. Administrative Reference Form
3. The district needs to adopt and use a written reference checking form for certificated applicants.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	Not Reviewed
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Self-Rating:	5
April 2007 New Rating:	3



4.1 Classified Recruitment and Selection

Professional Standard

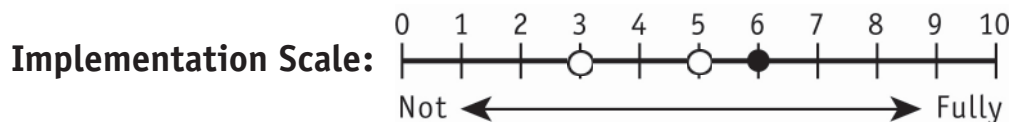
Classified employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.

Progress on Recommendations and Improvement Plan

1. The district has in place a written board policy (BP 4211) regarding the appointment and conditions of employment for classified employees. This policy was adopted on June 2, 2004.
2. The district has developed a Policy and Procedures Manual. Included in this document is HR #1025, Classified Vacancy Procedures, which was approved by the state administrator on February 1, 2005.
3. Operating procedure HR #1050, Interview and Selection Process, was revised on February 5, 2007 and applies to classified and certificated personnel.
4. The application form designates the district as an equal opportunity employer.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	Not Reviewed
July 2004 Rating:	3
July 2005 Rating:	5
April 2007 Self-Rating:	7
April 2007 New Rating:	6



4.3 Classified Recruitment and Selection

Professional Standard

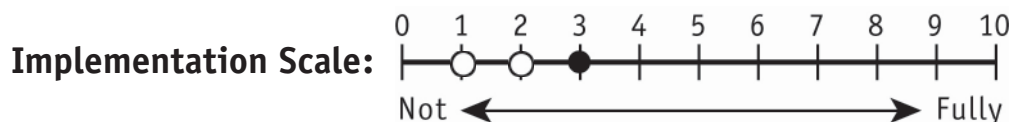
The district systematically initiates and follows up on reference checking on all classified applicants being considered for employment. An appropriate reference checking form is completed and filed in the district office.

Progress on Recommendations and Improvement Plan

1. Procedure HR #1050, Interview and Selection Process Procedures, states that human resources personnel will call references on the final candidate for a position. This document was revised on February 5, 2007 and now clarifies a procedure about which there was previous uncertainty. This revision needs to be communicated to the learning directors and others involved in the hiring process.
2. The study team received three separate reference checking forms, none of which have been used to document employees' references. The three forms were titled as follows:
 - a. Reference Check of Potential Employee
 - b. Telephone Contact Reference Report
 - c. Administrative Reference Form
3. The district needs to adopt and use a written reference checking form for classified applicants.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	NR
July 2004 Rating:	1
July 2005 Rating:	2
April 2007 Self-Rating:	5
April 2007 New Rating:	3



6.1 Operational Procedures

Professional Standard

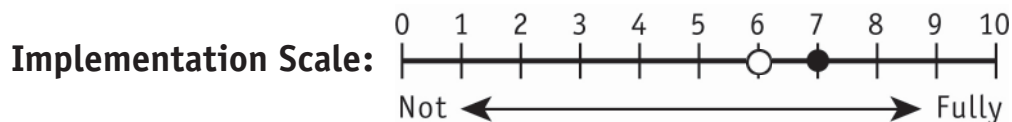
Personnel files are completed, well organized and up to date.

Progress on Recommendations and Improvement Plan

1. The personnel files are maintained in well organized file folders and housed in lockable, fireproof file cabinets.
2. Medical information is now separated from personnel files and filed in separate blue-colored folders.
3. The Standardized Account Code Structure (SACS) is now used as the exclusive database for district personnel information. Information about each employee is updated by the district services technician/human resources employee.
4. The personnel information in the database can be printed using Flex Reports, which are used to monitor information that is required to be in the personnel files, such as tuberculosis reports and credential information.
5. The district has been able to add college classes taken by employees to the SACS database. This information is valuable when the district needs to compile information for reports such as those for No Child Left Behind (NCLB) requirements and staff development.

Standard Implemented: Partially

July 2003 Rating:	6
January 2004 Rating:	6
July 2004 Rating:	7
July 2005 Rating:	7
April 2007 Self-Rating:	9
April 2007 New Rating:	7



6.4 Operational Procedures

Professional Standard

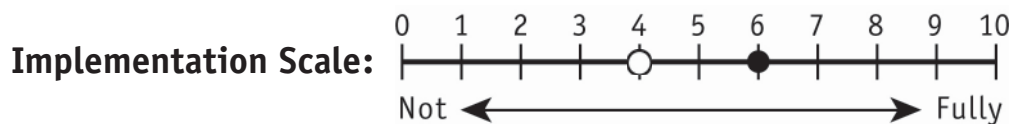
The Personnel Office has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.

Progress on Recommendations and Improvement Plan

1. The district has developed a database of job descriptions for all district positions.
2. As changes in the district's organization have been made, the district has developed new job descriptions or modified existing job descriptions.
3. Job descriptions are posted on the district's shared network so that all employees have access to all job descriptions.
4. Each employee is required to sign and date a copy of his or her job description. This document is placed in the employee's personnel file.
5. The format of the district's job descriptions contains all pertinent information regarding the job. Physical characteristics are included on each job description to comply with Americans with Disabilities Act (ADA) guidelines.
6. Job descriptions lack a date of adoption/approval. An adoption or approval date should be included on future job descriptions.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	4
July 2004 Rating:	4
July 2005 Rating:	6
April 2007 Self-Rating:	7
April 2007 New Rating:	6



6.7 Operational Procedures

Professional Standard

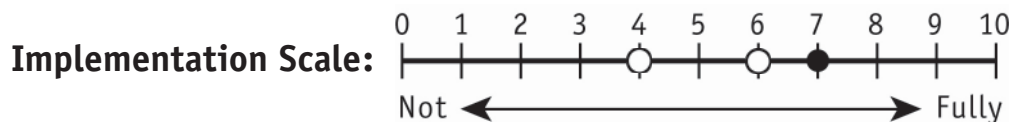
Wage and salary determination and ongoing implementation are handled without delays and conflicts (substitute, temporary employees, stipends, shift differential, etc.).

Progress on Recommendations and Improvement Plan

1. The district has prepared salary schedules for all employee classifications and groups, and has posted these on the district's shared network for employees to view.
2. The 2006-07 salary schedules were not yet on the network at the time of this review. The district indicated that technical issues were delaying the posting. However, the 2004-05 salary schedules were on the network and the system does work.
3. The Human Resources department now has systems in place to keep salary information for all employees current on the Standardized Account Code Structure (SACS). This allows the district to run salary reports and projections.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	6
July 2004 Rating:	7
July 2005 Rating:	7
April 2007 Self-Rating:	9
April 2007 New Rating:	7



7.4 State and Federal Compliance

Professional Standard

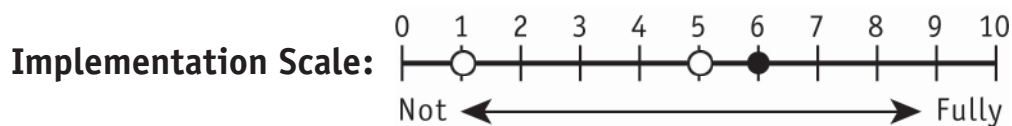
A clear, implemented policy exists on the prohibition of discrimination.

Progress on Recommendations and Improvement Plan

1. The district maintains the following board policy and administrative regulation:
 - BP 4030 – Nondiscrimination in Employment (6/2004)
 - AR 4030 – Nondiscrimination in Employment (6/2004)
2. The district has developed new and separate employment applications for certificated, classified, and temporary employment. Each application contains a comprehensive nondiscrimination statement.
3. The district includes its nondiscrimination policy in the information provided to all new employees.
4. Various posters containing information on employment-related laws are posted in different areas of the district office. Much of the information is incomplete or outdated. The district should purchase up-to-date posters for all state and federal laws and place the posters in several locations that are visited by employees and applicants.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	5
April 2007 Self-Rating:	8
April 2007 New Rating:	6



7.5 State and Federal Compliance

Professional Standard

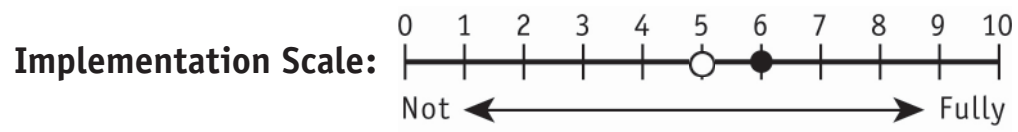
The district has established policies, procedures and practices to ensure that all certificated employees hold valid certification to teach each position in the district.

Progress on Recommendations and Improvement Plan

1. The district has employed a district service technician/human resources to oversee the area of teacher credentials.
2. The district service technician/human resources employee works closely with the Fresno County Office of Education (FCOE) to monitor and keep credentials updated.
3. The district service technician/human resources employee has attended a workshop at Fresno Pacific University related to credentialing. This employee should also attend California Commission on Teacher Credentialing (CCTC) workshops in Sacramento.
4. District employees register all credentials with the county office, which prints a notice on an employee's paycheck when the employee's credential is close to expiring. The district also sends a written notice to employees to remind them to renew their credentials. The county office updates the computer records on all changes and renewals.
5. The district has been able to hire fully credentialed teachers. Three teachers are on internships, one teacher is on waiver and no teachers are on emergency permits for 2006-07.
6. The county office completed the Williams audit for 2005-06; however, a copy of the report was not available for review.
7. It was reported that the county office will perform a full credential audit of the district during 2006-07 as part of its four-year audit cycle.
8. The administrative assistant in the state administrator's office is also trained in the area of credentials and can provide assistance if necessary.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	6
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Self-Rating:	7
April 2007 New Rating:	6



7.6 State and Federal Compliance

Professional Standard

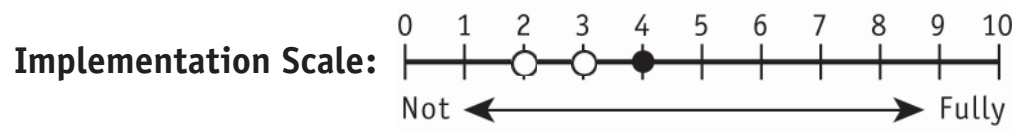
The district has established a process by which all required notices and in-service training have been performed and documented, such as those for child abuse reporting, blood-borne pathogens, sexual harassment and nondiscrimination.

Progress on Recommendations and Improvement Plan

1. The district provides new employees with an information packet containing the following orientation documents:
 - a. Child Abuse Reporting Requirements
 - b. Drug Abuse Violations: Penalties
 - c. Drug-Free Workplace
 - d. Tobacco-Free Policy
 - e. Sexual Harassment
 - f. Professional Code of Ethics
 - g. Exposure to Blood-borne Pathogens
 - h. Facts about Workers' Compensation
2. New employees are also required to complete online training modules on the following topics:
 - a. Sexual Harassment
 - b. Child Abuse Reporting
 - c. Hazard Communication (Chemical Safety)
 - d. Blood-borne Pathogens
 - e. Fire Extinguishers and Fire Prevention
3. New employees must sign a statement acknowledging receipt and review of all documents and training modules. This statement is placed in their personnel files.
4. The district is working to provide online training modules for annual training of all employees in the same topics as provided to new employees. The target date for this process is July 1, 2007.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self-Rating:	7
April 2007 New Rating:	4



7.10 State and Federal Compliance

Professional Standard

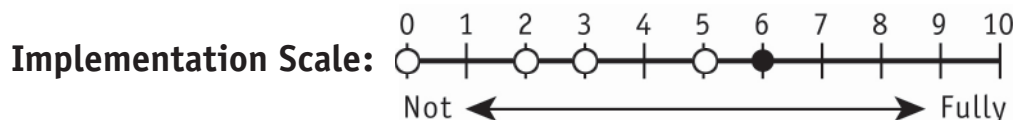
The district is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges or employment.

Progress on Recommendations and Improvement Plan

1. The district has revised its employment applications for certificated, classified and temporary employees to include Americans with Disabilities Act (ADA)-related questions to be answered by the applicant.
2. District job descriptions contain a “Physical Characteristics” section that is designed to comply with ADA guidelines.
3. A comprehensive administrative regulation, AR 4032, Reasonable Accommodation for Employees at the Work Site, addresses ADA-related workplace issues. This regulation is based on the California School Boards Association (CSBA) model and was adopted in June 2004.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	3
July 2005 Rating:	5
April 2007 Self-Rating:	7
April 2007 New Rating:	6



8.1 Use of Technology

Professional Standard

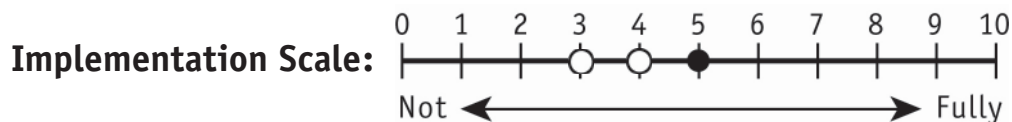
A systematic position control system is utilized and integrated with payroll/financial systems.

Progress on Recommendations and Improvement Plan

1. The district continues to use the Standardized Account Code Structure (SACS) through the Fresno County Office of Education (FCOE). This system provides an extensive and exclusive database for all employee information.
2. It was reported that the FCOE data system does not contain a module that the district can use for position control. It is crucial for the district to work with the FCOE to find a position control module that it can use daily to monitor personnel, payroll and budget transactions.
3. As new employees are hired, employment data is entered into the FCOE system. This database now serves as the exclusive information system on employees.
4. The district is able to use the FCOE system's flex reports feature to create reports using any of the data fields in SACS, such as credential reports, staff assignment reports, etc.
5. Without a position control system, the business office must compare several reports to obtain the data that a position control system would provide.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	4
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Self-Rating:	7
April 2007 New Rating:	5



8.5 Use of Technology

Professional Standard

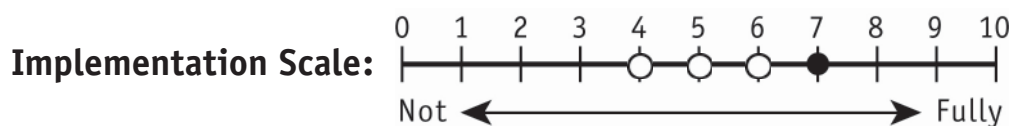
The Personnel Office has computerized its employee database system including, but not limited to: credentials, seniority lists, evaluations, personnel by funding source, program, location and workers' compensation benefits.

Progress on Recommendations and Improvement Plan

1. The district has a written standard operating procedure #2090, which is a form for requesting new personnel. There is also a form that is to be submitted to the business office to ensure that funding is available for any new position.
2. The business office is responsible for monitoring employee position and salary information and entering the information into SACS.
3. The district, through the business office, runs numerous budget and staffing reports to monitor budgeted positions.
4. It was reported that the Fresno County Office of Education (FCOE) does not provide a position control module for the database system. The district is prepared to implement such a system when the FCOE is able to develop it.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	4
July 2004 Rating:	5
July 2005 Rating:	6
April 2007 Self-Rating:	10
April 2007 New Rating:	7



9.1 Staff Training

Professional Standard

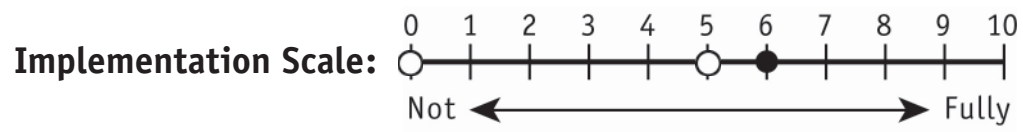
The Personnel Office participates in the training of all management and supervisory staff responsible for employee evaluations and due process.

Progress on Recommendations and Improvement Plan

1. Both learning directors (middle and elementary school principals) reported that during the past year they have been enrolled in the Assembly Bill (AB) 430 leadership training program and that evaluation and due process are components of the program.
2. It was reported that the director of maintenance, operations, transportation and child nutrition (MOTC) has been in the School Business Management Certification program. This year-long program is a partnership between the University of Southern California (USC), School Services of California (SSC) and other agencies. Participants are selected and the program providers receive state grants of \$3,000 per student under the provisions of Senate Bill 352.
3. In September 2005, under the direction of the state administrator, the district presented an evaluation and progressive discipline workshop for all of the district's administrators. This presentation included resource materials and was provided by the district's legal counsel.
4. The district service technician/human resources participated in a labor and employment consortium presented by a law firm during the 2006-07 school year. The consortium provided four sessions over four months dealing with a number of subjects, including writing and editing documentation.
5. The district service technician/human resources also attended a FRISK professional training program half day workshop presented by a school attorney at the Fresno County Office of Education.
6. The FRISK manual on employee documentation procedures was provided to the district's leadership team at the November 27, 2006 weekly cabinet meeting.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	5
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Self-Rating:	5
April 2007 New Rating:	6



10.1 Evaluation/Due Process Assistance

Professional Standard

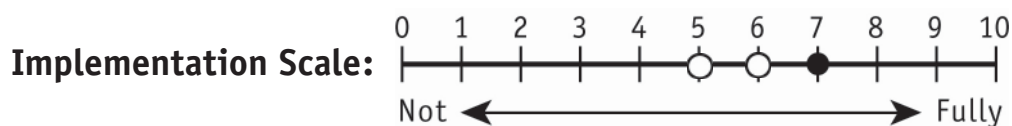
Clear policies and practices exist for the written evaluation and assessment of certificated employees.

Progress on Recommendations and Improvement Plan

1. The district has developed Board Policy (BP) 4115 and Administrative Regulation (AR) 4115 regarding the evaluation and supervision of certificated personnel. The board policy and accompanying administrative regulation were adopted on June 2, 2004.
2. The district has also developed standard operating procedure #HR 2071 regarding the certificated evaluation process, which was approved by the state administrator on April 1, 2005. The study team was provided with a revised copy of #HR 2071, dated February 5, 2007. The revised procedures need to reflect the present practice of evaluating all probationary and permanent teachers annually.
3. The district reported that all teachers would be evaluated annually, which is a change from past practice under which permanent certificated employees were evaluated every other year.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	Not Reviewed
July 2004 Rating:	5
July 2005 Rating:	6
April 2007 Self-Rating:	9
April 2007 New Rating:	7



10.2 Evaluation/Due Process Assistance

Professional Standard

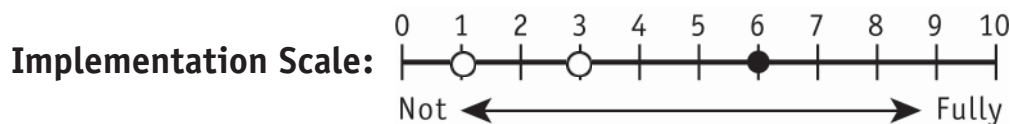
Clear policies and practices exist for the written evaluation and assessment of classified employees.

Progress on Recommendations and Improvement Plan

1. The district has developed Board Policies (BP) 4215 and 4216 on the evaluation and supervision of classified personnel. These policies were adopted June 2, 2004.
2. The human resources office has developed standard operating procedure #HR 2070 addressing the evaluation process for classified employees, which was approved by the state administrator on July 1, 2004. This document was revised on February 5, 2007 and provided to the study team.
3. When the study team visited in 2004, a new evaluation instrument had recently been implemented. It has now become the established performance instrument and is used annually.
4. The district continues to use the Fresno County Office of Education database to keep track of classified evaluations.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	3
July 2004 Rating:	3
July 2005 Rating:	6
April 2007 Self-Rating:	9
April 2007 New Rating:	6



10.3 Evaluation/Due Process Assistance

Professional Standard

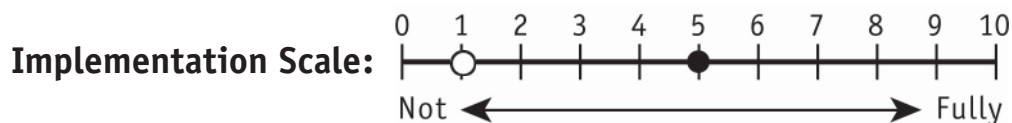
The Personnel Office provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.

Progress on Recommendations and Improvement Plan

1. The district uses the Standardized Account Code Structure (SACS) through the Fresno County Office of Education. This system provides employee evaluation information. Evaluation reports for certificated employees can be downloaded and can list the employee by name, social security number, status (permanent or probationary), hire date, last completed evaluation and due date. The reports also list the various credentials held by an employee.
2. Evaluations of classified employees are similarly entered into SACS. The employee's name, social security number, status (permanent, temporary, probationary, on leave, or student), hire date, last completed date, last evaluator and due date are available.
3. Evaluation status reports are downloaded upon request and sent to supervising site/program managers to remind them of the obligation to evaluate. It was reported that the state administrator is also provided copies of evaluation status reports.
4. The district has in place the system needed to track evaluations of employees and the means to report the status of employee evaluations. A review of information provided by the system shows that the follow-up and completion of evaluations has not been a priority for some years. Some certificated and classified employees have not been evaluated for a number of years. The district must hold managers accountable for completing employee evaluations as required.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	5
April 2007 Self-Rating:	9
April 2007 New Rating:	5



12.1 Employee/Employer Relations

Professional Standard

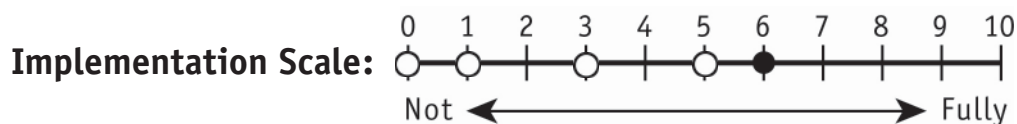
The district has collected data that compare the salaries and benefits of its employees with districts of similar size, geographic location and other comparable measures.

Progress on Recommendations and Improvement Plan

1. The district collects salary and benefit data from the five feeder school districts of the Washington Union High School District.
2. The district also gathers salary and benefit information from like districts throughout the state, through the state administrator.
3. The district has recently requested information from the California Department of Education (CDE) on other school districts in the state for use in future salary and benefit comparisons.
4. The state administrator meets with the advisory board in closed session to share information regarding salary and benefits, and is working with board members to provide training regarding how a board functions in reviewing crucial financial data during negotiations.
5. The district meets with representatives of the employee organizations to review district insurance benefits. This process allows the district to review the use of benefits by employees and to examine proposed changes in insurance premiums for the following school year.

Standard Implemented: Partially

July 2003 Rating:	0
January 2003 Rating:	1
July 2004 Rating:	3
July 2005 Rating:	5
April 2007 Self-Rating:	8
April 2007 New Rating:	6



12.4 Employee/Employer Relations

Professional Standard

The district has a process that provides management and the Governing Board with information on the impact of bargaining proposals (e.g., fiscal, staffing, management flexibility, student outcomes).

Progress on Recommendations and Improvement Plan

1. The business office prepares detailed information for the state administrator and the advisory board regarding the costs associated with collective bargaining matters.
2. The state administrator is responsible for all negotiations with certificated and classified employee groups. Prior to any agreement, the administrator presents any proposed agreements to the Fresno County Office of Education (FCOE) and the California Department of Education (CDE) for their review and comment.
3. In 2005-06, the district was able to give a 5% increase on the salary schedule, the first salary increase in six years.
4. In 2006-07, the district offered a \$3,000 signing bonus for certificated staff for a two year period teaching in the district.
5. The business office uses standard county and state budget forms to project ongoing costs as a result of negotiations. It was reported that the district is using five year projections and periodic review of projections with the CDE.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	3
July 2005 Rating:	4
April 2007 Self-Rating:	8
April 2007 New Rating:	5

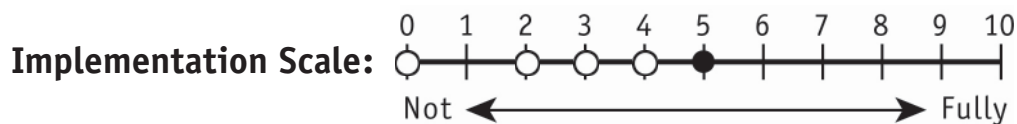


Table of Personnel Management Standards

Progress Ratings Toward Implementation of the Improvement Plan

Personnel Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
1.1	The district has clearly defined and clarified policies and procedures relative to recruitment, hiring, evaluation and dismissal of employees.	2	3	3	5	6
1.2	The Personnel Division has established goals and objectives directly related to the district's goals that are reviewed and updated annually.	1				
1.3	The Personnel Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.	3				
2.1	The Personnel Division utilizes the latest technological equipment for incoming and outgoing communications.	9				
2.2	The Personnel Division staff is cross-trained to respond to client need without delay.	3				
3.1	Certificated employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.	5	6	6	6	6
3.2	The job application form requests information that is legal, useful, pertinent, and easily understood.	5	NR	6	6	7
3.3	The district has developed materials that promote the district and community, and are attractive, informative and easily available.	0				

Personnel Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
3.4	The district systematically initiates and follows up on reference checking on all certificated applicants being considered for employment. An appropriate reference checking form is completed and filed in the district office.	1	NR	2	2	3
4.1	Classified employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.	3	NR	3	5	6
4.2	The job applicant form requests information that is legal, useful, pertinent, and easily understood.	6				
4.3	The district systematically initiates and follows up on reference checking on all classified applicants being considered for employment. An appropriate reference checking form is completed and filed in the district office.	1	NR	1	2	3
4.4	Appropriateness of required tests for a specific position is evident.	1				
4.5	The district has implemented procedures to comply with the recent state legislation governing short-term employees (EC 45103).	0				
5.1	Initial orientation is provided for all new staff.	4				
5.2	The Personnel Office 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.	10	10			
6.1	Personnel files are complete, well-organized and up to date.	6	6	7	7	7

Personnel Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
6.2	Personnel Office nonmanagement staff members have individual desk manuals for all of the personnel functions for which they are held responsible.	0				
6.3	The Personnel Office has an operation procedures manual for internal office use in order to establish consistent application of personnel actions.	2				
6.4	The Personnel Office 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.	4	4	4	6	6
6.5	The Personnel Office provides an office environment with appropriate furniture, equipment, and materials.	6				
6.6	The Personnel Office has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems that develop in the processing of new employees, classification changes and employee promotions.	10				
6.7	Wage and salary determination and ongoing implementation are handled without delays and conflicts (substitutes, temporary employees, stipends, shift differential, etc.).	4	6	7	7	7
6.8	Established staffing formulas dictate the assignment of personnel to the various sites and programs.	6				

Personnel Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
7.1	Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.	6				
7.2	The Governing Board requires every employee to present evidence of freedom from tuberculosis, as required by state law.	6				
7.3	The district has established policies, procedures and practices to ensure that the testing of teacher aides complies with state and federal laws.	1				
7.4	A clear implemented policy exists on the prohibition of discrimination.	1	1	1	5	6
7.5	The district has established policies, procedures and practices to ensure that all certificated employees hold valid certification to teach each position in the district.	5	6	6	6	6
7.6	The district has established a process by which all required notices and in-service training have been performed and documented, such as those for child abuse reporting, blood-borne pathogens, sexual harassment and nondiscrimination.	2	2	2	3	4
7.7	The district is in compliance with Title IX policies on discrimination and state law posting requirements concerning harassment or discrimination.	0				
7.8	The district is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).	5	5			

Personnel Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
7.9	The district is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.	1				
7.10	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.	0	2	3	5	6
8.1	A systematic position control system is utilized and integrated with payroll/financial systems.	3	4	5	5	5
8.2	The Personnel Office provides an effective substitute calling system.	5				
8.3	The Personnel Office has a systematic and effective applicant tracking system for all applicants.	5				
8.4	The Personnel Office has program funds and time for staff training and skills development in the use of computers.	0				
8.5	The Personnel Office 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.	4	4	5	6	7
9.1	The Personnel Office participates in the training of all management and supervisory staff responsible for employee evaluations and due process.	0	5	5	5	6
10.1	Clear policies and practices exist for the written evaluation and assessment of certificated employees.	5	NR	5	6	7

NR not reviewed
NA not applicable

The identified subset of standards appears in bold print
Personnel Management

Personnel Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
10.2	Clear policies and practices exist for the written evaluation and assessment of classified employees.	1	3	3	6	6
10.3	The Personnel Office provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	1	1	1	5	5
10.4	The Personnel Division has developed a process for providing assistance to certificated employees performing at a less-than-satisfactory level such as Peer Assistance and Review (PAR).	1				
10.5	The Personnel Division has developed a process for providing assistance to classified employees performing at a less-than-satisfactory level.	1				
11.1	The Personnel Division has developed recognition programs for all employee groups.	6				
11.2	The Personnel Division has available to its employees various referral agencies to assist employees in need.	4	6			
11.3	Employee benefits are well understood by employees through periodic printed communications. Timely notification of annual open enrollment period is sent to all employees.	0				
11.4	The district has a systematic and effective workers' compensation program.	6				

Personnel Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
12.1	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.	0	1	3	5	6
12.2	The district involves site-level administrators in the bargaining and labor relations decision-making process.	1				
12.3	The district provides a clearly defined process for bargaining with its employee groups (e.g., traditional, interest-based).	1				
12.4	The district has a process that provides management and the Governing Board with information on the impact of bargaining proposals (e.g., fiscal, staffing, management flexibility, student outcomes).	0	2	3	4	5
12.5	The Personnel Office provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.	1	1			

Pupil Achievement

Pupil Achievement

Since the last progress report in July 2005, the district has undergone numerous changes that have affected pupil achievement. This transition has been difficult. However, the 2006-07 school year has been marked by the beginnings of the success expected in years to come.

Leadership

Numerous changes in personnel and organizational structure appear to have placed the district in a better position to advance pupil achievement. At the administrative level, two learning directors have taken the place of the site principals on an interim basis. The district has also devoted resources to help establish a cadre of full time resource coaches to assist teachers in important subject areas, including English language resources and literacy. Together, this leadership team has worked to improve the learning climate, assist teachers and develop a districtwide vision.

Instruction

In the classroom, change has come in the form of longer school days for students in kindergarten and in grades four through eight. This has provided enrichment time and the expansion of core subject instruction. In addition, after-school programs are in place and Saturday school programs are beginning to be implemented. An increased presence of teacher aides and the help provided by resource coaches have increased the inclusion of students with special needs and allowed teachers to focus on teaching.

An increased emphasis on curriculum, benchmarks and student assessment has provided teachers, students and families with a set of guidelines and expectations that was previously lacking. The newly created Curriculum and Instruction Plan includes district goals and a strategy for achieving them. The adoption of grade-specific benchmarks and the use of Data Director and other assessment programs have allowed teachers and administrators to keep better track of data and create reports that identify students' strengths and weaknesses. In addition, regular teacher meetings focused on assessment, pacing and student placement have promoted cooperation and standardization within and across grade levels.

Another change has been the district's adoption of a social worker model with the intent to increase the focus on discipline, attendance and parent involvement. The model places an emphasis on student support and family and community involvement as a means to increase pupil achievement. Parent involvement has become one of the district's core goals, as evidenced by the development of a parent-teacher association, parenting classes, an elementary school newsletter and regularly scheduled parent-teacher conferences. In addition, the social worker has applied for state grants to allow teachers to make home visits and plans to open an on-site family resource center to provide families with one-stop access to various social services.

Although many of the changes have been necessary, the transition has been difficult and the impact of the changes has yet to be fully recognized. Changes in personnel and organizational structure resulted in the neglect of some programs which are now being restored. For example, the student attendance review board (SARB) process and school site councils (SSCs) both suffered setbacks during 2005-06 and attempts are now being made to reinstitute them. English language development (ELD) instructional requirements were also neglected and efforts are now being made to ensure that these requirements are met and that teachers are properly trained. Because staff have many existing responsibilities, they have often initially resisted the addition of new programs, curriculum, and processes. The district must harness administrative support, leverage proven successes and work closely with teachers to decrease this resistance over time.

Pupil Progress

Students continue to underperform on state exams. Standardized test scores for 2005-06 dropped in almost all categories in each major subgroup at the elementary school. Although scores remained relatively steady at the middle school, its Academic Performance Index (API) scores continue to be among the lowest in the state. Because they have not met federal goals, both schools remain designated for Program Improvement.

Much work remains to be done to ensure that the district continues to move forward. The district must continue to develop its leadership positions and increase communication with teachers. The recent changes have placed additional responsibility on administrators and resource coaches. These positions need to remain filled with highly qualified individuals who are able to provide the resources and support needed to effect change in the classroom. This effort should include recruiting highly qualified principals to take the place of the learning directors as the site administrators. The district should make additional efforts to include all stakeholders in the evaluation and planning processes at both the district and school level. These efforts may improve teacher participation and acceptance, and result in better policies and procedures. In addition, these measures might increase beyond a few key staff the number of people who are knowledgeable about the district.

1.1 Planning Processes—Common Vision

Professional Standard

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

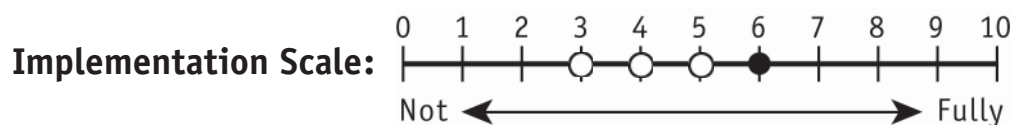
Progress on Recommendations and Improvement Plan

1. The district continues to promote a common vision for student academic achievement. Although the Local Education Agency (LEA) Plan and Single Plans for Student Achievement (Single Plan) have not been updated since 2004 and 2005, respectively, the newly implemented Curriculum and Instruction Plan outlines school-wide achievement goals and provides detailed strategies for each grade level to achieve them. Efforts should be made to align these plans and establish them as guiding documents for staff, students and parents.
 - a. Literacy continues to be the strategic focus for the district, with good reason. A growing majority of the school district's students are non-native English language speakers, for whom language skills are the primary barrier to learning other subjects and successful testing. To this end, the district continues to use the Highpoint literacy intervention program for English Learner (EL) and low-performing students in grades four through eight. Students in kindergarten through grade three continue to use the Open Court Reading series, which has an English Language Development (ELD) component and is supplemented by the Reading First program described in more detail below. As a result, district staff estimates that nearly 60 percent of their instructional time is in language arts. According to teachers and staff, the district's dedication to the same curriculum during the past few years has benefited both teachers and students.
 - b. Starting with the 2006-07 academic year, the district received a grant to fund Reading First, a program designed to improve teacher instruction of the Open Court curriculum in kindergarten through grade three. Representatives of the Reading First program visit periodically to review the schools' progress and make recommendations for improvement. Full implementation of the program is expected by start of the 2007-08 school year. According to some teachers, the addition of the Reading First program has left less time for other subjects. Given that the curriculum itself has not changed, it appears that this may be the result of unfamiliarity with the program and should decrease over time. A literacy coach has been hired to fulfill a similar role in grades four through eight but has been on medical leave for much of the year.
 - c. Since the last progress report, the district has begun to use the benchmark blueprint provided by Action Learning Systems, Inc. (ALS) that provides grade-specific benchmarks that are in line with state requirements for student achievement in language arts and mathematics. A software program called Data Director tracks student performance in each of these standards. Similar standards do not yet exist for social studies and science.

- d. The district has extended the daily schedule by one hour for students in grades four through eight. Although the extra hour of instruction focuses on enrichment, such as athletics, dance, and cooking, it has allowed more time for core subject instruction during the normal school day. While the length of the school day remains unchanged for grades one through three, the kindergarten school day was extended by one hour beginning in February 2007 to provide additional time for the new Reading First program. The district is considering extending the length of the school year in the future.
- e. The review team reiterates its recommendation that the district update its LEA Plan and Single Plans to reflect the schools' recent and significant changes. The district should involve school administrators, resource coaches, teachers, parents, and students in this process to promote acceptance and awareness of the goals and steps to achieve them. In addition, the district should continue to focus on professional development in the plans, especially given its need to emerge from Program Improvement (PI) status. As recommended in the past two progress reports, an annual timeline for review and revision of the plans should be agreed upon and shared with the leadership team and school site councils (SSCs) to ensure that members understand the importance of this document in guiding district decisions.
- f. The leadership team, which consists of the assistant to the state administrator, director of student services, learning directors and resource coaches, meets bimonthly to discuss their plans for the schools and to develop a districtwide vision and plan.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	4
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Self Rating:	8
April 2007 New Rating:	6



1.3 Planning Processes—Long-Term Goals

Professional Standard

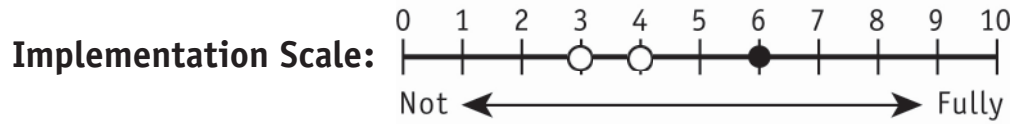
The district has long-term goals and plans to support student achievement improvements.

Progress on Recommendations and Improvement Plan:

1. The theme for the 2006-07 school year is “Raising the Bar,” which focuses on increasing schoolwide awareness, goal setting and monitoring of progress. As evidence of the adoption of this theme, the district has made strides in setting detailed long-term goals and plans to support student achievement. In particular, the district’s Curriculum and Instruction Plan, which has been distributed to all teachers, outlines the following goals related to student achievement:
 - Increase by 10 percentage points (schoolwide, all subgroups, all grade levels, and all classrooms) from 2006 performance on California Standards Test (CST) on the May 2007 assessment.
 - Every student will make growth every year on the CSTs to move him or her at least one level above their status (for example, far below basic, below basic, basic, or proficient).
 - Every EL student will make growth each year as to move him or her at least one level above their current level and to proficiency on the California English Language Development Test (CELDT).
 - Reduce the number of office referrals for class disruption by at least 40%.
 - Increase student attendance to 95% (from 92.7%).
 - Reduce incidences of major infractions of the education code by 30%.
 - Get 100% of parents involved in at least two school events during the 2006-07 school year, at least one of which is a parent conference.
2. The Curriculum and Instruction Plan also establishes strategies to achieve the goals outlined above. This includes determining benchmarks for all grades and curricula, increased assessments on those benchmarks, increased analysis of student performance, and improved student placement. To track performance, the district has begun to collect data on each of these goals.
3. While the district has established new goals, plans, policies, and procedures, it has not updated its Local Education Agency (LEA) Plan and Single Plans for Student Achievement (Single Plans) this year to reflect these changes. See also comments in Standard 1.1 (e).

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Rating: 4
July 2004 Rating: 6
July 2005 Rating: 6
April 2007 Self Rating: 8
April 2007 New Rating: 6



1.4 Planning Processes—Resource Allocation

Professional Standard

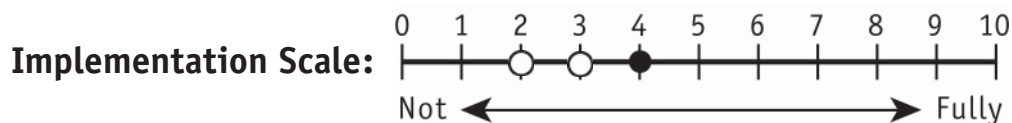
The district directs its resources fairly and consistently to accomplish its objectives.

Progress on Recommendations and Improvement Plan

1. The state administrator and his assistant stated that they inherited a broken budget allocation and accounting model in 2005, which they began to correct last year by restructuring the budget office and hiring a new assistant superintendent, business services. At that time there was no connection between the budget department and the categorical program department. Since then, the budget department has increased its role in tracking funds, addressing outstanding audit findings and interacting with program staff. The increased focus on allocating resources to pupil achievement goals is evidenced in part by the district's investment in four full time instructional coaches (for technology, literacy, English learner, and Reading First) and provision of teacher aides.
2. According to the assistant superintendent, business services, communication between the budget office and school sites remains weak. While the budget office is able to learn about program needs from the assistant to the state administrator, there is little interaction with the learning directors, who are most aware of the site-specific needs of their teachers and students but do not appear to be versed in budget issues. This lack of communication has led to some school funds not being used throughout much of the school year, leaving the budget office hurrying to find ways to spend categorical funds. Recent examples of appropriated funds that were not spent include funds for Gifted and Talented Education (GATE) and community based english tutoring (CBET) programs.
3. Since the last report, the school site councils' (SSCs) review of site budgets has diminished. District staff state that the budget process and the councils have been renewed and that the councils will again be involved in the review of site budgets. Although the most recent budget was shared with the SSCs, the assistant superintendent, business services did not receive any feedback from the councils.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	3
July 2005 Rating:	3
April 2007 Self Rating:	7
April 2007 New Rating:	4



1.6 Planning Processes—Student Performance

Professional Standard

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

Progress on Recommendations and Improvement Plan

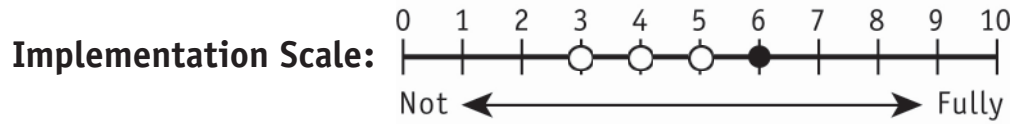
1. Since the July 2005 progress report, the district has begun to use a benchmark blueprint provided by Action Learning Systems, Inc. (ALS) which provides grade-specific benchmarks that are in line with state requirements for student achievement in language arts and mathematics. A software program called Data Director tracks student performance in each of these standards. Similar standards do not yet exist for social studies and science. Each trimester the teachers hold parent-teacher conferences at which parents are shown student performance against these benchmarks. About the same time, teachers and administrators meet separately to discuss individual student performance.
2. The district's summer school program continues to span three weeks and retain the normal school year's hours. Each year, teachers identify the students at risk of being retained based on assessments and classroom performance and request their participation in the summer school program via a letter to the students' parents. All migrant students are granted admission into a separate summer school program conducted the California State University, Fresno. However, because student participation often depends on the parent, a number of students fail to attend.

According to teachers and learning directors, there is a desire to make participation in the summer program mandatory or to create incentives or penalties that warrant more attention to the importance of the extra class time. For example, the district offers a swimming program for school attendees as an incentive. The middle school has adopted a new program called "Summer Success," which teachers find effective. The elementary school uses the regular curriculum, which concerns some teachers because the students in the program did not succeed in that curriculum during the school year and are often unable to continue its subsequent lessons. Consequently, the district may want to consider allowing teachers to depart from or revisit the curriculum from earlier in the year.

3. The district continues to offer an after-school program to all students. In grades four through eight, the after-school program is shorter because of the extended school day. The school receives assistance in providing the after-school program from California State University (CSU) Fresno. The review team was told that participation in the program is good, but often fluctuates with the seasonal change in daylight hours. To supplement this time, the middle and elementary schools have recently begun a Saturday school program that is mandatory for students who need additional academic support.

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Rating: 4
July 2004 Rating: 4
July 2005 Rating: 5
April 2007 Self Rating: 8
April 2007 New Rating: 6



2.1 Curriculum—Management

Professional Standard

The district, through its adopted policy, provides a clear operational framework for management of the curriculum.

Progress on Recommendations and Improvement Plan:

1. With assistance from the Fresno County Office of Education (FCOE), the district has developed its first Curriculum and Instruction Plan. This plan ties together the district's mission with its main goals and provides detailed strategies for reaching these goals.
 - a. Although the Curriculum and Instruction Plan is still a work in progress, it has been distributed to teachers and is viewed more as a guiding document than the higher-level Single Plans for Student Achievement (Single Plans) and Local Education Agency (LEA) Plans. According to the assistant to the state administrator, the Curriculum and Instruction Plan will be evaluated and revised based on input from teachers at the end of each trimester.
 - b. The Curriculum and Instruction Plan guides teachers to meet benchmarks using the state-approved curriculum. To improve instruction, teachers work together to develop a pacing schedule to ensure that all curricula are covered throughout the year and that the students in each grade are learning similar concepts at the same time. The teachers from each grade meet every Wednesday morning for two hours to discuss student performance and to modify their lesson plans to meet student needs. However, given the remedial nature of the intervention courses, maintaining the pacing schedule has proven difficult for some teachers.

The teachers also use the standards and assessments outlined in their adopted curriculum. To supplement their textbook curriculum, the school has also adopted Standards Plus, a program that teaches test-taking strategies based on state standards. Although Standards Plus has been seen as helpful in many ways, it does not always align with the other textbooks, making it difficult to create continuity in lesson plans across curricula. To accommodate this, teachers search through the Standards Plus materials to find a lesson that is pertinent to the work done in class. According to the assistant to the state administrator, the district will collect this information from teachers at the end of the year to better align the curricula in the future.

The district adopted new state-approved social studies curricula in 2005-06 and is currently determining which science textbook it will adopt for the 2007-08 school year. The district has made efforts to align its curricula with the other school districts that feed into the Washington Union High School District. This process has involved district participation in a committee led by content experts from the Fresno County Office of Education. While social studies and science remain secondary to language arts and mathematics, the

adoption of these new curricula is expected to increase student and teacher focus and proficiency in these fields.

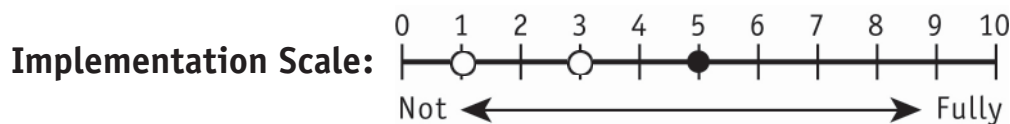
- c. In grades two through eight, benchmark assessments in language arts and mathematics determine student proficiency. This information is used to identify students' needs and modify instruction as needed. More frequent assignments and textbook-based assessments provide teachers with more immediate feedback that is used in student report cards. See also comments under Standard 4.2 on the use of assessments.
- d. A major improvement in professional development since the last review has been the introduction of resource coaches, who are to provide on-the-job training to teachers in several of the schools' areas of need, including English Learner (EL) resource, literacy, technology, and Reading First. The district has been unable to locate and hire a qualified math coach. Each of these full time positions assists other teachers and their students through trainings and demonstrations in their respective topic area.

Teachers also continue to receive Assembly Bill (AB) 466 funded training in language arts and mathematics during the summer and winter breaks. Some teachers also reported attending workshops on classroom management and computer training through Washington Union High School District and the Fresno County Office of Education. The learning directors have participated in AB 430 training to earn administrative credentials, and work closely with the state administrator and assistant to the state administrator for further guidance and assistance. Both learning directors expect to have completed their training by the end of the 2006-07 academic year. In future revisions, the Curriculum and Instruction Plan should be modified to include more detail regarding professional development for new staff.

- 2. Once the Curriculum and Instruction Plan is fully developed, appropriate policies should be created to ensure effective use of the plan.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	3
July 2004 Rating:	3
July 2005 Rating:	3
April 2007 Self Rating:	7
April 2007 New Rating:	5



2.2 Curriculum—Management

Professional Standard

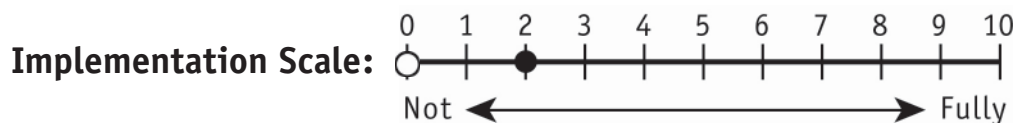
Policies regarding curriculum and instruction are reviewed and approved by the School Board.

Progress on Recommendations and Improvement Plan

1. Since 2003, the district's governing board has served in an advisory capacity and has not had decision-making authority over the schools' curriculum and instruction policies. The state administrator continues to oversee and approve the district's important decisions and regularly reports them to the board during board meetings.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Self Rating:	4
April 2007 New Rating:	2



2.3 Curriculum—Objectives

Professional Standard

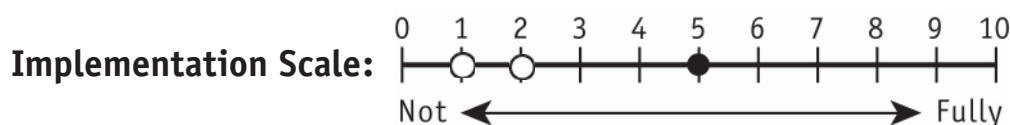
The district has clear and valid objectives for students, including the core curriculum content.

Progress on Recommendations and Improvement Plan

1. With assistance from the Fresno County Office of Education (FCOE), the district has developed its first Curriculum and Instruction Plan. This plan ties together the district's mission with its main goals and provides detailed strategies for reaching these goals. Although the Curriculum and Instruction Plan is still a work in progress, it has been distributed to teachers and is viewed more as a guiding document than the higher-level Single Plans for Student Achievement (Single Plans) and Local Education Agency (LEA) Plans. According to the assistant to the state administrator, the Curriculum and Instruction Plan will be evaluated and revised based on input from teachers at the end of each trimester. See also comments in standard 2.1.
2. Once the Curriculum and Instruction Plan is fully developed, appropriate policies should be created to ensure effective use of the plan.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Self Rating:	8
April 2007 New Rating:	5



3.2 Instructional Strategies—Learning Goals

Professional Standard

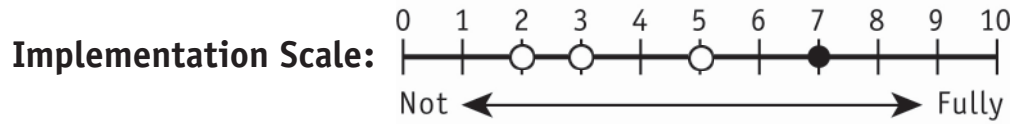
Challenging learning goals and instructional plans and programs for all students are evident.

Progress on Recommendations and Improvement Plan

1. With the adoption of grade-specific benchmarks and state-approved curricula, teachers have created challenging learning goals for students of all grades. The Wednesday morning meetings for teachers to discuss student assessment and curricula have provided teachers with an important forum to develop and share ideas and coordinate lesson plans.
2. The learning directors, who assumed the positions formerly held by the school principals, continue to request and receive lesson plans from teachers weekly. However, the learning directors do not review the lesson plans, provide feedback or dialogue with the teachers. A periodic review and evaluation of teacher lesson plans should occur.
3. The schools have not adopted a standard lesson plan template. However, teachers are aware of the information and level of detail that they are required to provide to the learning directors.
4. Grade-level teacher leaders continue to serve as liaisons between teachers and the leadership team. However, according to several administrators and teachers, the teacher leaders had little or no involvement in the creation or modification of district and site plans. It is recommended that teacher leaders, resource coaches and learning directors be made part of the goal-setting process for these plans.
5. The district's homework policy, as outlined in the student agenda and during parent-teacher conferences, provides parents with guidelines for promoting and assisting their children in completing their homework. However, this policy does not contain details of the district's 2004-05 policy, which included the number of minutes of homework per day to be assigned for each grade level. It is recommended that the district include this detail in future homework policies and agendas to help parents understand the expectations the school has for their child. According to the assistant to the state administrator, the district has not had any issues regarding homework this year.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Rating: 3
July 2004 Rating: 5
July 2005 Rating: 6
April 2007 Self Rating: 8
April 2007 New Rating: 7



3.7 Instructional Strategies—Site Council

Professional Standard:

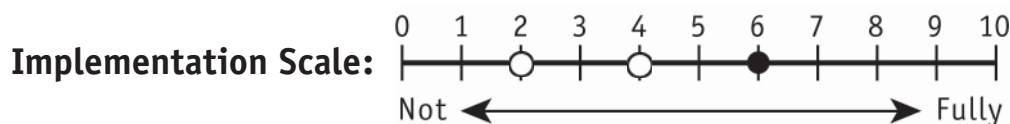
Each school has a school site council or leadership team, comprised of teachers, parents, principal, and students, that is actively engaged in school planning.

Progress on Recommendations and Improvement Plan:

1. Since the last report, the school site councils' (SSCs) involvement has diminished. Starting in the fall of 2006, the district began restoring the SSCs. In December 2006, the district provided training for the councils regarding their duties. According to the Assistant to the State Administrator, the SSCs are now meeting every three weeks and expect to review the Single Plans for Student Achievement (Single Plans) in April 2007. Although the budget was shared with the SSCs, the Assistant Superintendent, Business Services did not receive any feedback from either council. The SSCs are expected to renew their role in reviewing the site budgets.
2. The middle and elementary schools continue to have separate SSCs. If the district decides to consolidate the SSCs in the future, time should be allotted at each meeting for the council to address site-specific issues.
3. The district has developed procedures and policies for the SSCs. However, the district could benefit from taking extra steps to familiarize the SSCs with their responsibilities and to provide them with the resources they need to contribute to school matters.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	4
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Self Rating:	8
April 2007 New Rating:	6



3.10 Instructional Strategies—Learning Time

Professional Standard

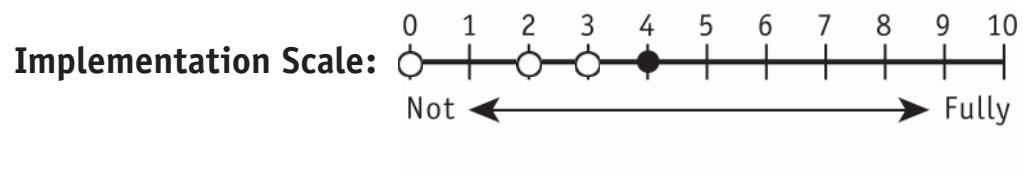
Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.

Progress on Recommendations and Improvement Plan

1. The district's discipline policy provides general guidance on discipline. According to the learning directors, their respective site discipline policies are also shared with parents via newsletters, parent-teacher conferences and the middle school's student agenda. The discipline policy references the district's use of a School Attendance Review Board (SARB) for disciplining truant students. However, staff indicated that there is currently no functioning SARB. According to the social worker, the district hopes to have a functioning SARB in place for the next school year.
2. The district continues to implement measures to monitor, contact and discipline truant students and their families. The district has trained teachers in the use of AERIES, a student information system that is used to report and track attendance. The district believes that AERIES attendance reports are more accurate than in the past, and teachers are now held more accountable for submitting them to the district's attendance specialist.
3. The district is using a social worker model with the intent of increasing the focus on discipline, attendance, and parent involvement. The new social worker handles attendance issues, including Student Study Teams (SST) and SARB. Expulsion procedures are in place, although there have been no expulsions this year and very few last year. The social worker has begun holding parenting classes, has applied for Nell Soto grants from the state to allow teachers to make home visits, and plans to open a family resource center on site in the near future to provide families with one-stop access to various social services.
4. The middle school teachers report that the learning directors' enforcement of disciplinary matters has led to improved student behavior and has allowed teachers to focus on instruction rather than discipline in the classroom. The elementary school teachers also feel that student discipline has improved since the prior progress report. The creation of an orderly and safe atmosphere on campus appears to be an important prerequisite for increasing pupil achievement.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self Rating:	6
April 2007 New Rating:	4



3.14 Instructional Strategies—English Learners

Professional Standard

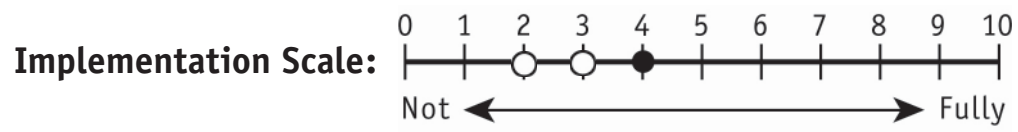
The identification and placement of English Learners (ELs) into appropriate courses are conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

1. The district hired an English Learner (EL) resource coach before the beginning of the 2006-07 school year. The state administrator and staff indicated that the identification and placement of ELs into appropriate courses was defective and is now being corrected. Staff stated that the district's database on ELs was not accurate and did not fully identify all ELs. According to staff, at the end of 2005-06, the English Language Development (ELD) program was nonexistent. The 30 minutes of daily ELD in each class called for by the district's EL Plan was not being adhered to consistently. This has now changed. For example, ELD is now practiced in the first 30 minutes of each instructional day in kindergarten through grade five. Staff indicated that the current EL Plan is out of date and inconsistent with best practices that are now being implemented. A new EL Plan is expected to be developed and in place by the start of the 2007-08 academic year.
2. The EL resource coach processes California English Language Development Test (CELDT) scores in a timely fashion. In grades four through eight, CELDT and Standardized Testing and Reporting (STAR) scores are used to determine the level of ELD instruction needed for each student. At the elementary school, EL students receive 30 minutes of daily ELD instruction. However, at the middle school there is no time scheduled for students to receive ELD instruction, and the EL resource coach feels that students' ELD needs are not being met.
3. Since 2005, the use of Structured English Immersion (SEI) classes for newcomers and the lowest performing EL students in the elementary schools has ceased. The EL resource coach hopes to reinstate these classes in the future.
4. According to staff, the schools' efforts to re-implement ELD have been met with resistance from a number of teachers. Additional support from the learning directors might provide this effort with the support it needs and ensure that teachers meet their ELD requirements.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self Rating:	6
April 2007 New Rating:	4



3.15 Instructional Strategies—English Learners

Professional Standard:

Curriculum and instruction for English Learners (EL) prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.

Progress on Recommendations and Improvement Plan

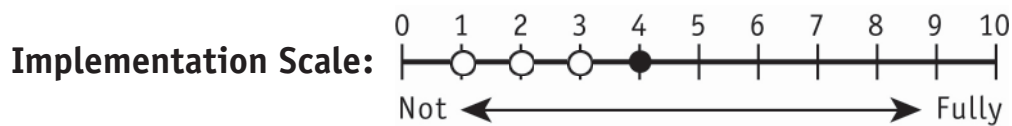
1. The district needs to reestablish English Language Development (ELD) as a nonnegotiable element of the curriculum. In doing so, the district should adhere to the recommendations in the Local Education Agency (LEA) Plan regarding how many minutes of ELD instruction should take place every day. This should also be outlined in the EL Plan being developed for next year.
2. In kindergarten through grade five, classrooms contain students of varying English language proficiency. As a result, teachers have adopted different instructional techniques. In many instances, teachers use differentiated methods of instruction, which is supported by their textbooks, to provide different levels of instruction. Other grades deploy students by language proficiency for a set time each day. According to the English Learner (EL) resource coach, most elementary school teachers are moving toward the deployment model. In contrast, student classroom placement in grades six through eight is based on language and reading ability as determined by curriculum-based and standardized test assessments and teacher input. However, these students remain in the same groupings for their other subjects. This arrangement may contribute to difficulties faced by non-language arts teachers in bringing these grade levels to proficiency in other subjects.
3. To train district teachers regarding ELD, the EL resource coach has provided in-service training and demonstrations. In addition, district teachers are Crosscultural Language and Academic Development (CLAD) certified and many have taken Specially Designed Academic Instruction in English (SDAIE) classes. According to staff, because the EL resource coach is responsible for a variety of duties, including assisting teachers, creating the ELD program and grading CELDT scores, the coach is not able to meet the needs of all teachers. For example, this year the EL resource coach has been focused on the elementary school and has not yet been able to implement the ELD program in grades six through eight.
4. The school district has created an ELD progress profile for each student to track English language proficiency. This profile outlines the reading and writing benchmarks for each level of proficiency and allows teachers to document student progress in language arts and collect examples of student work. The elementary school has begun using a standards-based report card that tracks students' EL status. A similar profile does not appear to exist at the middle school.
5. In the 2008-09 school year, the district will go through the Categorical Program Monitoring (CPM) process for ELs, an ongoing monitoring process developed by the California Department of Education (CDE) that is intended to facilitate the following two outcomes: that ELs acquire full proficiency in English as rapidly and effectively

as possible; and that ELs meet state standards for academic achievement. Under this monitoring process, the EL programs and practices are reviewed using the following seven interrelated dimensions:

- a. *Involvement*. Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
- b. *Governance and Administration*. Policies, plans and administration of categorical programs meet statutory requirements.
- c. *Funding*. Allocation and use of funds meet statutory requirements.
- d. *Standards, Assessment and Accountability*. Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes.
- e. *Staffing and Professional Development*. Staff members are recruited, trained, assigned and assisted to ensure program effectiveness.
- f. *Opportunity and Equal Educational Access*. Participants have equitable access to all programs by the LEA, as required by law.
- g. *Teaching and Learning*. Participants receive core and categorical program services that meet their assessed needs.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self Rating:	6
April 2007 New Rating:	4



3.16 Instructional Strategies—Special Education

Professional Standard

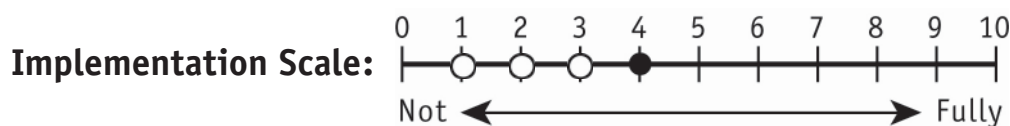
The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.

Progress on Recommendations and Improvement Plan

1. According to school staff, the Student Study Teams (SSTs) had not been fully functional since 2005, due in part to the many changes occurring throughout the district. However, this year the school's social worker has begun coordinating the SST process and it is again being implemented.
2. According to school staff, the improved placement and scheduling of students this year has led to a decrease in SST referrals. The decrease in SSTs may also be attributed to the Response to Intervention (RTI) model of instruction adopted to keep students in the classroom rather than pull them out because of the SST referral.
3. The SST has been set up to include multiple teachers, the site learning director, the psychologist, the social worker and, if needed, the nurse.
4. The district social worker is the SST coordinator.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self Rating:	6
April 2007 New Rating:	4



3.17 Instructional Strategies—Special Education

Professional Standard

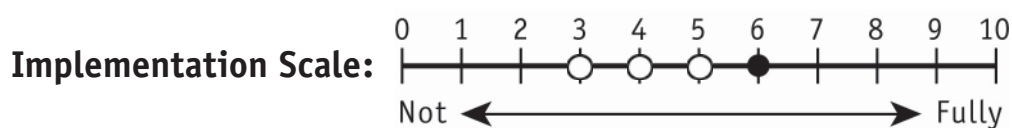
Individual education plans (IEPs) are reviewed and updated on time.

Progress on Recommendations and Improvement Plan

1. The district's special education teachers serve as the IEP case managers. Two Resource Specialist Program (RSP) teachers, one Special Day Class (SDC) teacher and a speech therapist assist in IEP case management. According to staff, a lack of parent responsiveness has been the most difficult part of the IEP process.
2. The learning directors, who have temporarily taken the place of the site principals, are involved in the IEP process and are aware of the interventions taking place.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	5
April 2007 Self Rating:	7
April 2007 New Rating:	6



3.18 Instructional Strategies—Special Education

Professional Standard

Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.

Progress on Recommendations and Improvement Plan

1. In 2005-06, the state required the district to undergo a comprehensive special education self-review. This process included evaluating a sample of clients, interviewing parents and teachers, and a study of educational benefit. The state reviewed the study and helped create action plans to remedy its shortcomings. For example, the review found that the district was failing to take student English Learner (EL) status into account in their Individual Education Plans (IEPs). The district has since resolved most of these issues and has a deadline to address the remainder of the review's findings by the end of April 2007.

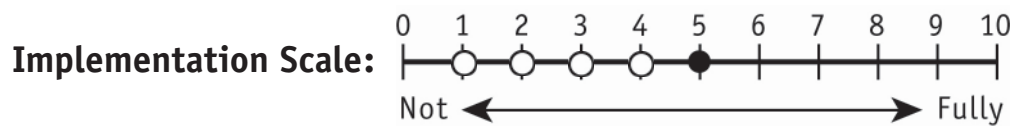
The special education policies and procedures handbook developed during the prior review was not adopted because of the state-required self-review described above. Now that the review is complete and the program has made changes to meet state requirements, the director of student services has begun reviewing other districts' special education handbooks in preparation for creating a new handbook for the district. These policies and procedures are expected to be in place by the end of the school year.

2. The district's Special Day Class (SDC) schedule for students with an IEP has been revised to include students in mainstream classrooms. The new Response to Intervention (RTI) model gives students a modified curriculum and assistance from teacher aides, but allows students to benefit socially and emotionally from inclusion in the general education classroom. Special education classes are now used as the last possible placement option.
3. The California Alternate Performance Assessment (CAPA) exam continues to be used in lieu of the Standardized Testing and Reporting (STAR) exam for students with significant cognitive disabilities.
4. There is currently no standards-based report card that indicates a special education student's progress. Instead, the district updates parents using interim progress reports. The district should create a teacher committee to develop a standards-based report card that captures this information and shares it with parents.
5. The elementary and middle schools have begun to use aides in the classroom to assist students who need additional help. Currently, these aides, who are often former teachers, are distributed throughout classrooms based on student need. According to teachers, this has benefited the students that need assistance and allowed the teachers to spend more time teaching the other students.

6. Since the previous progress report, only one of the district's charter schools remains in operation. The district continues to work with the charter school to ensure that the needs of its special education students are met.

Standard Implemented: Partially

July 2003 Rating: 1
January 2004 Rating: 2
July 2004 Rating: 3
July 2005 Rating: 4
April 2007 Self Rating: 6
April 2007 New Rating: 5



4.2 Assessment and Accountability—Measurement Tools

Professional Standard

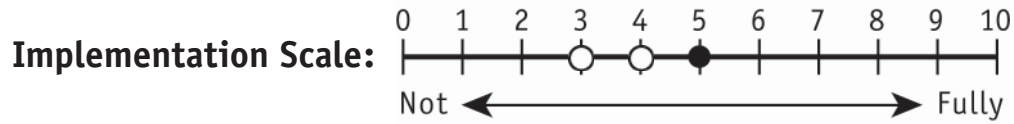
Student achievement is measured and assessed through a variety of measurement tools (for example, standardized tests, portfolios, projects, oral reports, etc.).

Progress on Recommendations and Improvement Plan

1. The district's teachers continue to receive training in assessing student performance and in using the resulting data to further improve pupil achievement. The teachers use a combination of local, state and federal assessments and benchmarks to determine student proficiency. With the assistance of the computer programs described below, the teachers are able to track student scores and use this information to direct classroom instruction and improve student placement. The first Wednesday morning meeting of each month is set aside for a districtwide discussion of data assessment and training in assessment-related tools.
2. The district has made advances in summarizing and analyzing assessment scores for each student. The AERIES program is now used at both schools to maintain attendance records and textbook assessment scores, which are used to generate report cards. In addition to AERIES, the district has begun using Data Director, a user-friendly computer program that allows teachers to track pupil achievement and develop reports based on assessment scores. In coordination with the Open Court Reading program, the district also uses On-Line Assessment Reporting System (OARS) to track student proficiency in textbook assessments. A similar program, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), is used in kindergarten through grade three to assess the Reading First program.
3. Students in grades four through eight are grouped into language arts and mathematics courses based on a combination of language and reading proficiency. Consequently, classes consist of students with similar language and reading levels but a variety of math proficiency levels. Teachers have reported that they find it difficult to meet the varying needs of differently performing groups in math. The district should place students in math classes based on math assessments rather than language and reading proficiency levels.
4. Benchmarks are also discussed in Standard 1.6; English Language (EL) assessment is also discussed in Standard 3.15 (2); and special education assessments are also discussed in Standard 3.18 (2).

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Rating: 3
July 2004 Rating: 4
July 2005 Rating: 4
April 2007 Self Rating: 7
April 2007 New Rating: 5



4.4 Assessment and Accountability—Assessment Analysis

Professional Standard

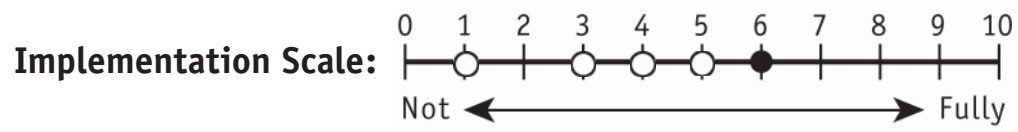
The administration and staff utilize assessment information to improve learning opportunities for all students.

Progress on Recommendations and Improvement Plan

1. The district's analysis of assessment data focuses on student performance relative to benchmarks.
2. In 2006-07, the district began holding "teacher chats" each trimester, following student assessments. During these chats, teachers meet with administrators and coaches to review each student's performance, needs and plans to address those needs. According to staff, the value of these meetings might be improved by ensuring that teachers receive feedback from the coaches and administrators acknowledging their concerns and requests. Some teachers reported they felt that often their voice is not being heard.
3. The district has established two hour-long meetings on Wednesday mornings for all teachers. As a result, classes do not start until 10:00 a.m.. The first Wednesday morning meeting of each month is a districtwide meeting led by the assistant to the state administrator and focuses on student data assessment. The remaining meetings are conducted within grade levels at the elementary school and within departments such as mathematics, social studies or language arts at the middle school. A member of the district's leadership team, which develops and provides meeting agendas, oversees each group. At these meetings, teachers discuss numerous topics, including student performance and curriculum pacing. According to some teachers, the meetings within the grade/department level have been productive, but are sometimes disrupted by district-level meetings and requests.
4. The leadership team, which consists of the assistant to the state administrator, director of student services, learning directors and resource coaches, meets bimonthly to discuss their plans for the schools and to develop a districtwide vision and plan. This team also creates the agendas for and oversees the Wednesday morning teacher meetings.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	5
April 2007 Self Rating:	7
April 2007 New Rating:	6



5.1 Professional Development and Training—General

Professional Standard

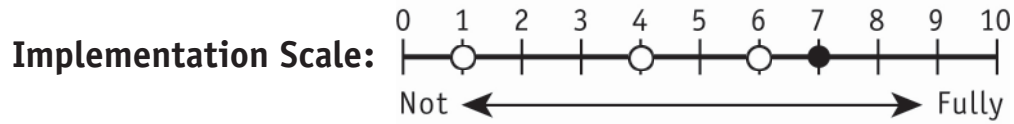
Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Progress on Recommendations and Improvement Plan

1. The district's recently-drafted Curriculum and Instruction Plan sets forth a priority and professional development focus that is reasonably specific, complete and well integrated. All teachers are receiving Assembly Bill (AB) 466 training and the learning directors are receiving AB 430 leadership training. In addition, starting this school year, a strong emphasis is being placed on job-embedded professional development using four full time coaches and weekly collaboration meetings. However, the plan does not address the specific needs of new teachers. Although it is not in the plan, the district reports that all new teachers are in the Beginning Teacher Support and Assessment (BTSA) program offered by the Fresno County Office of Education.
2. At the time of the last progress report, the district was establishing evaluation as part of staff development activities. Teachers are now given an opportunity to evaluate in-service training. However, teachers are not given an opportunity to comment on the performance of the resource coaches, learning directors or other administrative staff. Adding this feedback might improve the district's ability to evaluate staff performance and address site needs.
3. A major improvement in professional development since the previous review has been the introduction of the resource coaches, who are to provide on-the-job training to teachers in several subject areas of need, including English Language (EL) resource, literacy, technology, and Reading First. The district has been unable to locate and hire a qualified math coach. Each of these full time positions assists other teachers and their students through training and demonstrations in their respective topic. All staff see these interactions as beneficial, but the interactions are not scheduled or tracked. Some district staff believe that increased planning will improve the coaches' ability to train all staff.
4. According to the assistant to the state administrator, there is still a need to find and attract high quality, committed teachers. This is evidenced by the difficulty of recruiting and retaining qualified staff for the middle school and the inability to hire a math coach. Staff turnover and vacancies make it difficult for the district to develop institutional knowledge, familiarity with curriculum and students, and a team mentality among all staff.

Standard Implemented: Partially

July 2003 Rating: 1
January 2004 Rating: 4
July 2004 Rating: 6
July 2005 Rating: 6
April 2007 Self Rating: 8
April 2007 New Rating: 7



5.2 Professional Development and Training—General

Professional Standard:

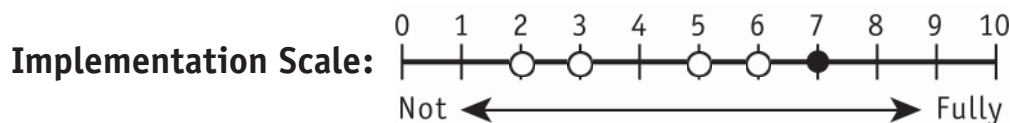
Staff development provides staff (for example, principals, teachers, and instructional aides) with the knowledge and skills to improve instruction and curriculum.

Progress on Recommendations and Improvement Plan:

1. In addition to training provided by the resource coaches, teachers continue to receive Assembly Bill (AB) 466 funded training during the summer and winter breaks regarding language arts and mathematics. In addition, some teachers report having attended workshops on classroom management and computer training through Washington Union High School District and the Fresno County Office of Education. The learning directors have participated in AB 430 training to earn administrative credentials and work closely with the state administrator and assistant to the state administrator for further guidance and assistance. Both learning directors expect to complete their training by the end of this academic year. In future revisions, the Curriculum and Instruction Plan should be modified to include more detail concerning professional development for new staff. Staff development is also discussed in Standard 5.1.
2. Principals have completed trainings regarding the adopted curriculum materials and classroom walk-through assessments.
3. According to the assistant to the state administrator, all new teachers are required to participate in the Beginning Teacher Support and Assessment (BTSA) program.
4. According to the assistant to the state administrator, the district has met the Program Improvement requirement that at least 10 percent of its Title I funds be used for professional development.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	5
July 2005 Rating:	6
April 2007 Self Rating:	8
April 2007 New Rating:	7



5.8 Professional Development and Training—Support

Professional Standard:

New teachers and principals are provided with training and support opportunities.

Progress on Recommendations and Improvement Plan:

1. The Curriculum and Instruction Plan includes a professional development component but does not address the specific needs of new teachers. Although it is not in the plan, the district reports that all new teachers are in the Beginning Teacher Support and Assessment (BTSA) program offered by the Fresno County Office of Education.
2. The state administrator and the assistant to the state administrator, who is under contract from the school assistance unit of the Fresno County Office of Education, provide support and mentoring to the learning directors. The learning directors are also receiving Assembly Bill (AB) 430 leadership training.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	1
July 2004 Rating:	2
July 2005 Rating:	2
April 2007 Self Rating:	7
April 2007 New Rating:	3

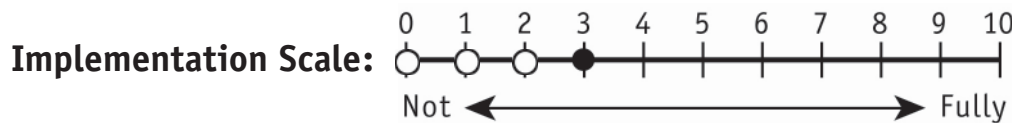


Table of Pupil Achievement Standards

Progress Ratings Toward Implementation of the Improvement Plan

Pupil Achievement						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
1.1	A common vision of what all students should know and be able to do exists and is put into practice.	3	4	5	5	6
1.2	The administrative structure of the district promotes student achievement.	5				
1.3	The district has long-term goals and plans to support student achievement improvements.	3	4	6	6	6
1.4	The district directs its resources fairly and consistently to accomplish its objectives.	2	2	3	3	4
1.5	Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district.	2				
1.6	The district's planning process focuses on supporting increased student performance.	3	4	4	5	6
2.1	The district through its adopted policy provides a clear operational framework for management of the curriculum.	1	3	3	3	5
2.2	Policies regarding curriculum and instruction are reviewed and approved by the school board.	0	2	2	2	2
2.3	The district has clear and valid objectives for students, including the core curriculum content.	1	2	5	5	5
2.4	Sufficient instructional materials are available for students to learn.	5				

Pupil Achievement

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
2.5	In subject areas for which the state has adopted standards, instructional materials are available to students that are aligned with state standards.	4				
2.6	The district has adopted a plan for integrating technology into curriculum and instruction at all grade levels.	0				
2.7	The district optimizes state and federal funding to install technology into schools.	3				
2.8	AIDS prevention instruction occurs at least once in junior high or middle school and once in high school, and is consistent with the CDE's 1994 Health Framework (EC 51201.5).	0				
3.1	The district provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).	3				
3.2	Challenging learning goals and instructional plans and programs for all students are evident.	2	3	5	6	7
3.3	Expectations and practices exist to improve the preparation of students and to build a school structure with the capacity to serve all students.	1				
3.4	Every elementary school has embraced the most recent California School Recognition Program Standards.	0				
3.5	Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills.	2				

The identified subset of standards appears in bold print.

Pupil Achievement						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
3.6	The district and school sites actively encourage parental involvement in their children's education.	3				
3.7	Each school has a school site council or leadership team, comprised of teachers, parents, principal and students, that is actively engaged in school planning.	2	4	6	6	6
3.8	Principals make formal and informal visits to the classroom. Based on these visits, principals provide constructive feedback and assistance to teachers.	6				
3.9	Class time is protected for student learning (EC 32212).	3				
3.10	Clearly defined discipline practices have been established and communicated among the students, staff, board, and community.	0	2	2	3	4
3.11	School class size and teacher assignments support effective student learning.	1				
3.12	Teachers use a variety of instructional strategies and resources that address their students' diverse needs.	2				
3.13	Teachers modify and adjust instructional plans according to student needs and success.	2				
3.14	The identification and placement of English Learners into appropriate courses is conducted in a timely and effective manner.	2	2	2	3	4
3.15	Curriculum and instruction for English Learners prepares EL students to transition to regular class settings and achieve at a high level in all subject matters.	1	2	2	3	4

The identified subset of standards appears in bold print.

NA not applicable

Pupil Achievement

NR not reviewed

Pupil Achievement

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
3.16	The identification and placement of special education students into appropriate courses is conducted in a timely and effective manner.	1	2	2	3	4
3.17	Individual education plans (IEPs) are reviewed and updated on time.	3	3	4	5	6
3.18	Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs.	1	2	3	4	5
3.19	The criteria for Gifted and Talented Education (GATE) identification are documented and understood by school site staff.	0				
3.20	Students are regularly assessed or reassessed for GATE participation.	0				
3.21	All incoming kindergarten students will be admitted following board-approved policies and administrative regulations. (EC 48000-48002)	10				
3.27	The general instructional program adheres to all requirements put forth in Education Code 51000-52950.	5				
4.1	The district has developed content and learning standards for all subject areas and grades that are understood and followed by school site staff.	6				
4.2	Student achievement is measured and assessed through a variety of measurement tools (e.g., standardized tests, portfolios, projects, oral reports).	3	3	4	4	5
4.3	The assessment tools are clear measures of what is being taught and provide direction for improvement.	3				

The identified subset of standards appears in bold print.

Pupil Achievement

NR not reviewed

NA not applicable

Pupil Achievement						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
4.4	The administration and staff utilize assessment information to improve learning opportunities for all students.	1	3	4	5	6
4.5	The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.	2				
4.6	The district shall be accountable for student results by using evaluative information regarding the various levels of proficiency and allocating educational resources to ensure the maximum educational opportunities for all students.	1				
4.7	The district informs parents of the test scores of their children and provides general explanation of these scores.	4				
5.1	Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	1	4	6	6	7
5.2	Staff development provides the staff (e.g., principals, teachers, and instructional aides) with the knowledge and the skills to improve instruction and curriculum.	2	3	5	6	7
5.3	The standards developed by the California Standards for the Teaching Profession are present and supported.	2				
5.4	Teachers are provided time and are encouraged to meet with other teachers.	6				
5.5	Collaboration exists among higher education, district, professional associations, and the community in providing professional development.	1				

The identified subset of standards appears in bold print.

NA not applicable

Pupil Achievement
NR not reviewed

Pupil Achievement

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
5.6	The district has formed partnerships with state colleges and universities to provide appropriate courses accessible to all teachers.	0				
5.7	Administrative support and coaching is provided to all teachers.	2				
5.8	New teachers and principals are provided with training and support opportunities.	0	1	2	2	3
5.9	Professional development is linked to personnel evaluation.	0				
5.10	Evaluations provide constructive feedback for improving job performance.	4				
5.11	Human resources practices support the delivery of sound educational programs.	3				
5.12	A requirement is in place for passing of a basic skills proficiency examination by instructional aides (EC 45344.5, 545361.5).	1				

Financial Management

Financial Management

The West Fresno Elementary School district has made progress in several financial areas since the last progress report. The study team noted a visible difference in staff morale. Staff members were more positive, upbeat and collegial, and the level of professionalism in the office was readily apparent. The physical changes to the office space promoted department collaboration, and business practices continue to improve. Staff members continue to accept changes and understand their individual duties, but are also willing to learn other tasks.

However, these changes have been in effect and the staff members have been in place only for a short time. The sustainability of the changes will be noted in the future as they continue to be implemented and as they provide efficiencies to the sites.

The district still faces significant challenges. Many recommendations remain to be implemented. The district needs to provide staff with training regarding the board policies adopted in 2004 so that all staff are aware of the policies and how they should be implemented.

Operations

The district does not regularly prepare a cash flow statement except at the state-mandated reporting periods. Determining the cash position of the organization is as important as projecting an ending fund balance. The district should provide a cash flow report to the state administrator at least monthly. This will provide information that can help the district plan for shortfalls in cash before there is an urgent need to borrow funds if current obligations cannot be covered by the district's cash balances in all funds.

The district has not established a secure method for individuals to report suspected instances of fraud or inappropriate behavior. However, the district is considering appropriate methods that will encourage timely reporting of incidents. The district's board policy 1312 identifies the need for a process that allows the community to make complaints about employees.

The purchasing module of the Fresno County Office of Education's (FCOE) financial system identifies when an account lacks sufficient funds for a purchase requisition/order but allows the purchase requisition to be created and processed. This function is considered a soft warning. To maximize internal control over purchases and improve efficiency, the district should work with the FCOE to implement a hard warning that would prevent purchases if there are not sufficient funds in the identified account.

The district has not implemented a position control system for budgeting and accounting. District personnel have volunteered to use any new position control system implemented by the FCOE; however, the district and the FCOE have not met regarding this issue since the spring of 2006.

The district should continue to develop operating procedures for business office staff to help ensure that transactions are processed appropriately and to provide a comprehensive resource for reference and training.

The previous progress report identified numerous budgeting and accounting issues. Although the district has become stable and progress is being made, significant challenges remain.

Training

The district has identified staff training needs and established a training plan to ensure that all business office staff have sufficient technical knowledge to perform their functions effectively. The training process is just beginning and will continue to help the district maintain staff capac-

ity in the future. Training should include new district policies and procedures as they are developed.

Charter Schools

The district has not included in its charter agreements a clause requiring charter schools to regularly submit reports to the district office for monitoring. The charter reports should include a cash flow statement, an income statement (ie., operating statement) and the annual audit report. Submission should be required regularly, such as monthly or quarterly.

The district should implement the initial recovery plan recommendation to revise its charter agreements, in the form of a memorandum of understanding (MOU), to require that financial information be submitted by the charters to allow the district to fulfill its oversight obligations.

The district has established policies regarding charter schools and attempts to exercise some minimal oversight of its charters, but oversight is not strong and consistent. The district has assigned staff to carry out charter oversight duties; however, because approval of the MOU is still pending, the district does not yet have any authority of enforcement.

2.2 Inter- and Intra-Departmental Communications—Identification and Response to Governing Board and Community Audiences

Professional Standard

The financial departments should communicate regularly with the Governing Board and community on the status of district finances and the financial impact of proposed expenditure decisions. The communications should be written whenever possible, particularly when it affects many community members, is an issue of high importance to the district and Board, or reflects a change in policies.

Progress on Recommendations and Improvement Plan

1. The district continues to monitor and make periodic updates regarding issues that will affect the district's finances, and provides routine budget reports on the status of the general fund. The district prepares and presents the 2006-07 adopted budget and the first and second interim reports at public board meetings.

In addition, the assistant superintendent, business services provides financial updates to the state administrator, sometimes as often as daily if the issue warrants it. The information is provided in informal briefings and may use financial reports generated from the Fresno County Office of Education's (FCOE's) Standardized Account Code Structure (SACS).

The district's organization and staffing have changed since the last progress report was completed. The duties of monitoring state and federal categorical funds, which were previously assigned to a district level position, now have been split between the assistant superintendent, business services and the part time assistant to the state administrator, who handle the financial duties and the curriculum- related duties, respectively. Because of this arrangement, the financial monitoring and reporting of categorical funds is included in the weekly meetings with the state administrator. However, as in the past, these status reports do not address categorical program issues from a planning and implementation perspective, creating a continuing weakness. The standard reports provided to the state administrator generally include projected ending balances.

Since the last progress report, the district has developed financial presentations that provide detailed information to the board regarding the budgets and interim reports. In particular, the board now receives written assumptions and a multiyear projection, which had not been provided previously. This information provides a complete picture of the district's financial position so the board can understand how management decisions can have long term effects.

The district developed and adopted board policies in 2004; however, procedures have not been developed to identify how periodic information should be presented to the board, how frequently it should be presented, or how information on the program and fiscal aspects of categorical programs is to be presented. There is no standard procedure for reports that are provided to the state administrator or the board.

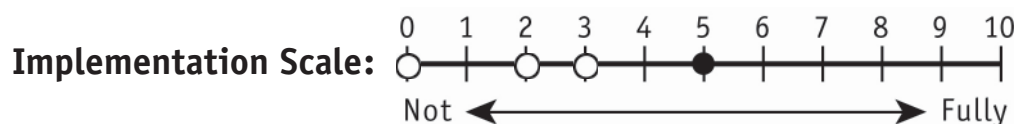
The district reports budget and financial information to the state administrator and the governing board monthly, but needs to develop written operating procedures that mirror current practice. The lack of formal written procedures regarding the nature, format, and extent of financial reporting reduces the level of budget oversight, monitoring, and control, particularly if there is turnover in personnel. However, the district has recently begun to develop written procedures. The assistant superintendent, business services is working closely with staff to develop written procedures within each of the financial areas including budgeting, cash receipts, accounts payable and others. The procedures should identify the employee(s) responsible for compiling and presenting the information, the specific information and format of presentation, and the sources from which information should be obtained. The district is developing procedures for each staff position and function; however, it is not certain when the procedures will be completed.

The district does not currently provide information regarding cash flow. Determining the cash position of an organization is as important as projecting the ending fund balance. The district should include a cash flow report to the state administrator at least monthly. This will provide information to help the district plan for shortfalls in cash before there is an urgent need to borrow funds if current obligations cannot be covered by the district's cash balances in all funds.

2. The district has not communicated financial issues to the community and staff via a "Fingertip Facts" pocket document, a user-friendly version of the district budget, various district and site newsletters, the local newspaper, or the district Web site.
3. The district has not established a finance/audit advisory committee composed of members of various communities within the district. The district acknowledges the importance of this function, but is unable to attract members with the necessary expertise.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self-Rating	7
April 2007 New Rating	5



2.5 Inter- and Intra-Departmental Communications—Communication of Illegal Acts

Professional Standards

The district should have 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 Recommendations and Improvement Plan

1. In 2004, the district adopted a policy regarding fraud. Board Policy 3400(a) addresses fraud prevention and investigation. This policy establishes the expectation that all employees, board members, consultants, vendors, and other parties maintaining a relationship with the district act with integrity and due diligence. The policy also establishes that the superintendent or the superintendent's designee shall be responsible for developing internal controls to aid in the prevention and detection of fraud or financial impropriety and asks all employees to be alert to any indication of fraud. Instances are to be reported immediately to the supervisor, superintendent, or other designee.

The district also adopted Administrative Regulation (AR) 3400 (a) that identifies various types of fraud and impropriety and requires the superintendent to investigate all instances while maintaining the appropriate level of confidentiality.

The district should continue its efforts to expand and refine the policies and procedures regarding inappropriate behavior and fraud.

2. The district has not established a secure method for individuals to report suspected instances of fraud or inappropriate behavior. However, the district is considering methods that will encourage the timely reporting of incidents. The district's Board Policy 1312 identifies the need for a process that allows the community to make complaints about employees.

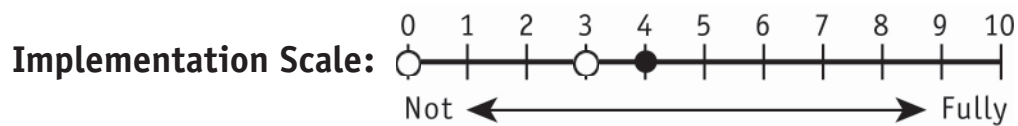
The district has not established a method, such as a hotline or post office box that could be accessed only by the state administrator or his designee, to provide a secure and confidential way for employees and community members to report suspected instances of fraud or improper behavior. Having a mechanism such as this in place might encourage staff and community members to come forward with information which will assist in identifying, stopping, and preventing occurrences of fraud or other inappropriate behavior by district employees.

3. The district has developed a whistleblower's information pamphlet; however, there is no procedure to ensure that employees or community members know of this option or how to report fraud under its protection. The district also maintains a complaint form on a drive on the server that all employees can access; however, there is no communication about the existence of this form or how to go about reporting such activity.

4. The district has complied with the *Williams* settlement requirement with its Notice to Parents, Guardians, Pupils, and Teachers in July 2006. This form is provided in three languages: English, Spanish, and Hmong.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	0
July 2004 Rating:	0
July 2005 Rating:	3
April 2007 Self-Rating	5
April 2007 New Rating	4



5.5 Budget Development Process (Policy)—Strategic Process to Analyze All Resources and Allocations

Professional Standards

The district should have a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects the priorities of the district.

Progress on Recommendations and Improvement Plan

1. The district has partially established educational priorities. The district has adopted Board Policy 3000 that identifies the board's and district's responsibility to establish a budget with spending priorities that reflect the district's vision and goals. Board Policy 3100(a) identifies the board's responsibility to adopt a budget that is aligned with the district's vision, goals, and priorities.

The district's multiyear financial recovery plan states that the district's priority is to improve academic achievement, sustain a balanced budget, and return the district to local governance. The priority has been identified in the budget with the funding of learning coaches, who replace vice principals at each of the schools. The funding of a social worker rather than a counselor is also reflected in the budget. Thus the spending plan document supports the changes in personnel to achieve the identified educational priorities.

The district has established a process to link the educational priorities to the budget. The next step is to ensure that the budget is clearly presented to the board in a manner that articulates the link between the budget and the educational priorities. The budget document should identify prior year goals and objectives and the status of those items. These should then become the basis for the current year budget and spending plan, linking the expenditures to the process of implementing the educational priorities. It is important that updates be provided throughout the fiscal year showing the progress in each of the educational priorities. This will identify early in the year if there is a need to redirect the budget to meet the educational priorities.

2. The district has not established a citizens' fiscal review or budget advisory committee to provide a financial review of the district's operation. However, Board Policy 3100(a), which was adopted since the last progress report, establishes that the superintendent shall appoint a community budget advisory committee.

The district should implement the original recommendation to establish a citizens' fiscal review or budget advisory committee to review the district's financial operation and management. As mentioned in previous standards, the district acknowledges the importance of this function but is unable to attract members with the necessary expertise to implement such a committee.

3. The district has adopted board policies requiring that the budget be monitored and aligned with goals and priorities. The district has also informally implemented proce-

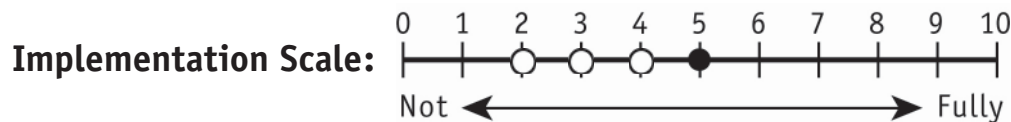
dures that should be put in place to monitor restricted and unrestricted expenditures. The district has established a significant number of operating procedures; however, none of the procedures establish a process to review and monitor the relationship between the district's educational priorities and the budget spending plan.

The district should formally document the monitoring and reporting process, including the timing, persons responsible and specific responsibilities. This formalization would help to ensure that budget monitoring and reporting is complete, accurate and that there is continuity in the process, even if there is turnover in district staff.

4. The state administrator, the district's chief business official (CBO), the California Department of Education (CDE) and the Fresno County Office of Education (FCOE) meet as a group. However, no other staff members are included in a process to obtain feedback. This process should include the district's finance and curriculum divisions to provide collaboration regarding goals, planning or changes needed to meet current goals.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	4
April 2007 Self-Rating:	5
April 2007 New Rating:	5



5.8 Budget Development Process (Policy)—Projection of the Net Ending Balance

Professional Standards

The district must have an ability to accurately reflect its net ending balance throughout the budget monitoring process. The first and second interim reports should provide valid updates of the district's net ending balance. The district should have 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 Recommendations and Improvement Plan

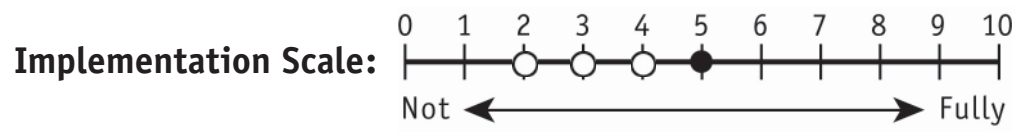
1. The district monitors revenues and expenditures monthly, and formally reviews the projected net ending balance at the interim reporting periods. The district also informally monitors the projected year end balance in its monthly monitoring and reporting to the state administrator using the Fresno County Office of Education's (FCOE's) financial system reports, which include the net ending balance.
2. The district informally requires that all budget transfers and budget revisions be presented to the state administrator/governing board at least monthly. The district has adopted operating procedures regarding verifying budgets and requesting budget revisions. These procedures require that budget transfers between accounts within the budget be approved by the site administrator or department manager and the assistant superintendent, business services. Budget augmentations must be approved by the superintendent or state administrator. However, the underlying policy and procedures for this approval and presentation to the board have not yet been formalized.

The district should formalize the policy and procedures to require that all budget transfers be presented to the State Administrator/Governing Board monthly. Budget transfers may be presented for information, while budget revisions should be presented for approval.

3. The district should be commended for the information presented at board meetings and shared in state-level meetings. However, the budget development process should include all staff to build capacity within the organization. The business office is collaborative in its efforts to meet deadlines and pay employees and vendors. Input from site-level staff is critical in planning and monitoring.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	4
April 2007 Self-Rating:	5
April 2007 New Rating:	5



6.2 Budget Development Process (Technical)—Budget Calendar

Professional Standards

An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar should identify statutory due dates and major budget development activities.

Progress on Recommendations and Improvement Plan

1. The district has not yet begun the budget development cycle for the 2007-08 fiscal year. The district has and refers to the California Department of Education's Financial Reporting Calendar and the Fresno County Office of Education's general budget calendar, which include the majority of recommended items, such as:
 - Release of the Governor's budget and analysis of its impact on the district.
 - Projection of enrollment and ADA.
 - Dates for budget advisory committee meetings.
 - Revisions to the preliminary budget for information contained in the Governor's May budget revisions.
 - Dates for public hearings.

The district's budget for the 2006-07 fiscal year was delayed until October 2006 because of challenges in closing the books for the 2005-06 fiscal year. The district has been able to attract and hire and retain qualified staff in the area of school finance, and to build on the knowledge and history of those staff. One staff member is enrolled in the University of Southern California's CBO certification program and will complete the program within 12 months.

The district anticipates that there will be a budget development calendar that identifies specific timelines. In addition, the district is considering involving more staff outside of the Business Office than in past years. The district is ensuring that the budgets are backed up with supporting documentation to determine how the calculations were derived. Although board policies have been developed, the district has not established written procedures for the budget development process. These procedures would identify dates for worksheet distribution, the projected timeline for completing budget development and who is responsible for the supporting computations.

In the past, the budget has been developed in the business office; there was little interaction with site-level administrators. The district is currently changing positions at school sites and the ability to build capacity in this area is limited. However, the district is preparing for changes once permanent staff have been placed in the administrative positions at the school sites. This will allow for collaboration that includes site-level administrators in the budget development process.

Short term concerns regarding the budget development process are in the area of categorical funding and expenditures. The district receives a significant amount

of categorical funding, and the accurate budgeting and appropriate expenditure of these funds must be a priority. However, the business office has been able to identify previous accounting errors that have been in favor of the district. Specifically, an amount in excess of \$400,000 was found to be booked twice as a liability. This equals approximately 30% of the district's ending balance. The district understands the critical impact that the loss of categorical funds has on its ability to continue providing services to students and meeting their needs. The district is working with the part time assistant to the state administrator to ensure that categorical funds are used correctly and for the purposes intended by the grantor. This is an area on which the district would like to be able to place more emphasis; however, this may not be feasible with the current staffing. This continues to be an area of concern.

The district has not established a budget advisory committee to provide input on budget development.

Although the district is not likely to be able to do so for the 2007-08 budget development cycle, the district should ensure that the following items are completed and in place for all future budgets:

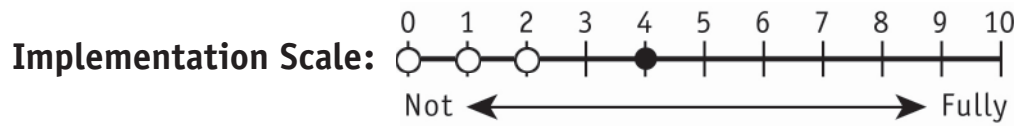
- Develop a budget development calendar that includes both the Fresno County Office of Education's budget development calendar and the state's deadlines for budget adoption and that corresponds with actual budget development activities. Use the calendar to manage and monitor the budget development process
- Ensure that the calendar identifies specific individuals responsible for various budget-related activities
- Develop budget development guidelines that identify the following:
 - Assumptions to be used.
 - Sources of information to be used for assumptions not provided.
 - Worksheets to be used by principals and directors/managers when developing their site/department budgets prior to entering budgets into the financial system budget module.

The goal is to help directors/managers accurately compile and develop their budget information.

- Obtain joint training for all staff involved in budget development, including principals and business office staff. Topics should include issues such as state and federal budget information, program management and compliance, and accounting and coding issues (such as SACS). The goal should be to ensure accurate budgeting of categorical revenues and expenditures, and appropriate use of the funds.
- Establish a budget advisory committee to provide input into developing budget priorities and to provide a link to the community.

Standard Implemented: Partially

July 2003 Rating: 0
January 2004 Rating: 1
July 2004 Rating: 1
July 2005 Rating: 2
April 2007 Self-Rating: 5
April 2007 New Rating: 4



7.3 Budget Adoption, Reporting, and Audits—AB 1200 Quality Assurance Processes

Professional Standards

The district should have 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.

Progress on Recommendations and Improvement Plan

1. The district did not meet the legal requirement of submitting its 2006-07 budget on time. This occurred because of challenges with closing the books for the 2005-06 fiscal year and was not the fault of staff.

However, the district has been able to submit the subsequent first and second interim reports close to the deadlines. The district completes the reports prior to the deadline, but is required to submit the reports to the California Department of Education (CDE) for approval before they are sent to the Fresno County Office of Education (FCOE). The district is planning an early submission of future reports to allow time for the additional review process. As of the adopted budget for 2006-07, the district is meeting the reserve requirement of 4% or \$50,000, whichever is lower. However, the district can only meet the requirement by including its Fund 17, Special Reserve Fund.

The district submitted its first interim report in January 2007, after the legal deadline. At the time of field work, the FCOE had not commented on the report.

The district had not begun the process of preparing the 2007-08 fiscal year budget at the time of this review, so this item was not evaluated.

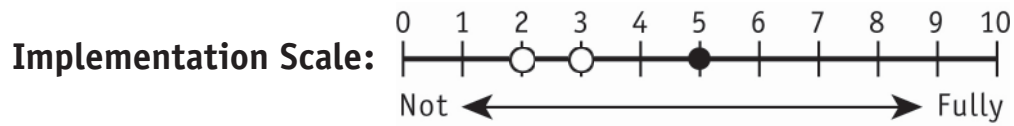
In general, it appears that the district is attempting to meet the statutory deadlines for submitting the required budget and interim reports.

2. The district's interim reports are prepared by the assistant superintendent, business services. The district has adopted board policies and operating procedures in several areas; however, there are no documented policies and procedures identifying who is responsible for preparing interim reports or the process to be used to develop them. In addition, many of the adopted board policies are not aligned with the district's practices. Staff members are updating board policies as they are identified to bring them in line with current practices.
3. The assistant superintendent, business services, is training other business office staff to increase their knowledge and experience so that they can prepare the reports.

The district is working to sustain many of the new practices that have been put in place over the past year. It is important for the district to continue updating policies and procedures to mirror current practices.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Rating: 2
July 2004 Rating: 2
July 2005 Rating: 3
April 2007 Self-Rating: 7
April 2007 New Rating: 5



7.9 Budget Adoption, Reporting, and Audits—Audit Administration and Resolution: Audit Resolution

Legal Standard

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.

Progress on Recommendations and Improvement Plan

1. The district responded to the individual findings included in the 2004-05 audit report. For many of the findings, the district's response included significant information. The 2005-06 audit report was expected to be issued and finalized at the end of March 2007 by the state controller's office, so it was not available at the time of this review. Therefore, the district has been precluded from producing the required corrective action plan by the statutory deadlines.

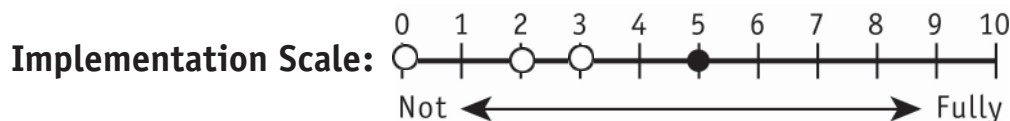
When the district receives the final audit report, it should draft a corrective action plan that identifies the specific actions to be taken and/or changes to be made, and a timeline for implementing those items. The district should file this plan with the Fresno County Office of Education (FCOE) for review and approval. In future years, the district should file any supplemental corrective action plan with the FCOE and the CDE by the March 15 statutory deadline.

The 2004-05 audit report's summary of prior year audit findings indicated that 30 of the 62 audit findings from the previous year had been implemented and corrected.

In addition, because numerous items identified in the audit findings were also identified in the assessment and improvement plan, a detailed corrective action plan could also be used to address the items identified in the FCMAT comprehensive assessment.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	0
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self-Rating:	7
April 2007 New Rating	5



8.1 Budget Monitoring—Encumbrance of Overexpenditures

Professional Standard

All purchase orders are properly encumbered against the budget until payment. The district should have a control system in place to ensure that adequate funds are available prior to incurring financial obligations.

Progress on Recommendations and Improvement Plan

- 1, The district is using the FCOE's online financial system, which allows users to enter purchase requisitions online.

Although the system allows purchase requisitions to be prepared, authorized, and routed online, purchases are initiated by site-level staff, who do not have access to the online system. Site administrators receive a manual three-part purchase requisition from teaching staff, then school site office staff enter information into the system and present the hard copy and appropriate backup to the site administrator for approval. The site administrator signs the hard copy and submits it to the business office. One account technician in the business office reviews the requisition for completeness and verifies that the budget has sufficient funds. A purchase order is then produced from the system and forwarded to the State Administrator for approval and signature.

The system allows online budget transfers; however, to maintain oversight, the district still requires site administrators and directors/managers to submit manual budget transfer and revision requests. The requests are reviewed by the assistant superintendent, business services, and/or the state administrator. The state administrator must give final approval for any budget augmentation.

The district should continue implementing the capabilities of the budget and financial system to increase the accountability of site and department administrators, increase the efficiency and control of financial transactions, and improve the accuracy of budget and financial information. The district should work with the Fresno County Office of Education (FCOE) regarding online access for site-level staff to improve efficiency.

- 2, The FCOE's financial system purchasing module will identify a lack of sufficient funds in an account for a purchase requisition/order, but will still allow the purchase requisition to be created and processed. This function is a soft warning and does not stop purchases from being made.

To maximize internal control over purchases and improve efficiency, the district should work with the FCOE to implement a hard warning for purchases if there are not sufficient funds in the identified account.

3. The district has not implemented a position control system for budgeting and accounting as previously recommended. District personnel have volunteered to pilot any new position control system; however, there have been no meetings between the district and the FCOE regarding this issue since spring 2006.

The district should follow the original recommendation to move position control to the county system when it is implemented. This would allow the district to more easily budget, track, and project positions, salary and benefit costs, and step and column costs. These features can improve the accuracy of the district's budgets and strengthen the district's control over personnel costs. If the county does not plan to implement a position control system, the district should research and evaluate other position control software applications.

4. The district is attempting to review and evaluate an application that will help monitor salaries and benefits in the budgeting module and become part of the budget process.
5. The district has instituted a manual process to call substitutes when they are needed. Notwithstanding the district's small size, the district should continue to work with the Fresno County Office of Education to determine the future availability, timing, and estimated cost of an automated substitute calling system. If automated substitute calling is not available through the county office, the district should investigate third party providers.

A properly functioning system may provide many control features that will safeguard district funds, including the following:

- For substitutes required because of employee illness, the system can provide an automated pay event for the substitute and an automated leave reduction for the employee. This enables a district-level reconciliation to ensure that substitutes used for employee illnesses are legitimate and that the correct expenditure line is charged.
- For substitutes required to enable employees to attend workshops or conferences, the system can assign a preapproved event number that is tied to a categorical budget number. This will ensure that the unrestricted general fund is not paying for release time that should be charged to restricted funds.

In addition, an integrated system will reduce the labor-intensive manual processes of substitute calling, reconciling substitute time and pay, and absence tracking.

6. The district informally established procedures that require the receiving party to verify the receipt of purchased items and forward a signed and dated copy of the purchase order/receiving report to the business staff. One copy is retained by the ordering party and one copy remains at the district office where the signed copy of the packing slip is matched to the purchase order. When the invoice is received, the accounts payable clerk pulls the purchase order and signed receiving document and matches them to support payment. Therefore, the district has attempted to improve segregation of duties.

No official policy or procedure exists within the purchasing area regarding receiving, nor is there assurance that the procedure is consistently being followed. The district should establish a formal policy requiring different staff members to prepare purchase orders, perform the receiving function and pay the invoices. The district should

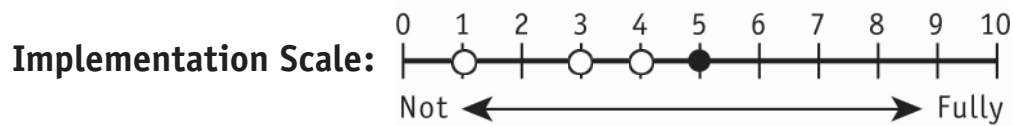
consider implementing a formal receiving document. Employees receiving the goods should document receipt by verifying the number and condition of the goods received and signing and dating the receiving slip.

The district is currently updating all policies and expects to have them completed by June 30, 2007.

7. The assistant superintendent, business services and/or the state administrator review all payments and verify the supporting documentation. A preliminary list goes to the board for ratification of all payments.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	5
April 2007 Self-Rating:	6
April 2007 New Rating:	5



8.2 Budget Monitoring—Monitoring of Department and Site Budgets

Professional Standard

There should be budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures should be forecast and verified monthly.

Progress on Recommendations and Improvement Plan

1. The district provides site principals, department directors, and program managers with online access to their budget information. However, the district has not modified the budget development process to require site administrators and department and program managers to be primarily responsible for the development of their budgets.

The district should continue to make site and department managers responsible for helping to develop their budgets and for managing/monitoring their budgets. To achieve this, the budget development process and calendar should include the site/department administrators in the first phase of budget development. Further, these administrators should be evaluated on how well they manage their budgets and achieve congruence with the district's overall goals. This would foster fiscal accountability among the managers and increase budget monitoring.

2. The district has established online requisitioning and budget monitoring. For reasons of oversight, the district has decided not to allow site administrators and department and program managers to make online budget transfers.

The district has not implemented a hard warning for purchases where expenditures exceed budget. A hard warning would require the sites and departments to continually monitor their budgets online and to ensure that spending patterns are appropriate. Administrators/managers would then be required to initiate a budget transfer before the expenditure occurred rather than after, providing better control of the budget. Therefore, to the extent that the county financial system accommodates it, the district should implement a hard warning in its purchasing/budget system.

The district currently has interim staff in site-level administrative positions. The district has a plan to bring in permanent staff at the site level and train them appropriately in school finance. At that time, the business office will work with site-level staff regarding their involvement.

Standard Implemented: Partially

July 2003 Rating: 0

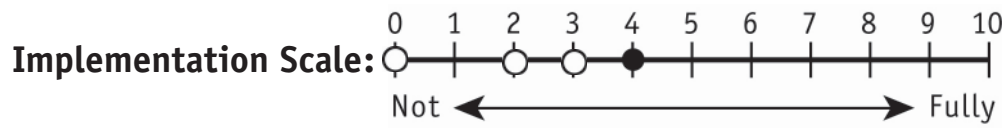
January 2004 Rating: 2

July 2004 Rating: 3

July 2005 Rating: 3

April 2007 Self-Rating: 5

April 2007 New Rating: 4



8.5 Budget Monitoring—Position Control

Professional Standard

The district uses an effective position control system, which tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.

Progress on Recommendations and Improvement Plan

1. The district has implemented the Fresno County Office of Education's (FCOE's) financial management system, including the personnel module. However, neither the county nor the district has implemented position control. It is not clear if or when the district will implement position control.
2. Although the county has not implemented a fully integrated position control module within the current financial system, the district has volunteered to participate in a pilot program for this module.

It is important that position control be implemented so that payroll, human resources, and budget data all reflect the same number of employees and FTEs, the proper step and column on the salary schedule for those employees, and consistent and accurate salary and benefit information. This is most easily achieved by using an integrated position control system. Further, an integrated position control system facilitates budgeting and financial projections. Therefore, the district should fully implement and use a position control application.

3. The assistant superintendent, business services is researching and evaluating other applications that could integrate a monitoring and budgeting tool with the current system.

Standard Implemented: Not Implemented

July 2003 Rating:	0
January 2004 Rating:	0
July 2004 Rating:	0
July 2005 Rating:	0
April 2007 Self-Rating:	3
April 2007 New Rating:	0



11.1 Attendance Accounting—Accuracy of Attendance Accounting System

Professional Standard

An accurate record of enrollment & attendance is maintained/reconciled at the sites monthly.

Progress on Recommendations and Improvement Plan

1. The district adopted board policies and administrative regulations regarding daily attendance procedures. The district should create a desk manual for attendance accounting and reconcile attendance monthly.
2. The district has partially developed written procedures and has developed and documented the roles and responsibilities of site secretaries, teachers, the database administrator, site administrators and other staff members regarding attendance accounting.

The district has trained staff and provided written instructions to site-level staff. Teachers receive new employee orientation when they are hired. The attendance accounting staff member has provided training for new teachers. The district will institute an annual review to provide for changes in policies or procedures or legislation, including new teacher training. The district is also developing a full day of training to be provided to teachers and other site-level staff. School office staff will be retrained in all attendance procedures from beginning of enrollment through auditing controls. Staff will be required to sign a training document. The district supplements training with materials provided by the software vendor.

The attendance accounting technician continues to work with site staff to increase the timeliness of attendance information from all teachers, reducing the number of corrections and last minute amendments to the state attendance reports, as well as revisions made at a later date. As a result, attendance data and state reports should now be more accurate.

The district should develop a formal desk manual for attendance procedures that follows adopted board policies and administrative regulations and can be used as a reference and training resource.

3. The new attendance system allows the district to verify the accuracy of information and identify errors or inconsistencies. Error reports generated by the system are reviewed by the attendance accounting technician, who provides information to the assistant superintendent. Both of these staff members discuss the monthly error reports and review them together. The assistant superintendent provides direction for following up with site level staff to make corrections. The district is working on accountability at the site level. Noted errors/omissions are forwarded to the state administrator, who then reviews the matter with the site principal to ensure follow-up and correction. The district is working to retrain site-level staff regarding the attendance software to decrease errors in attendance reporting.

Standard Implemented: Partially

July 2003 Rating: 2

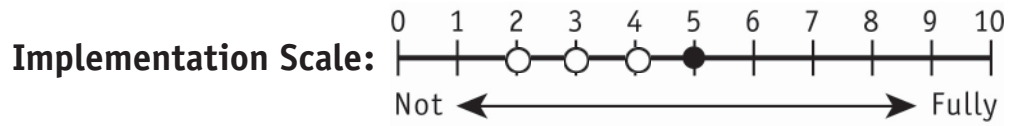
January 2004 Rating: 3

July 2004 Rating: 3

July 2005 Rating: 4

April 2007 Self-Rating: 5

April 2007 New Rating: 5



11.2 Attendance Accounting—Policies and Fiscal Impact of Independent Study, Inter-/Intra-District Agreements

Professional Standards

Policies and regulations exist for Independent Study, Home Study, inter-/intra-district agreements and districts of choice, and should address fiscal impact.

Progress on Recommendations and Improvement Plan

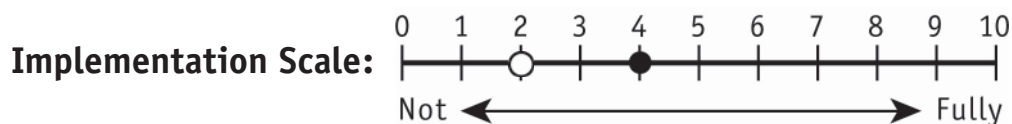
1. Regarding independent study procedures, the district has not adopted written board policies and administrative regulations that meet the requirements of Education Code Section 51747 and make the district eligible for state apportionment for this program.

The district should establish a board policy regarding independent study and home study.

2. The district does have inter- and intra-district policies in place.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	4
April 2007 Self-Rating:	5
April 2007 New Rating:	4



11.7 Attendance Accounting—Systems Training of Site Personnel

Professional Standards

School site personnel should receive periodic and timely training on the district's attendance procedures, system procedures and changes in laws and regulations.

Progress on Recommendations and Improvement Plan

1. The district has not adopted board policies related to employee training, nor has it developed and adopt board policies and a plan regarding new employee and substitute employee orientation and training. The district has policies that recognize the need for staff development, but the policies do not identify the need/requirement for the district to provide annual update/refresher training for staff in core areas related to their job duties.

The district should adopt formal board policies regarding employee training. In addition, the district should adopt and implement a formal annual training plan. The training should be mandatory for all applicable personnel and include training materials. A regular training schedule should be developed and followed. With regard to attendance accounting, a plan to include new hires and returning employees should be established to ensure that accurate, efficient information is received from site staff. This is needed to complete the Form J18/19 for P-1, P-2 and annual reporting. Because the district's funding is based on these reports, they should be as accurate as possible.

2. The district continues to regularly update training materials for the changes in the attendance system. In addition, every teacher and office staff member received a manual/handbook regarding the attendance accounting system, which should help to ensure that the system is being used fully. A pamphlet provides information and assistance to substitute teachers. The district has attempted to reinforce the importance of attendance accounting for teachers, substitutes and site administrative staff by identifying attendance accounting as a responsibility in the job duty statements and identifying individual responsibilities for attendance accounting by position.

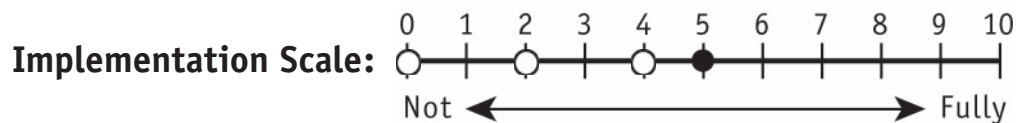
The district made a conscious effort to retrain substitute teachers, who take manual attendance in the classroom using a hard copy list provided by the school site secretary. At the end of the day, the substitute gives the hard copy to the school site secretary to enter into the system. For middle school substitutes, the school secretary sends a runner to the classroom after each period to collect the hard copy roster. If the substitute is long term, he or she is issued a temporary password to take attendance on the system.

The district should continue to update its manual and training materials annually to reflect changes in the attendance system/software and in attendance accounting laws and regulations.

3. The attendance accounting technician provides training to site staff prior to the start of the school year and is a resource throughout the year. The district should continue to provide this training at the beginning of each school year to refresh teachers and administrative staff regarding appropriate attendance procedures, how to use the attendance system, changes in the attendance system/software, and changes in attendance accounting laws and regulations.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	4
April 2007 Self-Rating:	5
April 2007 New Rating:	5



12.2 Accounting, Purchasing, and Warehousing—Accounting procedures: Timely and Accurate Recording of Transactions

Professional Standard

The district should timely and accurately record all information regarding financial activity for all programs (unrestricted and restricted). 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.

Progress on Recommendations and Improvement Plan

1. The draft audit of the district's 2005-06 fiscal year is expected to be issued at the end of March 2007. It is important that the district review the findings to ensure that there is a plan to address any and all issues. The number of findings in this area since the 2004-05 fiscal year has decreased significantly. However, there continues to be a concern about the lack of segregation of duties among staff members. The district has since corrected this issue by distributing functions among the staff to ensure strong internal controls.
2. The district has adopted board policies covering many areas of financial and business management, and has developed operating procedures in several areas. However, the procedures are not yet comprehensive enough to qualify as desk manuals, which are designed to ensure that transactions are properly recorded.
3. The audit report issued for fiscal year 2004-05 included numerous audit adjustments regarding payables. The 2005-06 audit report was expected to be available at the end of March 2007 to verify and review audit adjustments for the 2005-06 fiscal year.

The district is unable to address some of the issues that arise from the audit because of the timing of the audit report issuance. However, the district should not wait for the audit report to address the issue of properly accounting for transactions; this should be done monthly.

To improve the accuracy and timeliness of recording and reporting financial transactions, the district should do the following:

- Continue to develop and adopt comprehensive policies and procedures to ensure that employees are aware of the responsibilities and processes.
- Develop desk manuals for all business office functions to provide a reference for staff with regard to the accounting cycles, timelines, and actual procedures/steps to be taken. This should improve the accuracy and correct processing of transactions.

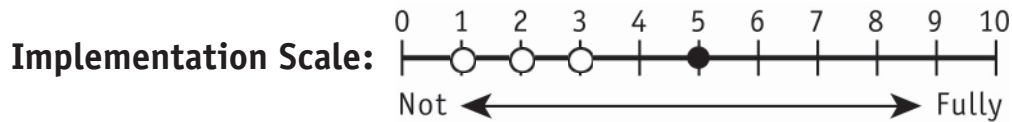
The district provides staff with training regarding adopted policies and procedures to familiarize them with the requirements of the organization. However, the use of desk manuals will continue to increase employees' technical knowledge and capacity to

perform job duties. The Fresno County Office of Education (FCOE), the California Association of School Business Officials (CASBO) and other organizations provide training, including specific training on the financial and human resources system. However, training can be provided in house on topics such as SACS, the California School Accounting Manual, categorical programs and program improvement.

4. The district has segregated duties among office staff to implement strong internal controls for recording, reporting, and creating a warrant. The district should continue to segregate duties, provide adequate supervision of employees, and provide review, verification and authorization of work and transactions to ensure accuracy and timeliness.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Self-Rating:	7
April 2007 New Rating:	5



12.3 Accounting, Purchasing, and Warehousing—Accounting Procedures: Cash

Professional Standard

The district should forecast its revenue and expenditures and verify those projections on a monthly basis in order to adequately manage its cash. In addition, the district should reconcile its cash to bank statements and reports from the County Treasurer on a monthly basis. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash be reconciled to bank statements on a monthly basis.

Progress on Recommendations and Improvement Plan

1. The district requires the secretary/receptionist to open, date stamp, and log all checks/cash received.

The district has implemented procedures to have all checks immediately logged and endorsed “for deposit only” to the district’s account. At the end of the month, a copy of the receipt log should be provided to the assistant superintendent, business services. Although few checks or cash amounts are received through the mail, this process should be used to safeguard against loss or misappropriation.

The district uses a cash receipt journal and segregates the cash receipts function from the journal function.

The Fresno County Office of Education (FCOE) performs the monthly reconciliation, but the district does not get a copy of the reconciliation. The district’s cash balance always agrees with the county treasurer; items are never shown as in transit. The district should request copies of the reconciliations from the county office.

2. The district should adopt policies and procedures requiring the assistant superintendent, business services or a designee to perform a cash/bank reconciliation monthly using the cash receipts log, cash receipts journal/cash receipts book, general ledger cash account, deposit slips, remittance advices and bank statements/account detail. The district currently completes this reconciliation for student body and revolving funds monthly. However, the cash in the county treasury is reconciled by the FCOE. It is the district’s responsibility to request copies of the cash reconciliation from the county office. The district needs to practice due diligence to avoid surprises regarding its cash status. The district currently relies on reports from the financial system to estimate available cash based on the deposits and warrants at a given point in time.
3. The district is not completing a monthly cash flow spreadsheet. This should be completed monthly.
4. The district has separated the cash receipts functions. The receptionist opens mail and logs receipts, one of the account technicians records the cash, another account technician prepares the deposit, and a third account technician makes the deposit. The business manager reconciles the cash/bank accounts at the end of the month.

Standard Implemented: Partially

July 2003 Rating: 0

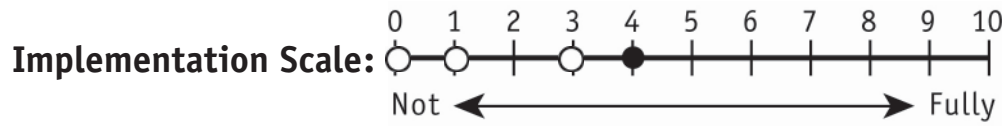
January 2004 Rating: 1

July 2004 Rating: 1

July 2005 Rating: 3

April 2007 Self-Rating: 7

April 2007 New Rating: 4



12.4 Accounting, Purchasing, and Warehousing—Accounting Procedures: Payroll

Professional Standard

The district's payroll procedures should be in compliance with the requirements established by the County Office of Education. Standard accounting practice dictates that the district implement procedures to ensure the timely and accurate processing of payroll.

Progress on Recommendations and Improvement Plan

1. The district has not implemented the Fresno County Office of Education's (FCOE's) system for tracking leave balances; balances are tracked in house. The district should review the tracking capabilities of the system maintained by the FCOE. The district could further improve controls by ensuring that employees sign for their paychecks when picking them up and maintaining the signature sheet with the monthly payroll documentation.
2. The district has established board policies covering all aspects of employee leave from the perspective of the requesting employee, but the policies do not address the responsibilities of the personnel office staff. The district has also established Standard Operating Procedures 2010 and 2020, which are currently being revised to include an outline of employee responsibilities for requesting and reporting all types of leave and to identify the forms that must be processed. In addition, the procedures require personnel office staff to perform a monthly audit to ensure the accuracy of submitted information.

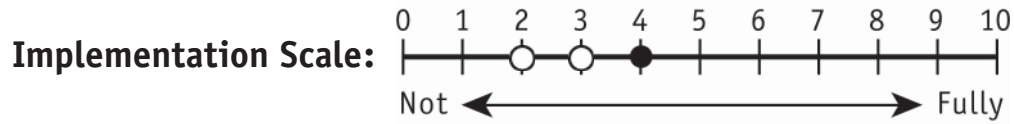
The district should establish formal written policies that address the responsibilities of personnel office staff and the procedures for reconciling absence requests and the absence log. Substitute time sheets should be expanded to include additional detail and clarification.

3. The district has abandoned the previous attempt to evaluate the costs and benefits of an automated substitute calling system that interfaces with the payroll/human resources system. The district inquired whether the FCOE had an automated substitute calling module or system that would integrate with the personnel module; however, such a system is not currently available through the county.

The district should inquire regarding a third party substitute calling system that could interface with the county office system. If a third party system is available and cost effective, it could help increase efficiency and reduce errors. A properly interfaced system could automate the process of paying substitutes, updating permanent employees' leave balances and docking pay as needed. In addition, the district would be able to reconcile substitute time and pay to the central office system to ensure that only authorized transactions are processed. The district would also be able to reconcile the employee's leave time to the substitute pay event.

Standard Implemented: Partially

July 2003 Rating: 2
January 2004 Rating: 3
July 2004 Rating: 3
July 2005 Rating: 4
April 2007 Self-Rating: 7
April 2007 New Rating: 4



12.8 Accounting, Purchasing, and Warehousing—Accounting Procedures: Purchasing and Warehousing

Professional Standard

The district should comply 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.

Progress on Recommendations and Improvement Plan

1. The district has in place formal policies that identify and require compliance with Public Contract Code provisions. The district established the following board policies related to purchasing:
 - Board Policy 3311 requires the superintendent or a designee to establish effective purchasing procedures to obtain the best value and comply with all applicable laws. It also requires that all purchases be made by contract or purchase order and supported by a receipt.
 - Board Policy 3311(a) requires purchases of equipment, supplies, and services when required by law and in accordance with statutory bidding requirements and procedures. In addition, the policy establishes that the board may require competitive bids even if not required by law, and authorizes the use of piggy-back bids and prequalification.
 - Administrative Regulations (AR) 3311(a) through (f) require the district to competitively bid all contracts for public works projects of \$15,000 or more and all nonpublic works contracts exceeding the bid threshold established annually by the Superintendent of Public Instruction pursuant to Public Contract Code Section 20111. In general, AR 3311 requires compliance with all applicable laws and regulations.
 - Board Policies 3212(a) through 3212.2(b) require that all contracts be approved by the board, and further define the various types of circumstances giving rise to contracts and how each should be handled.

In addition, the district has established procedures related to bidding, purchasing and vendor ethics, instructions to bidders, bid thresholds, purchases with bids, and purchases over the bid threshold.

The district has also segregated responsibilities. Site administrators/department managers initiate/approve purchase requisitions, one designated account technician converts the requisition to a purchase order, and all purchase orders must be reviewed and approved by the assistant superintendent, business services and/or the state administrator. Goods are brought to the district office and then delivered to the site by a designated custodial staff member. The appropriate site staff member verifies quantity and quality and signs the packing slip. The delivering custodial staff member

returns the packing/receiving slip to the business office, where it is filed with the purchase order. When the invoice is received by the account technician responsible for accounts payable (a different technician from the one that establishes the purchase order), he/she matches it to the purchase order and receiving document and prepares payment. Payment is reviewed and approved by the assistant superintendent, business services and/or the state administrator.

The district should develop formal desk manuals and provide training to all affected employees regarding the implementation and use of the procedures and desk manuals when they are completed. Each employee in the business office is establishing a desk manual for his or her respective area, but there is no anticipated timeline for completion. The district should strive to complete the desk manuals by the end of fiscal year 2006-07 to begin the next fiscal year with completed desk manuals that can be used as a reference.

2. The district does not have a warehouse or secure area to receive and store goods, and still does not use a formal receiving document.; however, it appears that the packing slips used as receiving documents identify more consistently than in the past the receiving date, verification of quantity/condition/quality, and the signature/initials of the person receiving the goods at the district office or the site/department. If a packing list is not available, a copy of the invoice is used as a packing slip.
3. The district should attempt to establish a secure area/room where goods can be delivered/received to prevent loss or misappropriation. In addition, the district should continue to consider using a formal receiving process/document that would require and provide a record of the receipt of the goods, including person receiving, date, quantity, condition, and delivery or pick-up by the staff member who originally placed the purchase order.

The custodial staff cannot access the district office after hours. All locks have been re-keyed.

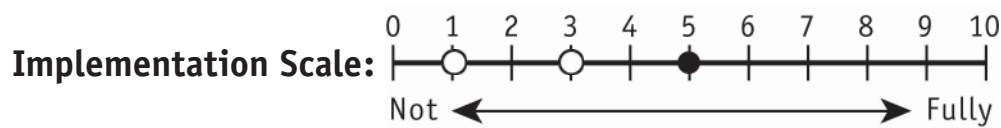
4. The district's current financial system does not have a hard reject of purchase requisitions when sufficient funds are not available in the identified account. Thus a purchase order can still be prepared and sent without sufficient funding in the account. This item was also addressed in a previous recommendation.
5. The district does not appear to have board policies related to fixed assets. The district completed a fixed asset inventory in November 2004 and is currently updating the inventory of fixed assets with an anticipated completion date of June 30, 2007. The district is in the process of updating its asset information and receiving training on the fixed asset system, which it maintains on the Fresno County Office of Education system. The system has a depreciation function. The district has a board policy and some procedures, including operating procedures related to preparing the fixed asset acquisition worksheet and fixed asset disposal worksheet. The district also uses a fixed asset transfer log for both bar-coded and non-bar-coded items. The district is currently updating the information and making the items site- and room-specific.

The district is attempting to identify, tag and inventory all fixed assets, and has been able to print out a report that provides the asset number, description of the item, location of item, class code, date entered into the system, and total value. However, there are no formal policies or procedures related to performing an annual physical inventory.

The district needs to establish comprehensive policies and procedures to address all aspects of asset management, including maintaining comprehensive asset records that are updated when items are purchased or retired and performing an annual physical inventory.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	3
April 2007 Self-Rating:	5
April 2007 New Rating:	5



12.9 Accounting, Purchasing, and Warehousing—Accounting Procedures: Construction-Related Activities and Expenditures

Professional Standard

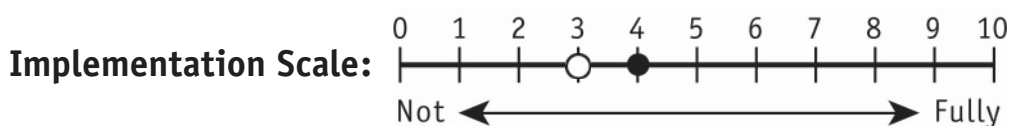
The district has documented procedures for the receipt, expenditure, and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.

Progress on Recommendations and Improvement Plan

1. The district has not updated policies to reflect the latest changes to the education code related to the state building program. The district has adopted board policies for facilities (Board Policies 7000-7310), which include items related to various financing mechanisms. However, the policies do not address the available state facilities programs.
2. The district has not developed regulations and procedures to be followed by all staff and consultants regarding construction-related activities and expenditures. The district should establish a set of guidelines that must be followed for proper accounting of all construction-related activities and provide training for all business and facilities staff who will be involved in any facilities project.
3. The district has not prepared a procedural guide for fiscal monitoring and accounting for construction projects and construction-related activities. The district should establish a set of basic guidelines that must be followed for proper accounting of all construction-related activities. Once the guidelines are developed, in-service training should be provided to all district staff who are responsible for any aspect of construction-related activities. The procedures should also be provided to consultants and contractors so that they have a full understanding of what will be required of them when submitting documentation to the district.
4. The district currently maintains a separate spreadsheet database by project, but uses it only for close-out purposes.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	3
July 2004 Rating:	3
July 2005 Rating:	4
April 2007 Self-Rating:	5
April 2007 New Rating:	4



12.10 Accounting, Purchasing, and Warehousing—System Controls to Prevent and Detect Errors and Irregularities

Professional Standard

The accounting system should have an appropriate level of controls to prevent and detect errors and irregularities.

Progress on Recommendations and Improvement Plan

1. The district has not completed the development of comprehensive policies and procedures for each transaction cycle and/or activity performed by the business office to provide resource and training material for staff to ensure the timely and accurate processing of financial information. It has adopted board policies generally covering many areas of business operations, and it has implemented some operating procedures. However, the procedures implemented to date do not comprehensively address all facets of the duties and processes associated with various transaction cycles.

The district should continue its efforts to develop comprehensive policies and procedures for all major transaction cycles/activities performed by the business office. The district should work with the Fresno County Office of Education (FCOE), the California Department of Education (CDE), its auditors and, if necessary, outside consultants in developing these procedures to ensure that they are sufficiently comprehensive and include essential internal controls.

2. The district has identified staff training needs and established a training plan to ensure that all business office staff have sufficient technical understanding and knowledge to efficiently and effectively perform their job functions. This training should cover new district policies and procedures as they are developed. The training process began recently and will continue so that the district can maintain staff capacity into the future.

The district is supportive of staff training and development, and some staff members have attended a few training classes. However, no comprehensive effort has been made to formalize training requirements or implement a systematic training plan.

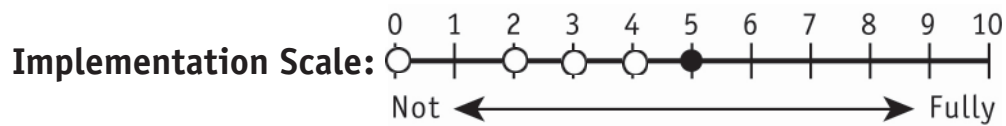
The district is assessing staff technical skills and knowledge and developing a comprehensive training plan that provides extensive and ongoing training for business office staff. Training needs are being coordinated with individual job descriptions and duties, which have been updated. Based on these job functions, the district should establish required training, recommended training, and optional training. This training should be structured to accomplish the following:

- Ensure and sustain minimum competency
- Promote the acquisition of higher levels of technical knowledge and proficiency
- Prepare employees for career advancement.

The district should continue to work with the FCOE regarding the use of the financial system to ensure that the district is using it to the fullest extent practicable to increase efficiency and improve internal control. Of particular importance is position control, which will assist the district in managing FTEs and funding sources, as well as facilitate the budget development process.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	3
July 2005 Rating:	4
April 2007 Self-Rating:	5
April 2007 New Rating:	5



14.2 Multiyear Financial Projections—Projection of Revenues, Expenditures and Fund Balances

Legal Standard

The district annually provides a multi-year revenue and expenditure projection for all funds of the district. Projected fund balance reserves should be disclosed. The assumptions for revenues and expenditures should be reasonable and supportable. [EC 42131]

Progress on Recommendations and Improvement Plan

1. The district prepares multiyear projections only as required for interim reporting. Thus the projections only cover two years beyond the current year. The district does provide some discussion of the assumptions/changes in the two subsequent years of the projection, but the information is minimal and the rationale for the assumptions/changes is not provided. The district prepares multiyear projections only for the general fund. However, the district has submitted its draft multiyear recovery plan, which covers 2006-07 and the two subsequent years and includes other funds and some information regarding the underlying assumptions and rationale. However, this information contains limited detail.

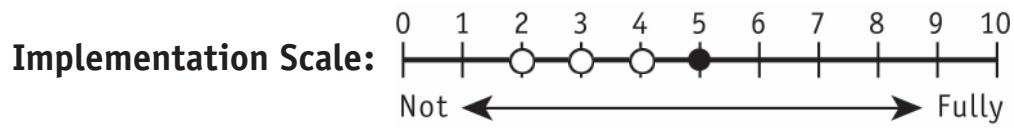
The district should continue to make at least the required two-year financial projection. However, a five-year financial projection would provide comprehensive information about the long term sustainability of current financial decisions. These projections should be used as a management tool in planning the operations and required budget allocations for expected service levels for the various programs the district operates. Financial decisions that are feasible in the shorter term (current and two subsequent years) could become unsupportable over the longer period. Therefore, the projections should also be used to identify potential fiscal issues and to craft appropriate responses.

When developing its budget and making financial projections, the district should make a more detailed analysis of revenues and expenditures by program/resource and object/sub-object. As more information about program (resource) revenues and expenditures becomes available, the budget and multiyear projections should be revised, and changes in assumptions should be identified and explained.

In addition, the district should comprehensively document assumptions and rationale so that the underlying premises are clear. The documentation should include assumptions and rationale for both revenues and expenditures and identify information such as enrollment growth or decline, the average daily attendance (ADA)-to-enrollment ratio, projected ADA, cost of living adjustments (COLAs) for revenue limit and state and federal categorical funding, deficit factors for revenue limit and state categorical COLAs, changes in categorical program participation, changes in local revenues (interest, lease/rental income, donations), projection of step and column costs, salary adjustments, basic staffing ratios, changes in staffing, number of retirements, and cost factors related to the various expenditure objects. In addition, the district should maintain worksheets and other supporting documents used to develop the multiyear projections.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	3
June 2005 Rating:	4
April 2007 Self-Rating:	7
April 2007 New Rating:	5



15.3 Long-Term Debt Obligations—Debt Service Cash Flow Projections and Plans

Professional Standards

1. For long-term liabilities/debt service, the district should prepare debt service schedules and identify the dedicated funding sources to make those debt service payments.
2. The district should project cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments.
3. The cash flow projections should be monitored on an ongoing basis to ensure that any variances from projected cash flows are identified as early as possible, in order to allow the district sufficient time to take appropriate measures or identify alternative funding sources.

Progress on Recommendations and Improvement Plan

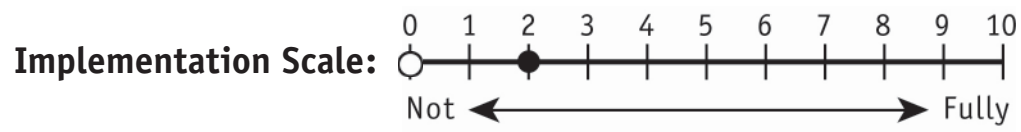
1. It appears that the district has partially prepared long-term debt service schedules because its multiyear recovery plan included a schedule of long-term debt. However, the schedule did not provide information regarding funding sources and anticipated cash flows.

The district should continue to prepare/update the long-term debt schedule and identify the funding source for each long-term item. This information should be provided to the state administrator and funds should be budgeted accordingly.

2. The district did not prepare cash flow statements related to the long-term debt that would identify the source of funds and be updated monthly. The district should prepare monthly cash flow statements for long-term debt that identify receipts, disbursements, and the source of the funds.
3. The district is not reviewing cash flow monthly. Immediately prior to the accounts payable run, a report is run from the financial system to see what cash is needed to run the accounts payable batch. The district is not receiving copies of the reconciliations completed at the Fresno County Office of Education, but should request them so that it can provide feedback to the FCOE office regarding needs and exceptions. The district should also be aware of the cash situation so that it can make good management decisions.

Standard Implemented: Partially

July 2003 Rating:	0
January 2003 Rating:	0
July 2004 Rating:	0
July 2005 Rating:	2
April 2007 Self-Rating:	3
April 2007 New Rating:	2



16.2 Impact of Collective Bargaining Agreements—Measurement and Evaluation of Bargaining Agreement Implementation Costs and Assurance of Notice to the Public

Professional Standard

The State Administrator/Governing Board must ensure that any guideline the district develops for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multi-year basis. The State Administrator/Governing Board must ensure that the district has a formal process where collective bargaining multi-year costs are identified and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The State Administrator/Governing Board must ensure that there is a validation of the costs and the projected district revenues and expenditures on a multi-year basis so that the fiscal resources are not strained further due to bargaining settlements. The public should be informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public should be given advance notice of the provisions of the final proposed bargaining settlement and be given an opportunity to comment.

Progress on Recommendations and Improvement Plan

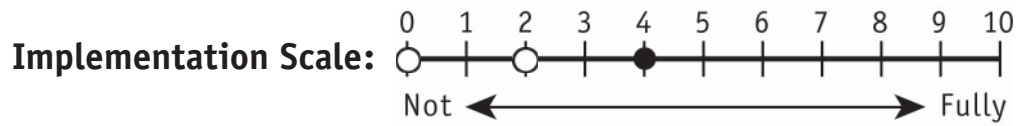
1. The district does not have established policies and procedures regarding negotiations, the district's representation in negotiations, or a requirement that potential bargaining positions be identified prior to the start of negotiations. However, the district is required to provide all settlement items to the budget/accounting office for analysis, including identification of current and ongoing costs and the effect on the district's financial position. Under AB 2756, the details of any tentative settlement agreement must be reviewed and submitted to the Fresno County Office of Education for approval to ensure that the agreement is fiscally sound. The district is required to meet the current and two subsequent years' financial obligations under any tentative agreement.

The district should establish policies and procedures that comprehensively address negotiations, including the responsibilities and participation of staff and the need to ensure the financial feasibility of proposed bargaining positions and settlements.

2. The state administrator and the assistant superintendent, business services are involved in the negotiation process to ensure that fiscal issues are clearly delineated for the negotiator/state administrator.
3. The assistant superintendent, business services analyzes any proposed settlements to ensure that the district can fund the obligations for the current year and on an ongoing basis. However, there is no formal policy or procedure requiring this review and analysis. This item should be addressed in the policies and procedures recommended in item 1 above.

Standard Implemented: Partially

July 2003 Rating: 0
January 2004 Rating: 0
July 2004 Rating: 2
July 2005 Rating: 2
April 2007 Self-Rating: 5
April 2007 New Rating: 4



18.8 Maintenance and Operations Fiscal Controls—Fixed Asset Inventory

Professional Standard

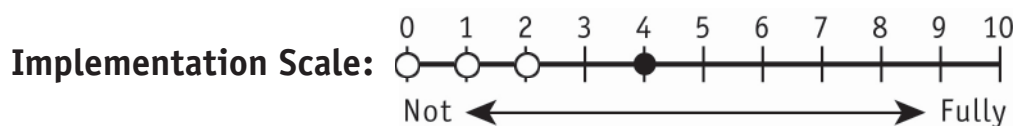
Capital equipment and furniture should be tagged as district-owned property and inventoried at least annually.

Progress on Recommendations and Improvement Plan

1. The district has contracted out for a blanket inventory of fixed assets for the 2006-07 fiscal year, but it is not clear that all inventory (furniture and equipment) has been tagged. In addition, the district has established some procedures related to inventory, but the procedures do not include the purchase of new equipment or disposal of equipment.
2. The district anticipates that it will be able to meet the GASB 34 guidelines in the financial statements for 2006-07, but must complete the fixed asset schedule to be able to present any financial information in the audited financial statements.
3. The district has performed an inventory; however, it is still updating its accounting records to accurately reflect the actual assets. The district still needs to adopt policies requiring an annual physical inventory and procedures regarding the timing and process for performing the inventory.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	2
April 2007 Self-Rating:	5
April 2007 New Rating:	4



20.1 Charter Schools—Financial Management and Oversight

Professional Standard

In the process of reviewing and approving charter schools, the district should identify/establish 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 should monitor the financial management and performance of the charter schools on an ongoing basis, in order to ensure that the resources are appropriately managed.

Progress on Recommendations and Improvement Plan

1. The district has adopted policies regarding the review, approval and oversight of the charter schools it charters. With regard to fiscal provisions, the board policies and administrative regulations include the following:
 - Board Policy 420.4(a)—General: Requires the board to ensure that the charter contains adequate processes and measures for holding the school accountable for fulfilling the charter terms, including fiscal accountability.
 - Administrative Regulation 420.4—Petition: Requires petitions to include the following:
 - Identification of how annual independent financial audits shall be conducted and how deficiencies will be corrected.
 - Financial statement that includes the proposed first year operational budget, start-up costs, cash flow and a three-year financial projection.
 - Administrative Regulation 420.4—Revocation: Allows charters to be revoked if the school does not follow Generally Accepted Accounting Principles or engages in fiscal mismanagement.
 - Administrative Regulation 420.4—Operating Requirements: Requires charter schools to annually prepare and submit financial reports to the district/board, consistent with the reporting cycle for California school districts. This reporting includes the preparation and submission of a budget, first and second interim reports, unaudited actuals and an annual financial audit.

The district makes efforts to obtain financial information from the charters, but the efforts to gain compliance with the request are not vigorous. The district should implement board policies regarding the review, approval and oversight of its charter schools.

2. The district has not revised its charter agreements to include a clause that requires the charter schools to regularly submit reports to the district office for monitoring by the district. The reports should include a cash flow statement, an income statement (ie., operating statement) and the annual audit report. These reports should be submitted to the district on time at regular intervals, such as monthly or quarterly.

The district should revise its charter agreements in the form of a memorandum of understanding (MOU) that clearly requires financial information to be submitted by the charters to allow the district to fulfill its oversight obligations.

3. The district has established policies and attempts to exercise some minimal level of oversight of its charters, but its oversight is not strong and consistent. The district has assigned staff to be responsible for carrying out such oversight duties. However, the MOU is still pending approval so that the district can have authority of enforcement regarding documentation to be reviewed as part of its oversight role.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	0
July 2004 Rating:	0
July 2005 Rating:	2
April 2007 Self-Rating:	3
April 2007 New Rating:	2

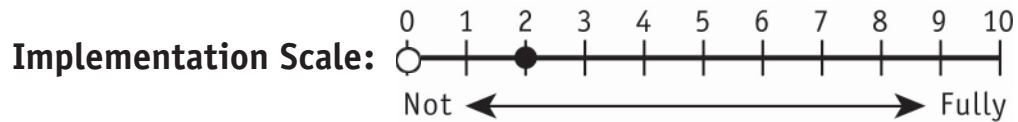


Table of Financial Management Standards

Progress Ratings Toward Implementation of the Improvement Plan

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
1.1	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 should exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others. [State Audit Standard [SAS] 55, SAS-78)	2				
1.2	The district should have 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				
1.3	The attitude of the Governing Board and key administrators has a significant effect on an organization's internal control. An appropriate attitude should balance the programmatic and staff needs with fiscal realities in a manner that is neither too optimistic nor too pessimistic. (SAS-55, SAS-78)	2				
1.4	The organizational structure should clearly identify key areas of authority and responsibility. Reporting lines should be clearly identified and logical within each area. (SAS-55, SAS-78)	0				

Financial Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
1.5	Management should have the ability to evaluate job requirements and match employees to the requirements of the position. (SAS-55, SAS-78)	2				
1.6	The district should have procedures for recruiting capable financial management and staff and hiring competent people. (SAS-55, SAS-78)	0				
1.7	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 must be implemented to discourage and detect fraud. (SAS 82; Treadway Commission)	0				
2.1	The business and operational departments should communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications should be written whenever possible, particularly when it (1) affects many staff or user groups, (2) is an issue of high importance, or (3) when the communication reflects a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also should be responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).	0				

Financial Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
2.2	The financial departments should communicate regularly with the Governing Board and community on the status of district finances and the financial impact of proposed expenditure decisions. The communications should be written whenever possible, particularly when it affects many community members, is an issue of high importance to the district and board, or reflects a change in policies.	0	2	2	3	5
2.3	The Governing Board, finance committees, staff and community should have presented to them documents that can be easily understood. Those who receive documents developed by the fiscal division should not have to wade through complex, lengthy computer printouts.	0				
2.4	The Governing Board should be engaged in understanding globally the fiscal status of the district, both current and as projected. The Governing Board should prioritize district fiscal issues among the top discussion items.	0				
2.5	The district should have 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	0	3	4

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
3.1	Develop and use a professional development plan, e.g., training business staff. The development of the plan should include the input of the business manager and staff. The staff development plan should, at a minimum, identify appropriate programs office-wide. At best, each individual staff and management employee should have a plan designed to meet their individual professional development needs.	0				
3.2	Develop and use 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 development of the plan should include the input of the business office and the school sites/departments and be updated annually.	0				
3.3	The California Association of School Business Officials has initiated a certification program to provide a vehicle for identification of competence in the field of school business management. This program is currently voluntary. It is recognized as an indicator of the background and experience that validates the abilities of current and potential school business managers.	0				
4.1	The Governing Board should adopt policies establishing an internal audit function that reports directly to the State Administrator and the audit committee or Governing Board.	0				

Financial Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
4.2	Internal audit functions should be designed into the organizational structure of the district. These functions should 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				
4.3	Qualified staff should be assigned to conduct internal audits and be supervised by an independent body, such as an audit committee.	0				
4.4	Internal audit findings should be reported on a timely basis to the audit committee, Governing Board and administration, as appropriate. Management should then take timely action to follow up and resolve audit findings.	0				
5.1	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 should focus on expenditure standards and formulas that meet the district goals. The Governing Board should avoid specific line-item focus, but should direct staff to design an overall expenditure plan focusing on student and district needs consistent with the goals and objectives.	0				
5.2	The budget development process should include input from staff, administrators, the board and community.	0				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
5.3	Policies and regulations exist regarding budget development and monitoring.	0				
5.4	The district should have Governing Board policies on the budget process. The district should have 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 direction, and should not be overridden.	0				
5.5	The district should have a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects the priorities of the district.	2	3	4	4	5
5.6	The district should have a Governing Board budget development process (policy) as it relates to the development of expenditure policies.	2				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
5.7	Categorical funds are an integral part of the budget process and should be integrated into the entire budget development. The revenues and expenditures for categorical programs must be reviewed and evaluated in the same manner as unrestricted general fund revenues and expenditures. Categorical program development should be integrated with the district's goals and should be used to respond to district student needs that cannot be met by unrestricted expenditures. The State Administrator and business office should establish procedures to ensure that categorical funds are expended effectively to meet district goals. Carryover and unearned income of categorical programs should be monitored and evaluated in the same manner as general fund unrestricted expenditures.	3				
5.8	The district must have the ability to accurately reflect its net ending balance throughout the budget monitoring process. The first and second interim reports should provide valid updates of the district's net ending balance. The district should have tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.	2	3	4	4	5

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
6.1	The budget office should have 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 should clearly identify one-time sources and uses of funds. Reasonable ADA and COLA estimates should be used when planning and budgeting. This process should be applied to all funds.	0				
6.2	An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar should identify statutory due dates and major budget development activities.	0	1	1	2	4
6.3	Standardized budget worksheets should be used in order to communicate budget requests, budget allocations, formulas applied, and guidelines.	0				
7.1	The district should adopt 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)]	1				

Financial Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
7.2	Revisions to expenditures based on the state budget should be 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)]	0				
7.3	The district should have 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.	2	2	2	3	5
7.4	The district should complete and file its interim budget reports within the statutory deadlines established by Education Code Section 42130, et. seq.	2				
7.5	The district must comply 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.	0				
7.6	The first and second interim reports should show an accurate projection of the ending fund balance. Material differences should be presented to the Governing Board with detailed explanations.	4				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
7.7	The district should arrange for an annual audit (single audit) within the deadlines established by Education Code Section 41020.	5				
7.8	Standard management practice dictates the use of an Audit Committee.	0				
7.9	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.	0	0	2	3	5
7.10	The district must file certain documents/reports with the state as follows: <ul style="list-style-type: none"> • J-200 series (Education Code Section 42100) • J-380 series - CDE procedures • Attendance reports (Education Code 41601 and CDE procedures) 	0				
7.11	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 should submit to the county Superintendent of Schools, in the county that the district resides, 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."	0				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
8.1	All purchase orders are properly encumbered against the budget until payment. The district should have a control system in place to ensure that adequate funds are available prior to incurring financial obligations.	1	3	4	5	5
8.2	There should be budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures should be forecast and verified monthly.	0	2	3	3	4
8.3	The routine restricted maintenance account should be analyzed routinely to ensure that income has been properly claimed and that expenditures are within the guidelines provided by the State Department of Education. The district budget should include specific budget information to reflect the expenditures against the routine maintenance account.	0				
8.4	Budget revisions are made on a regular basis, occur per established procedures, and are approved by the Governing Board.	3				
8.5	The district uses an effective position control system, which tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.	0	0	0	0	0

The identified subset of standards appears in bold print.

NA not applicable

Financial Management

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
8.6	The district should monitor 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.	0				
8.7	The district should be monitoring the site reports of revenues and expenditures provided.	0				
9.1	The district budget should be a clear manifestation of district policies and should be presented in a manner that facilitates communication of those policies.	1				
9.2	Clearly identify one-time source and use of funds.	1				
10.1	The Governing Board must review and approve, at a public meeting and on a quarterly basis, the district's investment policy. [GC 53646]	0				
11.1	An accurate record of daily enrollment and attendance is maintained at the sites and reconciled monthly.	2	3	3	4	5
11.2	Policies and regulations exist for independent study, home study, inter/intradistrict agreements and districts of choice, and should address fiscal impact.	2	2	2	4	4
11.3	Students should be enrolled by staff and entered into the attendance system in an efficient, accurate and timely manner.	4				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
11.4	At least annually, the school district should verify that each school bell schedule meets instructional time requirements for minimum day, year and annual minute requirements.	9				
11.5	Procedures should be in place to ensure that attendance accounting and reporting requirements are met for alternative programs such as ROC/P and adult education.	3				
11.6	The district should have standardized and mandatory programs to improve the attendance rate of pupils. Absences should be aggressively reviewed by district staff.	3				
11.7	School site personnel should receive periodic and timely training on the district's attendance procedures, system procedures and changes in laws and regulations.	0	2	2	4	5
11.8	Attendance records shall not be destroyed until after the third July 1 succeeding the completion of the audit. (Title V, CCR, Section 16026)	3				
11.9	The district should make appropriate use of short-term independent study and Saturday school programs as alternative methods for pupils to keep current on classroom course work.	4				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
12.1	The district should adhere to the California School Accounting Manual (CSAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 41010. Furthermore, adherence to CSAM and GAAP helps to ensure that transactions are accurately recorded and financial statements are fairly presented.	0				
12.2	The district should timely and accurately record 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.	1	1	2	3	5
12.3	The district should forecast its revenue and expenditures and verify those projections on a monthly basis in order to adequately manage its cash. In addition, the district should reconcile its cash to bank statements and reports from the county treasurer on a monthly basis. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash be reconciled to bank statements on a monthly basis.	0	1	1	3	4

The identified subset of standards appears in bold print.

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
12.4	The district's payroll procedures should be in compliance with the requirements established by the County Office of Education. Standard accounting practice dictates that the district implement procedures to ensure the timely and accurate processing of payroll.	2	3	3	4	4
12.5	Standard accounting practice dictates that the accounting work should be properly supervised and the work reviewed in order to ensure that transactions are recorded timely and accurately and to allow the preparation of periodic financial statements.	0				
12.6	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				
12.7	Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the district should 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.	0				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
12.8	The district should comply 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.	1	1	1	3	5
12.9	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	3	3	4	4
12.10	The accounting system should have an appropriate level of controls to prevent and detect errors and irregularities.	0	2	3	4	5
12.11	The district must convert to the new Standardized Account Code Structure. SACS will bring the district into compliance with federal guidelines, which will ensure no loss of federal funds (e.g., Title I, federal class size reduction).	0				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
13.1	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]	0				
13.2	Proper supervision of all student body funds shall be provided by the board. [EC 48937] This supervision 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				
13.3	It is the district's responsibility to provide training and guidance to site personnel on the policies and procedures governing the associated student body account.	0				
13.4	In order to provide for oversight and control, the California Department of Education recommends that periodic financial reports be prepared by sites, and then summarized by the district office.	0				
13.5	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.	0				
14.1	A reliable computer program that provides reliable multiyear financial projections is used.	2				

The identified subset of standards appears in bold print.

NA not applicable

Financial Management

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
14.2	The district annually provides a multiyear revenue and expenditure projection for all funds of the district. Projected fund balance reserves should be disclosed. The assumptions for revenues and expenditures should be reasonable and supportable. [EC 42131]	2	2	3	4	5
14.3	Multiyear financial projections should be prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated. [EC 42142]	1				
14.4	Assumptions used in developing multiyear projections are based on the most accurate information available.	2				
15.1	The district should comply 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]	0				
15.2	When authorized, the district should only use non-voter-approved, long-term financing such as certificates of participation, revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund should be used to finance current school operations, and in general should not be used to pay for these types of long-term commitments.	2				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
15.3	1. For long-term liabilities/debt service, the district should prepare debt service schedules and identify the dedicated funding sources to make those debt service payments. 2. The district should project cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. 3. The cash flow projections should be monitored on an ongoing basis to ensure that any variances from projected cash flows are identified as early as possible, in order to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	0	0	0	2	2

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
16.1	The district should develop parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to the efficiency of district operations. At least annually, the collective bargaining agreement should be analyzed by management to identify those characteristics that are impediments to effective delivery of district operations. The district should identify those issues for consideration by the State Administrator/Governing Board. The State Administrator/Governing Board, in the development of their guidelines for collective bargaining, should consider the impact on district operations of current collective bargaining language and propose amendments to district language as appropriate to ensure effective and efficient district delivery.	0				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
16.2	The State Administrator/Governing Board must ensure that any guideline the district develops for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The State Administrator/Governing Board must ensure that the district has a formal process where collective bargaining multiyear costs are identified and those expenditures changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The State Administrator/Governing Board must ensure that there is a validation of the costs and the projected district revenues and expenditures on a multiyear basis so that the fiscal resources are not strained further due to bargaining settlements. The public should be informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public should be given advance notice of the provisions of the final proposed bargaining settlement and be given an opportunity to comment.	0	0	2	2	4

Financial Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
17.1	There should be a process in place for fiscal input and planning of the district technology plan. The goals and objectives of the technology plan should be clearly defined. The plan should include both the administrative and instructional technology systems. There should be a summary of the costs of each objective, and a financing plan should be in place.	4				
17.2	Management information systems must support users with information that is relevant, timely, and accurate. Needs assessments must be performed to ensure that users are involved in the definition of needs, development of system specifications, and selection of appropriate systems. Additionally, district standards must be imposed to ensure the maintainability, compatibility, and supportability of the various systems. The district must also ensure that all systems are compliant with the new Standardized Account Code Structure (SACS), and are compatible with county systems with which they must interface.	NA				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
17.3	Automated systems should be used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Needs assessments should be 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 should provide accurate, timely, relevant information and should conform to all accounting standards. The systems should also be designed to serve all of the various users inside and outside the district. Employees should receive appropriate training and supervision in the operation of the systems. Appropriate internal controls should be instituted and reviewed periodically.	3				
17.4	Cost/benefit analyses provide an important basis upon which to determine which systems should be automated, which systems best meet defined needs, and whether internally generated savings can provide funding for the proposed system. Cost/benefit analyses should be complete, accurate, and include all relevant factors.	NA				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
17.5	Selection of information systems technology should conform to legal procedures specified in the Public Contract Code. Additionally, there should be a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process should facilitate involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process.	4				
17.6	Major technology systems should be supported by implementation and training plans. The cost of implementation and training should be included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition.	0				
18.1	The district has a comprehensive risk-management program. The district should have a 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.	6				
18.2	The district should have a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.	7				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
18.3	The district should control the use of facilities and charge fees for usage in accordance with district policy.	1				
18.4	The Maintenance Department should follow 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				
18.5	Materials and equipment/tools inventory should be safeguarded from loss through appropriate physical and accounting controls.	9				
18.6	District-owned vehicles should be used only for district purposes. Fuel should be inventoried and controlled as to use.	7				
18.7	Vending machine operations are subject to policies and regulations set by the State Board of Education. All contracts specifying these should reflect these policies and regulations. An adequate system of inventory control should also exist. [EC 48931]	6				
18.8	Capital equipment and furniture should be tagged as district-owned property and inventoried at least annually.	0	1	1	2	4

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
18.9	The district should adhere 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 \$59,600; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000.	5				
18.10	The district should adhere 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 \$59,600; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000.	5				
19.1	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 should have 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.	8				

Financial Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
19.2	The district should operate the food service programs in accordance with applicable laws and regulations.	8				
20.1	In the process of reviewing and approving charter schools, the district should identify/establish 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 should monitor the financial management and performance of the charter schools on an ongoing basis, in order to ensure that the resources are appropriately managed.	0	0	0	2	2
21.1	The district should have procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures would 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.	4				

Financial Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Rating
22.1	The district should actively take 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.	5				

Facilities Management

Facilities Management

Since the study team's last visit in June 2005 the West Fresno Elementary School District has made significant progress in addressing the previous recommendations regarding facilities management. The district continues to maintain its core facilities such as bathrooms and grounds. In addition, the district has shown progress in adopting board policies for facilities and maintenance while continuing to develop and implement comprehensive emergency and safety plans.

However, the district should change restroom accessibility procedures at the middle school as restrooms should be unlocked during the school day for student use.

The district has not adopted a board policy regarding capital/construction projects, nor has it provided training on policies that have been adopted. In addition, the district has made little tangible progress in developing procedures or plans to implement adopted board policies. The district plans to have some procedures for policy implementation in place within the next several months.

The district is in the process of developing the following operational plans:

- Comprehensive school safety plan
- Emergency plan
- Facilities master plan

The district has built shower/locker rooms, classrooms in the gymnasium and additions to the preschool buildings. The only project that remains to be completed at this time is the construction of a middle school. The district is in the process of selecting an architect for the middle school project and other modernization and deferred maintenance projects. It is important that the district adopt procedures and controls for all aspects of the facilities program before beginning new projects.

The district expects to have a draft of its facilities master plan soon. The district should use established processes and the facilities master plan to ensure that construction projects and funds are appropriately managed and that all required reporting is completed accurately and on time.

The district needs to address the remaining facilities recommendations to ensure that it adequately maintains the buildings and grounds and to ensure that it appropriately uses, records and reports state funds received.

1.1 School Safety—CDE Civil Defense and Disaster Planning Guide

Legal Standard

All school administrators should be 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]

Progress on Recommendations and Improvement Plan

1. Although the California Department of Education (CDE) no longer publishes this guide, the district has made progress in implementing the recommendation to establish a disaster plan. As of the July 2005 progress report, the district had developed board policies regarding the following:

- Environmental safety
- Hazardous substances
- Campus security
- Crime reporting
- School disruptions
- Sex offender notification
- Emergencies and disaster preparedness
- Crime data reporting
- Fire drills and fires
- Bomb threats
- Earthquake procedures
- Emergency procedures

The district continues to develop a comprehensive evacuation plan based on mutual aid agreements with other agencies in the county. Each classroom has a laminated, color-coded evacuation route posted at the exit door. The district is working with the county transportation agency to arrange an emergency plan under which the transportation agency would help evacuate all employees and students. The district stated that there is an informal agreement to transport employees and students in the event evacuation is necessary.

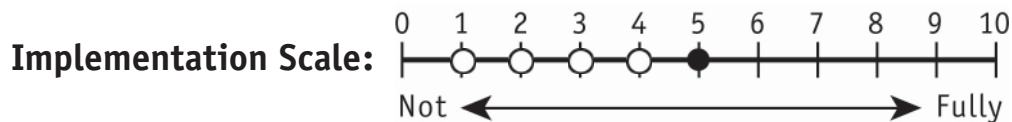
The district provided evidence that it now has in place the emergency notification system that it was planning to purchase as of the July 2005 progress report. The district has not yet had to use the system for emergencies; however, it is being used to notify parents when students are absent from school.

The comprehensive disaster planning guide has not yet been compiled, nor have staff received comprehensive training.

2. The district has ensured that all first aid kits have the minimum supplies and has established standard locations for first aid kits such as classrooms, the counseling center, school offices, and coaching offices. However, the district did not provide a comprehensive list of all first aid kit locations, standard supplies for each first-aid kit, or the date that each first-aid kit was last reviewed for sufficiency of medical supplies.
3. The district has implemented appropriate signs at both school sites, including new signs stating “No Trespassing or Loitering.” The signs include local law enforcement codes. During the site visit, the inspector was able to walk both campuses without a challenge by any school staff; however, the inspector was with a district employee during the visits.
4. The district has not provided a comprehensive training plan for all staff and administrators. The district plans to offer the comprehensive training plan once the disaster management kits are received and installed in classrooms. The kits have been ordered and were expected to arrive in spring 2007. The district plans to use the staff development time built into the weekly schedule to train staff within 30-45 days of kit receipt and installation. It is critical that a disaster guide be developed and completed to document procedures and serve as a reference for staff.

Standard Implemented: Partially

July 2003 Rating: 1
January 2004 Rating: 2
July 2004 Rating: 3
July 2005 Rating: 4
April 2007 Rating: 5



1.3 School Safety—Plan for Protection of People and Property

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 Recommendations and Improvement Plan

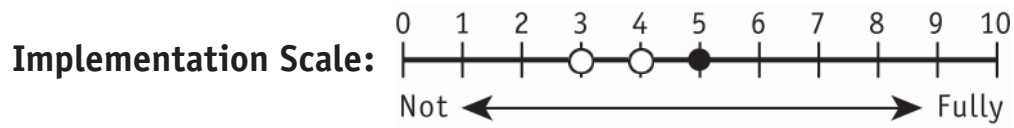
1. The district has not developed and implemented a comprehensive safety and security plan. The district has developed board policies regarding the following:
 - Campus security
 - Crime reporting
 - School disruptions
 - Sex offender notification
 - Emergencies and disaster preparedness
 - Crime data reporting
 - Fire drills and fires
 - Bomb threats
 - Earthquake procedures
 - Emergency procedures

These policies will provide the basis for the safety plan. The district is working with a consultant to develop a comprehensive safety plan/manual.

2. The district trains staff regarding fire drills and conducts scheduled and random fire drills. However, because the district has not implemented a comprehensive safety and security plan, it cannot provide comprehensive training for all staff regarding the plan. The district plans to train staff once the disaster management kits are received and installed in classrooms.
3. The district continues to require all visitors to the campuses to sign in at the school office before proceeding to their destinations. This was verified by site inspections made during fieldwork in February 2007 when the reviewer observed both the log and badges. Because the reviewer was accompanied by an administrative staff member, the reviewer asked staff about the procedure used when a visitor came on campus. Both schools asked the inspector to sign in and provided the inspector with a visitor's pass. The pass requires the visitor's name, date and time of visit to be completed prior to leaving the office.
4. The district has posted no trespassing signs at all points of entry to the school sites.

Standard Implemented: Partially

July 2003 Rating: 3
January 2004 Rating: 4
July 2004 Rating: 4
July 2005 Rating: 3
April 2007 Rating: 5



1.15 School Safety—Injury/Illness Prevention Program Inspections are Done

Legal Standard

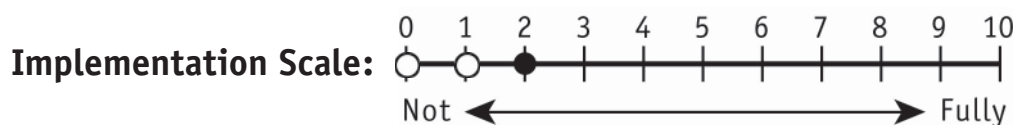
The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]

Progress on Recommendations and Improvement Plan

1. The district has updated its board policies to include a policy related to an Injury and Illness Prevention Program (IIPP).
2. The district has adopted administrative regulations and procedures regarding IIPP. The district should develop an IIPP handbook to effectively implement the program.
3. Since the board policy and administrative regulations have been adopted, the district should implement the IIPP by developing a handbook that documents procedures and by establishing a labor/management safety and health committee that meets at least quarterly. The district has not provided comprehensive staff training. The district has provided some staff, generally maintenance and custodial staff, with some training. However, the training has not been based on an assessment of needs, a specific training plan, or a defined IIPP. The district should provide staff training once a handbook, including procedures, is developed for the IIPP.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	1
April 2007 Rating:	2



1.18 School Safety—Plan for Prevention of Campus Crime and Violence

Legal Standard

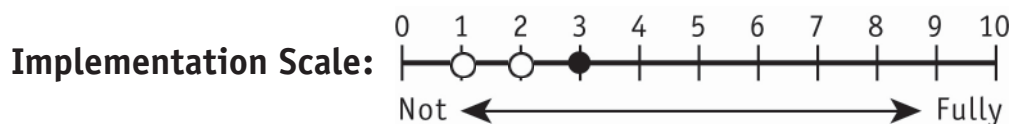
A comprehensive school safety plan exists for the prevention of campus crime and violence.
[EC 35294-35294.9]

Progress on Recommendations and Improvement Plan

1. The district adopted a comprehensive Board Policy 450 and Administrative Regulation 450(a)-(f) to require districtwide and site-specific safety plans. The policy and regulation detail the requirements for the safety plans. In addition, the district adopted a separate Administrative Regulation 3515 that specifically addresses campus security and crime reporting.
2. The district has not developed a comprehensive safety plan consistent with the board policy and administrative regulation. The district has purchased emergency disaster kits that will be installed in classrooms and has practiced emergency lock-down drills regularly to ensure staff and student safety on campus. As of the July 2005 review, the district has contracted with its insurance joint powers authority (JPA) to develop the comprehensive safety plan for the district and school sites. As of this review, the development of a comprehensive safety plan was not in progress. The district should develop a comprehensive school safety plan.
3. Since the district has not developed its school safety plan, it has not provided staff training regarding the plan and employees' related responsibilities.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Rating:	3



1.19 School Safety—An Emergency Action Plan Exists

Legal Standard

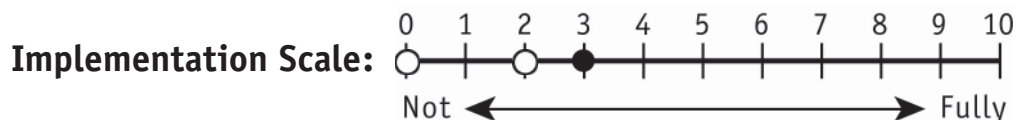
Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]

Progress on Recommendations and Improvement Plan

1. The district has adopted board policies regarding emergency and disaster planning. Board Policy 3516, which requires both districtwide and site-specific plans, is supplemented by Administrative Regulation 3516 (a)-(c), which identifies various types of disasters/emergencies, requirements of the emergency plan, coordination with local authorities, training for staff, the release of students, and the roles and responsibilities of various staff members, including principals, teachers, custodians, school secretaries, school nurses, cafeteria workers and bus drivers.
2. The district has not yet developed a comprehensive emergency plan.
3. Since the district has not developed or implemented a comprehensive emergency plan, it has not provided training.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	3
April 2007 Rating:	3



1.25 School Safety—Maintenance of a Comprehensive Employee Safety Program

Professional Standard

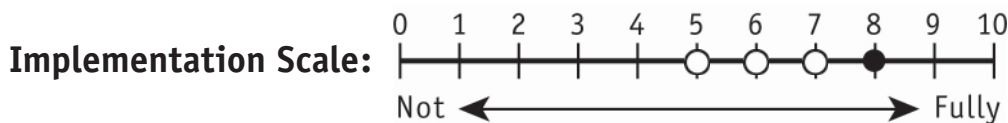
The district maintains a comprehensive employee safety program. Employees should be aware of the district safety program and the district provides in-service training to employees on the requirements of the safety program.

Progress on Recommendations and Improvement Plan

1. The district has not formalized its safety program; however, it continues to recognize the importance of maintaining safe work conditions.
2. The district has not formalized its training program regarding employee safety. However, it provides training to employees regarding safety and workplace hazards. Training is generally provided by the insurance joint powers authority (JPA). The district has also implemented an online training process for new hires, including modules that cover the following areas: sexual harassment, child abuse reporting requirements, hazard communications (chemical safety), blood-borne pathogens, and fire extinguisher use and fire prevention. The district is developing a plan to ensure that current employees also complete the online training modules.

Standard Implemented: Fully – Substantially

July 2003 Rating: 5
January 2004 Rating: 6
July 2004 Rating: 7
July 2005 Rating: 7
April 2007 Rating: 8



2.14 Facility Planning—Collection of Statutory Developer Fees

Legal Standard

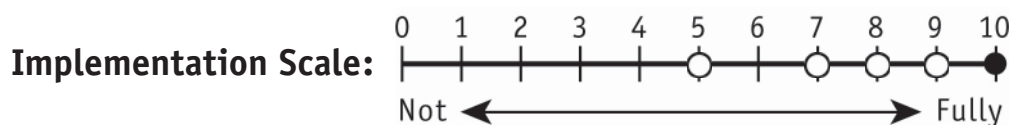
The district should collect statutory school fees. [EC 17620, GC 65995, 66000]

Progress on Recommendations and Improvement Plan

1. The district has updated board policies related to developer fees. Board Policies 7210 and 7211 address facilities financing, including developer fees, and authorize the implementation and collection of those fees. Administrative Regulation 7211 addresses the process for establishing the fee schedule, including identification of Level 1 through Level 3 funding.
2. The district has had a developer fee study performed to ensure that the district continues to impose the maximum allowable fee.
3. The district continues to have Washington Union High School District collect the fees on its behalf.
4. The recommendations were implemented as of the May 2005 review. In 2006, the district increased the developer fee rates based on a justification study completed in July 2006. The district continues to assess and receive developer fees.

Standard Implemented: Fully – Sustained

July 2003 Rating: 5
January 2004 Rating: 7
July 2004 Rating: 8
July 2005 Rating: 9
March 2007 Rating: 10



3.12 Facilities Improvement and Modernization—Deferred Maintenance Projects are Actively Managed

Professional Standard

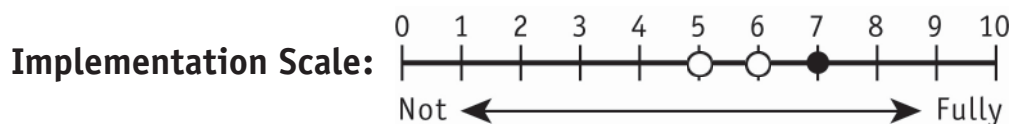
The district actively manages the deferred maintenance projects. The district should review the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district should also verify that the projects performed during the year were included in the State-approved, five-year deferred maintenance plan.

Progress on Recommendations and Improvement Plan

1. The district has adopted board policies requiring a facilities master plan. However, the district did not provide a comprehensive facilities master plan that evaluates the conditions and needs of its facilities and identifies projects to be performed. The district has contracted with a consultant to prepare a facilities master plan that identifies the needs of its facilities and supports deferred maintenance, modernization and new construction. The district expected a draft of the plan to be completed by the consultant in March 2007.
2. The district regularly updates the five-year deferred maintenance plan. Its most recent update was submitted to the state in December 2006. However, the district did not extensively document the changes. To manage facilities planning in-house, the district has restructured some positions within the business department. Prior to this change, the district delegated this responsibility to a retired annuitant. Therefore, the district should establish procedures regarding the documentation of facilities and deferred maintenance plans, and the data and assumptions supporting any revisions.
3. The district adjusted the five-year deferred maintenance plan and estimated costs to reflect the changes in projects and project costs.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	6
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Rating:	7



4.2 Construction of Projects—Change Orders are Processed and Received Prior Approval

Professional Standard

Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.

Progress on Recommendations and Improvement Plan

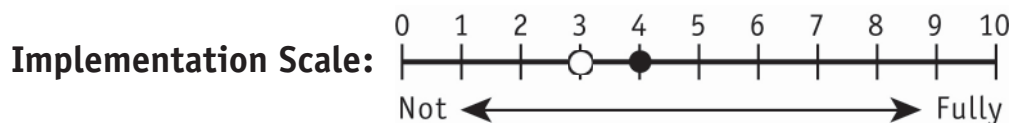
1. The district has not established board policies regarding the management of construction projects, including the processing of change orders. The district should adopt board policies regarding the management of construction projects.
2. The district has not developed procedures for managing construction projects and related funds. Thus there are no formal procedures regarding the review and approval of change orders. While the proper procedures for all change orders are understood, including the need for approval from the architect, inspector of record and state administrator, no written procedures have been developed.

The district recently finished construction of boys' and girls' locker rooms and shower facilities. The project had one change order. It appears that proper procedures were followed, although the approved change order had no signature from the inspector of record.

3. The district is in the process of contracting with a new architectural firm for the next phase of facilities and deferred maintenance projects. Before beginning new projects, the district should develop procedures for managing construction projects, including procedures for processing change orders.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	3
July 2004 Rating:	3
July 2005 Rating:	3
April 2007 Rating:	4



4.4 Construction of Projects—Inspector of Record Assignments are Properly Approved

Professional Standard

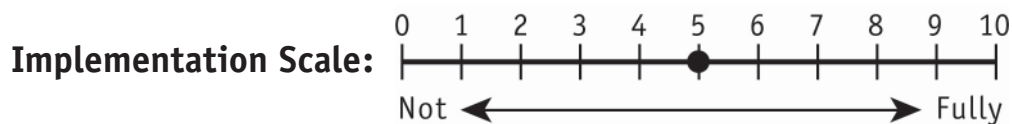
Each Inspector of Record (IOR) assignment is properly approved.

Progress on Recommendations and Improvement Plan

1. The district has not updated its board policies for construction projects and the assignment of an inspector of record for each project. These policies should comprehensively address the management of construction projects.
2. The district has not established procedures for securing a certified Division of the State Architect (DSA) inspector. These procedures should address the hiring of properly certified inspectors for all construction projects.

Standard Implemented: Partially

July 2003 Rating: 5
January 2004 Rating: 5
July 2004 Rating: 5
July 2005 Rating: 5
April 2007 Rating 5



5.1 Compliance with Public Contracting Laws and Procedures--Compliance with Formal Bidding Procedures

Legal Standard

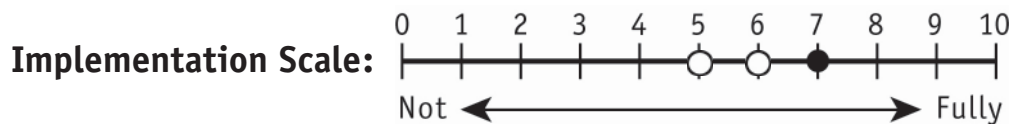
The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]

Progress on Recommendations and Improvement Plan

1. The district has updated its board policies regarding bidding procedures. The district adopted Board Policy 3311 and Administrative Regulation 3311 (a)-(f), which address the requirement to use competitive bidding in accordance with all applicable legal requirements under the Education Code, Government Code and Public Contract Code. The administrative regulation outlines the code requirements and provides guidance for applying the provisions to various situations.
2. The district has taken steps to ensure that the bid process is followed. Procedures have been established that include outlining the bid process, identifying instructions for bidders, and establishing ethics for individuals involved in district purchases. The district has also documented the revised bid threshold and information regarding the use of piggyback bids, particularly as they relate to portable/relocatable facilities. In addition, with regard to construction services, the district plans to coordinate the bid process with the architect so that the architect distributes and collects the bid packages, which are opened at the designated time and witnessed by at least one district representative. The district is in the process of contracting with a new architectural firm for the next phase of facilities and deferred maintenance projects. The district should ensure that the bid process is coordinated with the new architect and that the correct process is followed.

Standard Implemented: Partially

July 2003 Rating:	5
January 2004 Rating:	6
July 2004 Rating:	6
July 2005 Rating:	7
April 2007 Rating:	7



5.2 Compliance with Public Contracting Laws and Procedures—Procedures for Requests for Quote/Proposals

Legal Standard

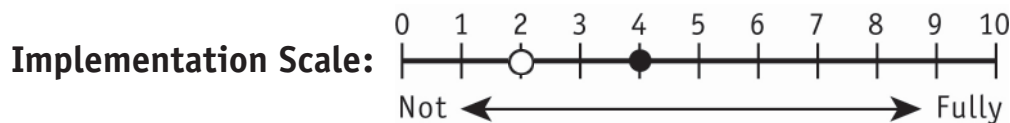
The District has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]

Progress on Recommendations and Improvement Plan

1. The district has updated its board policies with respect to bidding procedures. The district adopted Board Policy 3311 and Administrative Regulation 3311 (a)-(f), which address the requirement to use competitive bidding in accordance with all applicable legal requirements under the Education Code, Government Code and Public Contract Code. The administrative regulation outlines the code requirements and provides guidance for applying the provisions to various situations. In addition, the regulations address situations when bids are not required.
2. The district has partially implemented the recommendation regarding purchasing and quotes. While the district has established some procedures regarding purchasing and bidding requirements, the procedures do not appear to address who is authorized to request quotes/proposals, how many quotes/proposals are required, who can approve the quote/proposal, and who can authorize payment. Therefore, the district should continue to develop and establish its procedures to ensure that they comprehensively address all pertinent aspects, situations, and facets of the procurement/bidding process. There appears to be little change in this area; however, the district has restructured positions in the business department and has included more personnel in the purchasing process.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	2
July 2004 Rating:	2
July 2005 Rating:	4
April 2007 Rating:	4



8.1 Facilities Maintenance and Custodial—Implementation of an Energy Conservation Program

Professional Standard

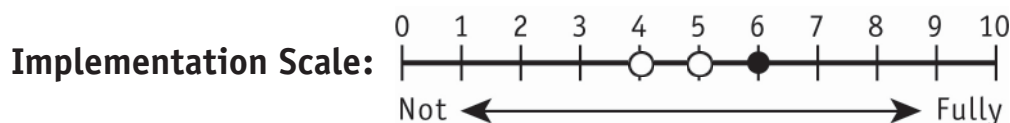
An Energy Conservation Policy should be approved by the Governing Board and implemented throughout the District.

Progress on Recommendations and Improvement Plan

1. The district has updated its board policies to include energy conservation. Board Policy 3511 and Administrative Regulation 3511(a)-(b) establish the board's commitment to energy conservation and the requirement for the superintendent to establish an energy efficiency program. The administrative regulation identifies the general items to be included in/addressed by the energy efficiency plan. However, the district has not yet developed an energy efficiency plan to implement the board policy and administrative regulation. The district should develop an energy efficiency plan to implement the board policy and ensure that it addresses energy efficiency and conservation for existing facilities, modernization and new construction.
2. The district has continued its efforts to become more energy efficient. The district contracted with a consulting group to provide an energy management study/audit. The study report, which was completed in November 2006, identified opportunities to increase energy efficiency. The district plans to use the report as a reference to ensure that energy efficiency is considered during modernization and deferred maintenance projects. Two projects that will reduce energy costs are under way at the district: installation of reflective window film on the south side of the elementary school cafeteria; and installation of a Vending Miser on cold beverage vending machines throughout the district. However, the district has not formalized its plans to focus current and future efforts with regard to energy efficiency and conservation. Therefore, as identified above, the district should develop an energy efficiency and conservation plan.

Standard Implemented: Partially

July 2003 Rating:	4
January 2004 Rating:	5
July 2004 Rating:	5
July 2005 Rating:	5
April 2007 Rating:	6



8.10 & 9.4 Instructional Program Issues—Bathroom Facilities are Clean and Operable

Legal Standards

Toilet facilities are adequate and maintained. All buildings and grounds are maintained. (CCR Title 5 § 631)

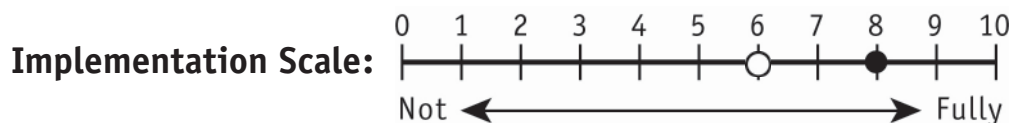
The Governing Board of every school District shall provide clean and operable flush toilets for the use of pupils. [EC 17576, CCR Title 5 §14030]

Progress on Recommendations and Improvement Plan

1. The district has continued to do a reasonable job of maintaining restrooms and has a well-established maintenance system in place. The custodians are scheduled to check the toilet facilities for graffiti and cleaning needs. Toilet facilities are adequate, but the district has an ongoing challenge of maintaining the facilities because of student vandalism. Nevertheless, inspection showed that the restrooms were generally clean and fixtures were operable.
2. The review team noted that the boys' and girls' restrooms were locked during the site visit at the middle school. Students must ask a staff member to unlock the restroom. If a staff member is not in the vicinity, students must go to the office to get a key to the restroom, then return it to the office. The district follows this practice to reduce vandalism and loitering in the restrooms. The boys' and girls' restrooms should be open and available for student use during the school day.
3. The district has posted Williams Uniform Complaint notifications in three languages in all classrooms. The district provided evidence of quarterly reporting on the Williams Uniform Complaints.

Standard Implemented: Fully – Substantially

July 2003 Rating:	6
January 2004 Rating:	8
July 2004 Rating:	8
July 2005 Rating:	8
April 2007 Rating:	8



9.1 Instructional Program Issues—Plan for Attractive Landscaped Facilities

Professional Standards

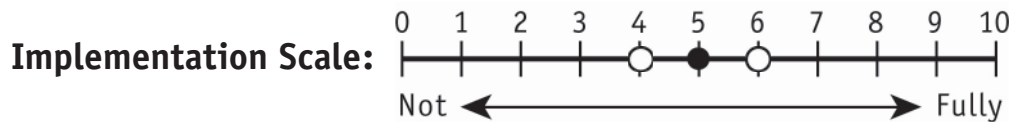
The District has developed a plan for attractively landscaped facilities.

Progress on Recommendations and Improvement Plan

1. The district has not prepared an updated landscaping plan annually and included it in the annual budget. The district has a long range plan that was developed six years ago to keep the landscaping attractive. However, the district should update its landscaping plan to address changes that have developed over the last six years. In addition, the plan should attempt to identify landscaping alternatives, such as low maintenance and drought-resistant plants and grasses, that would assist the district in maintaining its landscaping despite financial and operational constraints. The district should include financing sources and options in its landscaping plan. The district expects that the facilities master plan currently under development will address the landscaping plan.

Standard Implemented: Partially

July 2003 Rating: 4
January 2004 Rating: 6
July 2004 Rating: 5
July 2005 Rating: 5
April 2007 Rating: 5



9.2 Instructional Program Issues—Districtwide Technology Plan to Benefit All Sites

Professional Standard

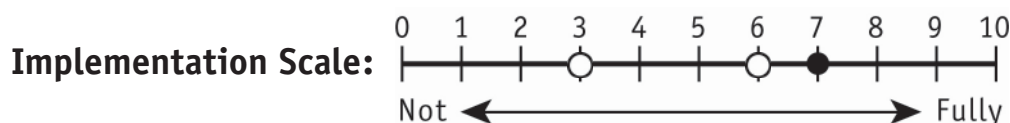
The goals and objectives of the technology plan should be clearly defined to include both the administrative and instructional technology systems. There should be a summary of the costs of each objective and a financing plan should be in place.

Progress on Recommendations and Improvement Plan

1. The district has been attempting to close out the E-Rate funding issues. However, since there is still an open investigation of the issues, the district has not been able to resolve the matter.
2. The district has a five-year technology plan that was developed in 2003. An addendum was added to the technology plan to include E-Rate eligibility. The district is working on a new five-year technology plan that will cover 2008-2013. The district should continue using the five-year technology plan and update it annually. The plan should continue to address both educational and administrative technology. The district has established a technology committee and plans to complete a needs assessment survey prior to writing the next five-year technology plan.
3. The district rebuilt the middle school's technology/library media center in summer 2006. The district also established a resource center for teachers, parents and students, and purchased and installed digital projectors, screens and printers in classrooms. Teachers use laptop computers connected to the projectors for classroom presentations and teacher collaboration.
4. The district has established a technology lab at the elementary school that is used by staff to support the curriculum, especially in the area of mathematics.
5. The district has applied for and received funds for technology from the Microsoft settlement and the Enhancing Education Through Technology (EETT) grant.

Standard Implemented: Partially

July 2003 Rating:	3
January 2004 Rating:	3
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Rating:	7



9.3 Instructional Program Issues—Lunch Areas are Warm, Healthful and Safe

Legal Standard

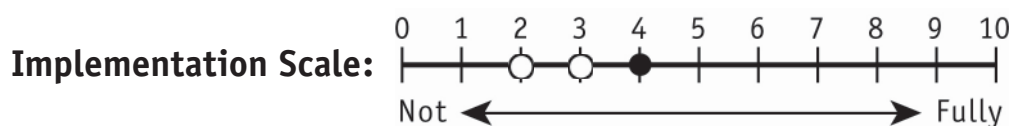
The Governing Board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch. [EC 17573, CCR Title 5 §14030]

Progress on Recommendations and Improvement Plan

1. The district has not aggressively pursued funding to modernize the primary cafeteria building. The district should prepare its facilities master plan, giving appropriate priority to the modernization of the primary cafeteria building.
2. The district has not replaced the lighting in the cafeteria. The district should continue to identify funding sources for the cafeteria upgrade, including deferred maintenance funds, modernization funds, routine restricted maintenance funds, and even cafeteria funds.
3. The district has not replaced the primary cafeteria flooring. The floor still consists of old and worn tile that is difficult to keep clean and often does not appear clean even when it is. It was noted during the walkthrough that the floor was indeed clean, just old. Therefore, the district should include upgrades for the cafeteria in the facilities master plan and pursue alternative funding sources for the projects.
4. The district is working with a consultant to develop a master plan for facilities. A draft of the plan was expected to be available in March 2007.
5. The district should continue to provide staff training during the summer months on safe work habits. This training should be repeated and updated annually.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	4
July 2005 Rating:	4
April 2007 Rating:	4



10.1 Community Use of Facilities—Plan to Promote Community Involvement in Schools

Professional Standard

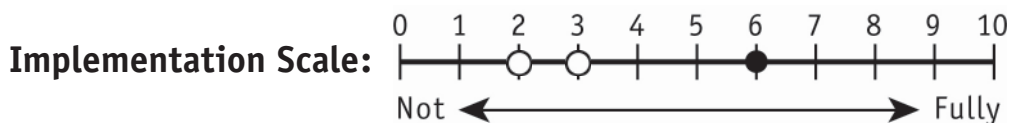
The district should have a plan to promote community involvement in schools.

Progress on Recommendations and Improvement Plan

1. Board Policy 1330 and Administrative Regulation 1330 (a)-(b) address community use of facilities. The board policy authorizes the use of district facilities by community groups as long as this use does not conflict with school activities. Further, the policy authorizes the use of district facilities by nonprofit organizations, clubs or associations to promote youth and school activities at no charge. Groups requesting to use facilities pursuant to provisions of the Civic Center Act are to be charged at least direct costs. Other groups that use the facilities and generate receipts that are not expended for the district's students or other charitable purposes are to be charged fair rental value. The administrative regulation delineates appropriate uses, restrictions, the required certifications to be obtained from the users, the form to be used and provisions related to damage and liability. However, neither the policy nor the administrative regulation clearly delineates the application and approval process. Therefore, the district should either expand the policy and regulation or establish procedures regarding the application and approval process for community use of facilities.
2. The district has updated its facilities use application. It was adopted November 9, 2005, with an effective date of November 10, 2005. The application has not been translated into Spanish. However, the district reports that translation into both Spanish and Hmong is in process. The district should make the translations available as soon as possible.

Standard Implemented: Partially

July 2003 Rating:	2
January 2004 Rating:	3
July 2004 Rating:	6
July 2005 Rating:	6
April 2007 Rating:	6



10.2 Community Use of Facilities—Compliance with Civic Center Act for Community Use

Legal Standard

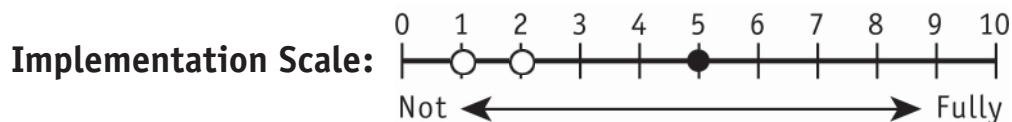
Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules.

Progress on Recommendations and Improvement Plan

1. The district has updated its board policies regarding community use of school facilities and established a fee schedule for facilities use and an approval process. The fee schedule was approved November 9, 2005, with an effective date of November 10, 2005.

Standard Implemented: Partially

July 2003 Rating:	1
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	2
April 2007 Rating:	5



10.3 Community Use of Facilities—Maintenance of Records and Support for Reasonable Charges

Professional Standard

Districts should maintain comprehensive records and controls on civic center implementation and cash management.

Progress on Recommendations and Improvement Plan

1. Board Policy 1330 and Administrative Regulation 1330 (a)-(b) address community use of facilities. The board policy authorizes the use of district facilities by community groups as long as the use does not conflict with school activities. Further, the policy authorizes the use of district facilities by nonprofit organizations, clubs or associations to promote youth and school activities at no charge. Groups requesting to use facilities pursuant to provisions of the Civic Center Act are to be charged at least direct costs. Other groups that use the facilities and generate receipts that are not expended for the district's students or other charitable purposes are to be charged fair rental value. The administrative regulation delineates appropriate uses, restrictions, required certifications to be obtained from the users, the form to be used, and provisions related to damage and liability.
2. The district has established procedures that ensure appropriate documentation and control over facilities use and fees collected. The district should review facilities use and fees collected annually to determine future use rates.

Standard Implemented: Partially

July 2003 Rating:	0
January 2004 Rating:	1
July 2004 Rating:	1
July 2005 Rating:	2
April 2007 Rating:	4

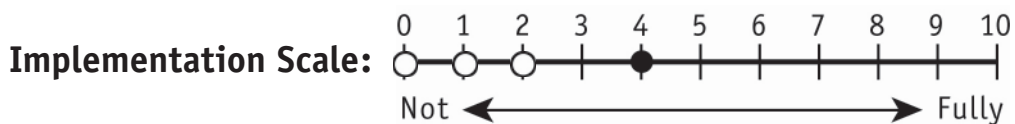


Table of Facilities Management Standards

Progress Ratings Toward Implementation of the Improvement Plan

Facilities Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
1.1	All school administrators should be 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)	1	2	3	4	5
1.2	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				
1.3	The district should be able to demonstrate that a plan of security has been developed that includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9]	3	4	4	3	5
1.4	The district should ensure that the custodial and maintenance staff 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				
1.5	The district has a documented process for issuing of master and sub-master keys. A districtwide standardized process for the issuance of keys to employees must be followed by all district administrators.	5				

Facilities Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
1.6	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 should feel safe at all times on school premises.	7				
1.7	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 should provide sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.	6				
1.8	The district has a graffiti and vandalism abatement plan. The district should have a written graffiti and 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.	7				
1.9	Each public agency is required to have 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)	0				

Facilities Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
1.10	Each elementary and intermediate school at least once a month, and in each secondary school not less than twice every school year, shall conduct a fire drill. (EC 32000-32004, 32040, CCR Title 5 §550)	2				
1.11	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)	5				
1.12	Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. (EC 17367)	4				
1.13	Each school that is entirely enclosed by a fence or partial buildings must have a gate of sufficient size to permit the entrance of ambulances, police, and fire fighting equipment. Locking devices shall be designed to permit ready entrance. (EC 32020)	8				
1.14	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)	9				
1.15	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. (CCR Title 8 §3203)	0	1	1	1	2
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available. (CCR Title 8 §1922(a))	7				

The identified subset of standards appears in bold print.

NA not applicable

Facilities Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
1.17	All exits are free of obstructions. (CCR Title 8 §3219)	9				
1.18	A comprehensive school safety plan exists for the prevention of campus crime and violence. (EC 35294-35294.9)	1	2	2	3	3
1.19	Each public agency is required to have 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)	0	2	2	3	3
1.20	Requirements are followed pertaining to underground storage tanks. (H&SC 25292, CCR Title 26 §477, Title 23 § 2610)	NA				
1.21	All asbestos inspection and asbestos work completed in the U.S. is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. (EC 49410.5, 40 CFR Part 763)	4				
1.22	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)	8				
1.23	Safe work practices exist with regard to boiler and fired pressure vessels. (CCR Title 8 §782)	NA				
1.24	The district maintains Materials Safety Data Sheets. (EC 49341, 49401.5, 49411, F&AC 12981, LC 6360-6363, CCR Title 8 §5194)	4				

The identified subset of standards appears in bold print.

Facilities Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
1.25	The district maintains a comprehensive employee safety program. Employees should be aware of the district safety program and the district should provide in-service training to employees on the requirements of the safety program.	5	6	7	7	8
1.26	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	2				
1.27	The district should conduct periodic first-aid training for employees assigned to school sites.	3				
2.2	The district should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	10				
2.3	The district should seek state and local funds.	10				
2.7	The district should have standards for real property acquisition and disposal. (EC 39006, 17230-17233)	0				
2.8	The district seeks and obtains waivers from the State Allocation Board for continued use of its nonconforming facilities. (EC 17284, 17285)	10				
2.9	The district has established and utilizes a selection process for the selection of licensed architectural/engineering services. (GC 17302)	3				
2.10	The district should assess its local bonding capacity. (EC 15100)	6				
2.11	The district should develop a process to determine debt capacity.	8				

Facilities Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
2.12	The district should be aware of and monitor the assessed valuation of taxable property within its boundaries.	10				
2.13	The district should monitor its legal bonding limits. (EC 15100, 15330)	10				
2.14	The district should collect statutory school fees. (EC 17620, GC 65995, 66000)	5	7	8	9	10
2.16	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.	6				
2.17	The district has established and utilizes an organized methodology of prioritizing and scheduling projects.	10				
3.1	The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.	7				
3.2	The district has pursued state funding for deferred maintenance - critical hardship needs by filing an application through the Office of Public School Construction and the State Allocation Board. (State Allocation Board Regulation §1866)	4				
3.3	The district applies to the State Allocation Board for facilities funding for all applicable projects.	7				

The identified subset of standards appears in bold print.

Facilities Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
3.4	The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	6				
3.5	The district establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.	10				
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	6				
3.8	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)	6				
3.9	All relocatables in use throughout the district meet statutory requirements. (EC 17292)	10				
3.10	The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	8				
3.11	The annual deferred maintenance contribution is made correctly. The district should annually transfer the maximum amount that the district would be eligible for in matching funds from the state.	6				

Facilities Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
3.12	The district actively manages the deferred maintenance projects. The district should review the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district should also verify that the expenses performed during the year were included in the state approved five-year deferred maintenance plan.	5	6	6	6	7
4.1	The district maintains an appropriate structure for the effective management of its construction projects.	7				
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	3	3	3	3	4
4.3	The district maintains appropriate project records and drawings.	8				
4.4	Each Inspector of Record (IOR) assignment is properly approved.	5	5	5	5	5
5.1	The district complies with formal bidding procedures. (GC 54202, 54204, PCC 20111)	5	6	6	7	7
5.2	The district has a procedure for requests for quotes/proposals. (GC 54202, 54204, PCC 20111)	2	2	2	4	4
5.3	The district maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements should be collected annually and kept on file.	0				

Facilities Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
5.4	The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	10				
5.5	The district ensures that requests for progress payments are carefully evaluated.	1				
5.6	The district maintains contract award/appeal processes. (GC 54202, 54204, PCC 20111)	6				
6.1	The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.	5				
6.2	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.	7				
6.3	The district provides facilities for its special education programs that provide appropriate learning environments in relation to educational program needs.	5				
8.1	An energy conservation policy should be approved by the Governing Board and implemented throughout the district.	4	5	5	5	6

Facilities Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
8.5	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 should be 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.	8				
8.6	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 should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.	2				
8.7	Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel should have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and will be evaluated on.	2				

Facilities Management						
Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
8.8	Necessary staff, supplies, tools and equipment for the proper care and cleaning of the school(s) are available. In order to meet expectations, schools must be adequately staffed and staff must be provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.	6				
8.10	Toilet facilities are adequate and maintained. All buildings and grounds are maintained. (CCR Title 5 § 631)	6	8	8	8	8
9.1	The district has developed a plan for attractively landscaped facilities.	4	6	5	5	5
9.2	The goals and objectives of the technology plan should be clearly defined. The plan should include both the administrative and instructional technology systems. There should be a summary of the costs of each objective and a financing plan should be in place.	3	3	6	6	7
9.3	The Governing Board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch. (EC 17573, CCR Title 5 §14030)	2	3	4	4	4
9.4	The Governing Board of every school district shall provide clean and operable flush toilets for the use of pupils. (EC 17576, CCR Title 5 §14030)	6	8	8	8	8
9.5	The district has plans for the provision of extended day programs within its respective school sites. (EC 17264)	0				

The identified subset of standards appears in bold print.

NA not applicable

Facilities Management

Standard to be addressed		July 2003 Rating	January 2004 Rating	July 2004 Rating	July 2005 Rating	April 2007 Review
9.7	All schools shall have adequate heating and ventilation.	8				
9.8	All schools shall have adequate lighting and electrical service.	6				
9.9	Classrooms are free of noise and other barriers to instruction. (EC 32212)	8				
9.10	The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.	6				
9.11	Facilities within the district reflect the standards and expectations established by the community.	7				
10.1	The district should have a plan to promote community involvement in schools.	2	3	6	6	6
10.2	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.	1	1	1	2	5
10.3	Districts should maintain comprehensive records and controls on civic center implementation and cash management.	0	1	1	2	4