



West Fresno Elementary School District

Personnel Management
Comprehensive Review
June 2003

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

Chief Executive Officer
Thomas E. Henry

PERSONNEL MANAGEMENT

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Overview

The Personnel Services of the district traditionally has been managed by the Superintendent and his secretary. Currently, the district has a confidential position of Executive Secretary directing most of the personnel functions of the district. Her leadership, experience and willingness to learn were very encouraging. This is necessary for the improvements needed in the personnel operational areas.

The district is lacking in numerous areas of sound personnel practices. Written procedures need to be developed to ensure the consistent, fair and equitable provision of services to all employees. State and federal compliance issues need to be addressed to comply with various laws.

Evaluation of district personnel needs to be established as a priority. Evaluation and due process training must be furnished to managers and supervisors so they can provide proper direction and assistance to their staff.

This assessment report presents a number of findings and recommendations that represent significant changes to the current practices of the district.

Organization and Planning

The district has numerous documents that purport to be board policies and administrative regulations. Some have board adoption dates, while others are copies of California School Boards Association (CSBA) samples. There is an great need for all board policies and administrative regulations related to personnel matters to be reviewed, revised and adopted as new district documents.

The Personnel Office consists of the position of Superintendent and a confidential position of Executive Secretary, Personnel. Over the years, there have been changes in personnel operations and procedures, depending upon who was in the district leadership position. The current Executive Secretary, Personnel, has a positive attitude and valuable experience that is being used to organize the Personnel Office. This attitude and behavior should be encouraged to make the Personnel Office a more effective operation.

The Personnel Office should continue the work started in developing written procedures and forms to be used by all district staff involved in recruitment, hiring, evaluation and discipline of employees. Eventually, all documents should be compiled into a personnel office operations manual.

The Personnel Office must be supported through training and cross training of employees. While this will entail expenditure of district funds, it is imperative for the district to have well-trained staff members involved in all aspects of personnel operations.

The district goals should annually contain specific goals related to personnel, including recruitment, hiring, evaluation and discipline. An end-of-the-year report should be published to demonstrate the accomplishments in these areas.

The Executive Secretary, Personnel, should be a regular member of management team meetings. Personnel issues should be discussed in those meetings, and the Executive Secretary should be an active participant. Minutes of the meetings should be kept for evaluation of the proposed actions to be taken.

A Personnel Office calendar of events has been initiated and should continue. The calendar should be printed and shared with all district staff affected by its contents.

There is an excellent opportunity for the district to move quickly ahead in the area of personnel operations given the attitude, knowledge and experience of its key staff member.

Communications: Internal and External

The Personnel Office has and regularly uses all appropriate communication techniques, including e-mail, fax and voice mail. The Personnel Office responds to telephone and e-mail messages in a timely manner. The Personnel Office needs to have an identified staff member(s) who is cross trained in the critical personnel tasks to ensure continuity of service when the regular incumbent is absent.

Certificated Recruitment and Selection

There are a number of areas that can be improved to enhance the recruitment and selection of certificated staff. The district affirmative action policies need to be re-examined to determine if the continued use of ethnic hiring goals is legally permissible. Written procedures and rating forms need to be developed that implement the board policy on recruitment and selection and further ensure consistent, fair and equitable application of the recruitment process. Once the procedures and forms have been developed, all administrative staff need to be trained. The application form needs to be revised to require the applicant to list all employment in positions other than teaching and to state if he/she has ever been terminated from a position. The ethnic tear-off questionnaire needs to be revised to indicate that its completion is voluntary.

The district's certificated recruitment activities need to be strengthened by creating some attractive recruitment materials that publicize the benefits of employment in West Fresno and provide some general information about the schools and community. Also, advertising vacancies on Ed-Join and with the Regional Teacher Recruitment Center will help increase the size of the applicant pool.

A process should be implemented to ensure that all applicants who are being considered for employment have their references checked and documented prior to employment. The staff should be trained in how to properly conduct and document such checks.

Classified Recruitment and Selection

The process and procedures for the recruitment and selection of classified personnel need improvement. The board policy that directs the Superintendent to be "alert to good candidates" should be strengthened to require the Superintendent to seek out the best qualified candidate and

to establish selection procedures that ensure this occurs. The procedures need to incorporate wide advertising of vacancies, screening of applications for appropriate training, and skills and testing to ensure that only the best qualified are considered for employment. The Personnel Office needs to review its current instructional aide test to ensure that it is at a high enough level to meet both the Education Code requirements and the new requirements contained in “No Child Left Behind Act” legislation. The employment application should be revised to require the applicant to disclose and explain any cases where he/she was fired, terminated or asked to resign. The interview process needs to be documented on rating forms, and references must be checked prior to employment.

The district needs to implement the procedures required in Education Code Section 45103 regarding the hiring of short-term (temporary) employees.

Employment Induction and Orientation

Prior to the 2002-2003 school year, the district had provided new certificated employees with an additional day of service for training and providing information about the district. Although this program was not offered this year because of staff changes, the program needs to be continued in future years. Also, a program or handbook that contains information about the district and its work rules should be developed for new classified employees. The Personnel Office currently has a procedure for efficiently processing a new employee and providing him/her with legally required material and information.

Operational Procedures

The Personnel Office has recently organized all personnel files into a prescribed order and created a written checklist of materials that may be placed in the files. Removing all medical information from the files and storing such information in a separate, secure file can further enhance this process. Also, a procedure needs to be established that specifies the steps that should be taken prior to placing derogatory material in a personnel file.

Developing a desk manual for the Personnel Office that includes the necessary steps to perform the most critical tasks would help to ensure continuity of service whenever the incumbent is absent. Also, as written operational procedures are developed, they need to be maintained in a personnel operations manual for reference.

The district's job descriptions are incomplete and outdated. The efforts that are under way to update and/or create new job descriptions need to be completed. As part of the process, a standardized format should be established that also includes a notation at the bottom of each job description to show when it was board-adopted and each time it is subsequently modified. Also, each job description should include the physical and mental requirements for the position.

Although space is at a premium in the administrative building, consideration needs to be given to creating a space for the personnel desk that provides some privacy. Such privacy is necessary when meeting individually with applicants and employees.

The administration of district wages and salaries should be better documented. There should be individual salary schedules for management and supervisors, confidential, classified and teaching employees. Each salary schedule needs to include the date of the last board adoption and the

size of any salary increase granted. Procedures should be established that set initial salary placement and future step increases. The classified salaries for each job classification do not appear to have any internal relationship basis. A classified salary survey should be undertaken and a salary schedule developed that places each classification on the schedule based on the comparative data.

State and Federal Compliance

Most of this section relates to policies and procedures that the district has developed to carry out state and federal laws. Since these laws change and new laws are added every year, it is difficult for any district to have all its policies and procedures current at all times. The best solution for school districts is to subscribe to the California School Boards Association (CSBA) policy and regulation service.

The Personnel Office has organized most of those tasks over which it has control, such as fingerprinting, tuberculosis testing, notification to new employees of their legal responsibilities and their rights to Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986 benefits. However, where state and/or federal law goes beyond the normal scope of the Personnel Office, there is significant failure to comply with various laws.

The district should develop a comprehensive board policy related to nondiscrimination. At that point, the district can develop a nondiscrimination statement and standard complaint procedures for employees to use, if necessary. A system must be developed to ensure that employees receive notice of and access to in-service programs on legally mandated topics, such as sexual harassment. The identification of a Title IX Coordinator and postings of all current employment-related laws at all work locations also must be carried out.

The new federal law “No Child Left Behind Act” requires the district to examine its testing system for instructional assistants. The current testing program is sporadic, and the test itself must be reviewed and revised in light of state and federal laws.

While the district has systems to record and monitor teacher credentials, the number of teachers working under emergency permits and waivers is significant for a district of this size. A greater effort to recruit and retain fully credentialed teachers should be made.

The district should also develop procedures that will assure its compliance with the Family and Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA). These both may require the cooperation of employee organizations to include language in the collective bargaining agreements and on job descriptions.

Use of Technology

The district has taken the initial steps to implement a position control system. However, some additional work is required. The new personnel requisition form needs to be fully implemented and required for all personnel changes. The personnel data in the district's business/personnel software package, Quintessential School System (QSS), needs to be cleaned up to reflect actual job classification and work locations. Also, the credential information for each employee should be updated to allow the use of QSS for credential reports and eliminate the need for redundant files maintained in the Excel program. Once the data is accurate, a staffing list should be run by location to validate staffing with budget adoptions.

The district relies on a manual substitute teacher calling system. Although the system works, it needs improvement. Filling all known vacancies the day before will help. Also, maintaining a continuous posting for substitutes coupled with periodic advertisements in *The Fresno Bee* will help to secure applicants. A formal interview process with reference checks needs to be implemented to ensure that the best qualified are hired.

The Personnel Office does not have an applicant tracking system, but rather maintains two separate application procedures and filing systems. The district can enhance its current practices by establishing procedures that facilitate the combining of the applicant pools generated through individual vacancies and those applicants received from the continuous application process. Also, establishing a list of applicants and some basic data in Microsoft Word, Excel or Access will facilitate the tracking and written communication with applicants.

Staff Training

The district needs to examine its management staff development needs. Currently, there is no process available to provide training in such areas as evaluation, due process or general leadership. The district should consider entering into partnerships with surrounding districts to allow participation in their training.

Evaluation/Due Process Assistance

The evaluation of employees is a critical issue for the district. It appears that, until recent intervention by the State Administrator, employee evaluations were sporadic. For 2002-03, the district made a concerted effort to evaluate one-half of the certificated staff by April 15. The plan calls for evaluating the remainder of the certificated staff during 2003-04. This is an important start to establishing an ongoing system of evaluation for both certificated and classified employees.

There are board policies and administrative regulations, as well as provisions in the certificated employee collective bargaining agreement to coordinate. The existing evaluation instruments for both certificated and classified employees should be examined as well to determine if they provide the necessary information to help make employees successful.

The Personnel Office's role in this area should be that of facilitator. It is critical that the database used to develop lists of employees to be evaluated and the due dates for the evaluations are accurate. Likewise, the collection and filing of completed evaluation forms in personnel files is essential. This process has already begun.

The district and the certificated bargaining unit have discussed the Peer Assistance and Review (PAR) program. While no written document was produced, the district indicated the program is scheduled to be implemented in 2003-04. This is an important program, as it is designed to systematically evaluate and assist teachers who are performing at a level less than satisfactory.

The evaluation of and assistance given to classified employees is just as critical. There needs to be clearly defined procedures established and training given to administrators and supervisors. Once the district has established the procedures and settled on the evaluation instruments to use, the Personnel Office must take the lead in working with the Superintendent to make certain that the system is ongoing. This entire process will not occur overnight. However, commitment on the part of district administrators and bargaining unit leaders will help speed it along.

Employee Services

The district has developed employee recognition programs for both certificated and classified employees. An employee-appreciation breakfast in early May and a retirement and recognition dinner in mid-May both focused on the district's positive attitude toward staff. The district should be proud of these events and continue to develop other programs that highlight employee achievement and dedication.

The district's benefit package for all employees includes an extensive employee assistance program. The program allows all employees to access counselors and advisors in numerous fields, ranging from personal/family counseling to legal services, tax services, drug and alcohol counseling and elder care. The district employees are generally unaware of the program's existence and its wide range of services. It is imperative for the district to find several means to make employees aware of these services.

Employee health benefits are provided through the Central Valley Health and Welfare Trust (CVT). There were numerous problems in 2002-03 related to benefits, to the point where the Fresno County Superintendent of Schools intervened. The district must work diligently with CVT to be certain that all employees fully understand their choices of benefits and have ample opportunity to make adjustments during an annual open enrollment period.

Workers' compensation claims are administered through Self-Insured Schools of California (SISC) in Bakersfield. The Personnel Office coordinates the program in the district. Information and forms needed at the work sites are sent out by the Personnel Office, and in-service training is held with school secretaries. The district should continue its practices but should also increase an awareness on the part of employees that they must report any work-related incident to their supervisor. The district should also regularly review workers' compensation claims to make improvements in safety conditions at the work sites.

Employee/Employer Relations

This is an area of potential growth in the district. The instability of top-level administration over the past several years has left a void in relations between the district and bargaining unit representatives.

Employees are being paid on 2000-01 salary schedules. However, the classified employees do not have a true salary schedule or a well-defined classification system upon which salary payment can even be accomplished. The district must address the classification system together with the revisions to and establishment of job descriptions. District-adopted salary schedules must also be reflected in individual salaries paid to employees.

The changes in administration have also affected the collective bargaining process. As the administrative assignments stabilize, district administrators and supervisors should become an integral part of the district's bargaining teams. They should be consulted prior to the negotiations process, serve on the negotiating teams and receive information during the bargaining process. This will allow the district to manage its employee-related operations more effectively and consistently.

Another area ripe for study and change is the process of negotiating and problem-solving with bargaining unit leadership. The district and the bargaining units should explore training opportu-

nities that can achieve more effective communications. Ongoing meetings that address employee-related problems can then be addressed as they arise, as opposed to allowing them to become major issues.

The district must consciously look for top-level administrators who can participate in the negotiations process and can explain the fiscal and educational implications of bargaining proposals to the district decision-makers. In these times of tight budgets, it is imperative that the district has well-thought-out analyses before it makes crucial decisions.

Each collective bargaining agreement has its own special processes and forms for grievances. The district must work with the administrators and supervisors to develop training programs and materials to assist the people in the field to successfully address problems.

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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4111 – Certificated Personnel, Recruitment and Selection (April 5, 1990)
4. Board Policy 4211 – Classified Personnel, Recruitment and Selection (April 5, 1990)
5. Board Policy 4115 – Certificated Personnel, Evaluation/Supervision (undated)
6. Administrative Regulation 4115 – Certificated Personnel, Evaluation (undated)
7. Board Policy 4215 – Classified Personnel, Evaluation/Supervision (undated)
8. Board Policy 4117.4 – Certificated Personnel, Dismissal (April 5, 1990)
9. Administrative Regulation 4218 – Classified Personnel, Dismissal/Suspension/ Disciplinary Action (undated)
10. Employment Process Document (undated)
11. Memorandum from Personnel Office to Originator of RFP (undated)

Findings

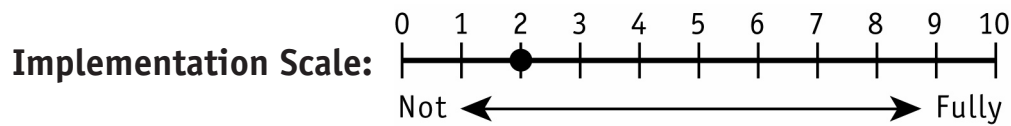
1. The district has several board policies and administrative regulations related to both certificated and classified personnel.
2. Most of the policies and regulations are over ten years old. Some contain information that is out of date, especially with regard to nondiscrimination and applicant disabilities.
3. The Executive Secretary, Personnel, has been working to establish uniform hiring procedures. A draft document outlines a step-by-step employment process, from posting of a vacancy through the final hiring stages.
4. There was no evidence of Personnel Office documents specifically related to recruitment, evaluation and dismissal of employees.
5. There was no evidence of a desk manual for the Personnel Office that can be used for cross training of employees.
6. There is no district-adopted salary schedule for confidential employees.
7. There is no system to ensure that individual employee salaries correspond to adopted salary schedules.

Recommendations and Improvement Plan

1. Review all board policies and administrative regulations related to recruitment, hiring, evaluation and dismissal of employees.

2. Revise and/or develop board policies to reflect current laws and district practices.
3. Finalize and implement the document on uniform hiring procedures.
4. Develop a Personnel Office procedures manual that includes procedures and forms related to the recruitment, hiring, evaluation and dismissal of employees. This manual should include such items as tuberculosis testing and credential maintenance.
5. Develop a Personnel Office desk manual that can be used to cross train a person in the district office.
6. Review salary schedules, and develop and adopt a salary schedule for confidential employees.
7. Establish a system that ensures that individual employee salaries correspond to adopted salary schedules.

Standard Implemented: Partially



1.2 Organization and Planning

Professional Standard

The Personnel Office has established goals and objectives directly related to the district's goals that are reviewed and updated annually.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. District "Our Mission" posting (undated)
4. "Mission and Goals" document (undated)

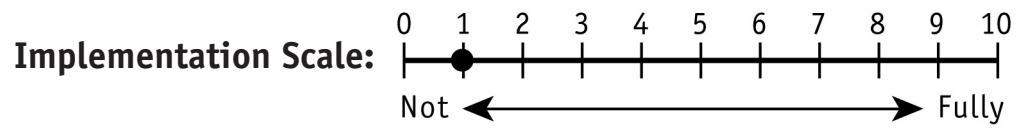
Findings

1. There is a district mission statement currently posted in the district office. It states: "The students of the West Fresno School District will learn academic skills, moral and ethical values and a respect for diversity that will enable them to be lifelong learners and productive members of a global society." There is no date on the document.
2. Another undated document contains a mission statement and some goals in the area of personnel, including:
 - a. "To raise student test scores through staff training and student support strategies."
 - b. "To develop and implement teacher recruitment strategies with recruitment tours to Historical Black Colleges as well as colleges in Texas, New Mexico and Arizona in Feb-Mar, 2002."
 - c. "To implement a career ladder for paraprofessionals to become certificated teachers."
 - d. "To provide the four day in-service for all staff in the following subjects:
 - Sensitivity/Cultural Diversity Training/Historical Perspectives
 - Curriculum Development and Teacher/Principal Accountability
 - TESA Teacher Expectations, Student Achievement
 - Parent Outreach Strategies for all Staff"
3. There was no evidence as to how recent or how often personnel goals and objectives have been developed or reviewed.

Recommendations and Improvement Plan

1. Review past goals related to the Personnel Office and develop goals for 2003-04.
2. Develop a process to annually establish goals and objectives related to personnel operations.
3. Develop an end-of-the-year report that summarizes its accomplishments during the year. The report should include the number of people recruited, the number of people hired, information regarding the credential status of employees, Personnel Office goals and other pertinent information. The report should be presented at a public meeting.

Standard Implemented: Partially



1.3 Organization and Planning

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Management meeting minutes (October 4, 2002)
4. View Personnel Office Microsoft Works calendar on Personnel Office computer

Findings

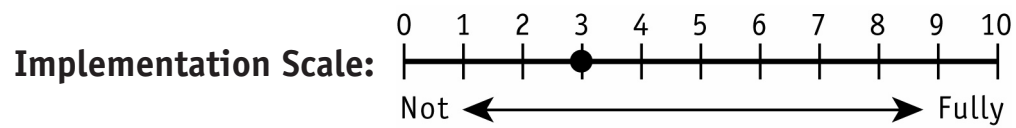
1. The Personnel Office consists of the Superintendent's Office and an Executive Secretary, Personnel.
2. The Executive Secretary, Personnel, keeps a Personnel Office activities calendar on her desk. It is currently being converted to a calendar program on a new computer in her office.
3. There was no evidence of a current functions chart in the Personnel Office.
4. Historically, personnel operations have been a central function of the Superintendent and his immediate confidential staff.
5. During the 2002-03 school year, the Executive Secretary, Personnel, has been included in management meetings where personnel matters have been discussed. Minutes of management meetings have been recorded. The minutes presented to the review team were clear and informative.

Recommendations and Improvement Plan

1. Maintain the position of Executive Secretary, Personnel. This position should report to the Superintendent.
2. Develop a training program for this position, such as attendance at the Association of California School Administrators (ACSA) School Personnel Academy and Personnel Institute.
3. Continue to develop a Personnel Office activities calendar on the computer and share information from the calendar with appropriate district staff.
4. Regularly include personnel issues on management meeting agendas. Include the Executive Secretary, Personnel, in the meetings to explain the personnel issues and to receive direction. Maintain written minutes of the meetings.

5. Develop a Personnel Office functions chart that delineates the duties to be performed by the Superintendent, the Executive Secretary, Personnel, and other district staff.

Standard Implemented: Partially



2.1 Communication: Internal/External

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. District telephone extension listing

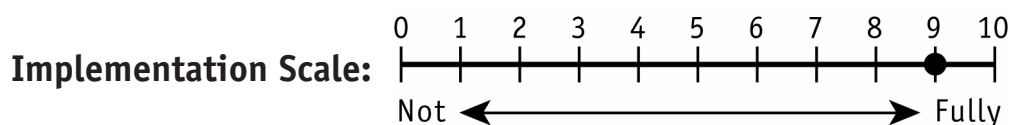
Findings

1. The district is set up for using e-mail, although it was reported that not all of the schools/offices routinely check for e-mail.
2. The Personnel Office has both fax and voice mail systems.
3. It was reported that the Personnel Office responds in a timely manner to e-mails and telephone messages.
4. The district publishes a district telephone directory.

Recommendations and Improvement Plan

1. Continue the current practices.

Standard Implemented: Fully - Substantially



2.2 Communications: Internal/External

Professional Standard

The Personnel Office staff is cross-trained to respond to client needs without delay.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel

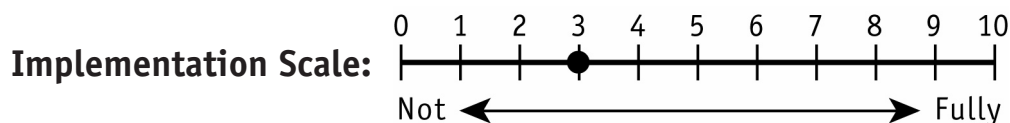
Findings

1. The Personnel Office consists of one full-time employee. In addition, the Payroll Technician and Front Desk Receptionist provide some additional limited assistance.
2. The district does not have a formal process to cross train a backup employee for the Personnel Office position. The Payroll Technician, by virtue of her time in her current position and close proximity to the personnel desk, does provide some limited backup assistance.
3. It was reported that the personnel employee is rarely absent, and that this may have minimized the need for a backup.

Recommendations and Improvement Plan

1. Identify and cross train a specific employee(s) to serve as backup for the personnel desk.

Standard Implemented: Partially



3.1 Certificated Recruitment/Selection

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4111.1 – Affirmative Action: Recruitment and Selection (4-5-90)
4. Board Policy 4111 – Certificated Recruitment and Selection (4-5-90)
5. Board Policy 4119.11 – Sexual Harassment (4-5-90)
6. Collective Bargaining Agreement Between the District and West Fresno Teachers Association – Article X, Transfer/Reassignment, Section 10.4.4
7. Employment Process and Forms Draft (undated)
8. Certificated Employment Application

Findings

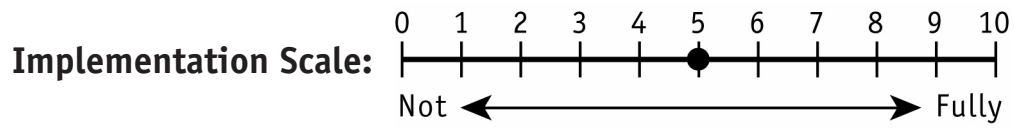
1. The district has a policy regarding equal employment opportunities for all people and requires that the recruitment and selection practices provide a concerted effort to hire and promote individuals of minority ethnic backgrounds so that staff is representative of the student and community populations of the district.
2. The district has a certificated policy to hire the most highly qualified person and directs the Superintendent to develop recruitment and selection procedures. There are no written procedures currently in place; however, a draft of an employment procedure has been prepared.
3. The employment application includes the statement, “Equal Employment Opportunity Employer.”
4. Teacher vacancies are normally advertised in The Fresno Bee and posted within the district. Vacancies are not posted on Ed-Join or with the Regional Teacher Recruitment Center.
5. There are no prepared forms to be used in the selection process. Typically, the site administrator is responsible for preparing interview questions.

Recommendations and Improvement Plan

1. Review the equal employment opportunity statement with legal counsel to validate the appropriateness of hiring and promoting to achieve a representative work force that matches the community and student body populations.
2. Finalize the draft employment procedures and train site administrators in the process.

3. Develop a generic teacher rating form to be used for all teacher interviews, as well as a list of sample interview questions that can be used by interviewers.
4. List teacher vacancies on Ed-Join and with the Regional Teacher Recruitment Center.

Standard Implemented: Partially



3.2 Certificated Recruitment/Selection

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Certificated Application and cover letter (for teachers)
3. Certificated Application for Employment

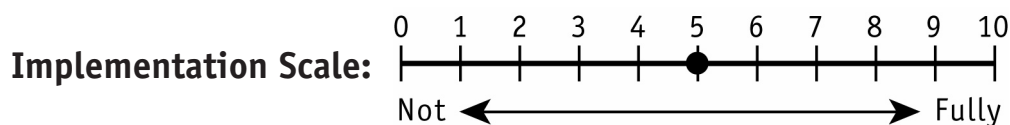
Findings

1. The current application does not have the district's address, Personnel Office telephone number or a place for the applicant to include his/her e-mail address.
2. The application contains a tear-off portion that requires the applicant to provide ethnic/sex/birth date information.
3. The application asks the candidate to indicate if he/she has ever been terminated from a teaching position. If yes, there is no request for the applicant to explain.
4. The application does not ask for any employment history other than teaching.
5. The application contains the statement, "Equal Employment Opportunity Employer."
6. The cover letter for the application includes the names of administrators that are no longer with the district.

Recommendations and Improvement Plan

1. Revise the application to include appropriate district address and telephone numbers and provide space for the applicant to include his/her e-mail address.
2. Revise the question on the application regarding prior termination to state, "Any position." Require the candidate to include explanation with the application.
3. Include space on the application for the applicant to provide prior experience in areas other than teaching.
4. Revise the wording on the ethnic/sex/birth date questionnaire to reflect that providing such information is voluntary.

Standard Implemented: Partially



3.3 Certificated Recruitment/Selection

Professional Standard

The district has developed materials that promote the district and community and are attractive, informative and easily available.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel

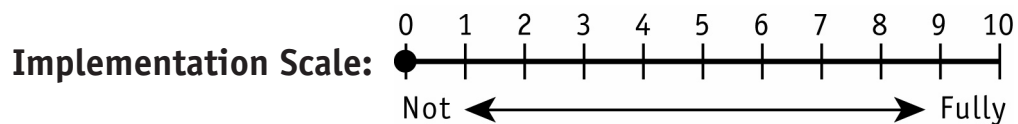
Findings

1. The district has not developed any promotional or informational material regarding the district that could be provided to prospective teacher applicants.

Recommendations and Improvement Plan

1. Develop an attractive handout describing the district and community that can be provided to applicants.

Standard Implemented: Not Implemented



3.4 Certificated Recruitment/Selection

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Employment process and forms (undated)

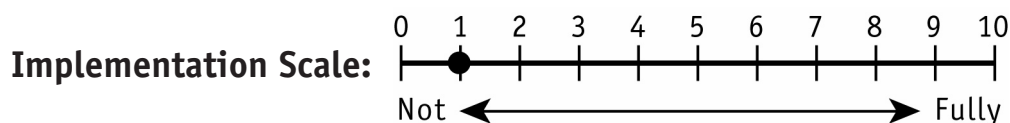
Findings

1. The district does not have a reference checking form, procedure or requirement.
2. It was reported that reference checks are not normally completed and that, when they have been done, there is no written record.
3. The Personnel Office has drafted selection procedures that include reference checks as an integral step.

Recommendations and Improvement Plan

1. Develop written procedures and a reference checking form and provide site administrators with training on how to conduct reference checks.
2. Require references to be completed and documented for all new hires.

Standard Implemented: Partially



4.1 Classified Recruitment/Selection

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4211 – Classified Recruitment and Selection
4. Employment process and forms draft (undated)

Findings

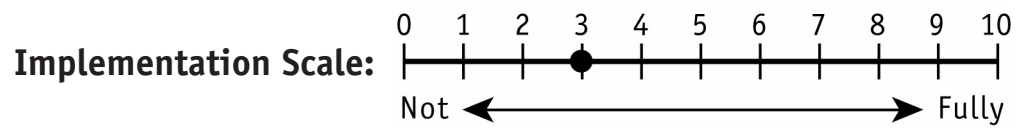
1. Board Policy 4211 requires the Superintendent to establish an effective recruitment program based on alertness to good candidates, and contains good personnel practices.
2. It was reported that many of the district's classified staff were specifically recruited and hired without a competitive interview.
3. The district's hiring practices have resulted in some departments where as many as four of a staff of six are related.
4. There are no written procedures governing the classified selection process. However, there are some draft procedures that have not been implemented.
5. In most cases, a Notice of Vacancy is posted for classified positions, and, in a few cases, advertised in The Fresno Bee.
6. The Notice of Vacancy includes a statement that the district is an "Equal Employment and Affirmative Action Employer."
7. There are no prepared generic rating sheets.

Recommendations and Improvement Plan

1. Revise Board Policy 4211 to specifically direct the Superintendent to seek the best qualified candidate. Develop recruitment and selection procedures to ensure that this occurs.
2. Establish procedures to ensure that vacancies are advertised both in the district and in the greater Fresno area.
3. Develop applicant rating sheets and require their use in the process.
4. Review the appropriateness of identifying the district as an "Affirmative Action Employer" with legal counsel.

5. Continue with the development of written selection procedures and forms, and provide supervisors and site administrators with training when those tasks are completed.

Standard Implemented: Partially



4.2 Classified Recruitment/Selection

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Classified Application Form

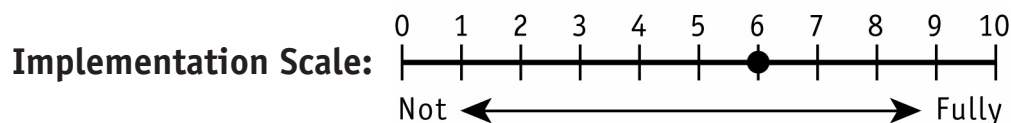
Findings

1. The current classified application does not include a space for the applicant's e-mail address.
2. The current application does not ask the applicant to indicate if he/she has ever been fired/terminated or asked to resign.

Recommendations and Improvement Plan

1. Revise the application to include space for the applicant's e-mail address.
2. Also revise the application to include a question regarding if the applicant has ever been fired, terminated or asked to resign. If yes, ask applicant to include a written explanation with the application.

Standard Implemented: Partially



4.3 Classified Recruitment/Selection

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Employment process and forms (undated)

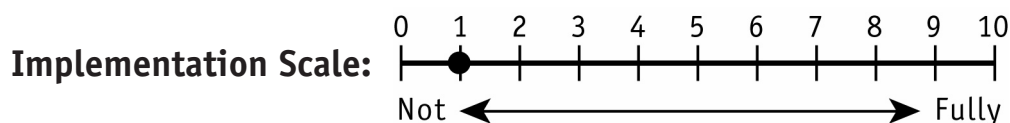
Findings

1. The district does not have a reference checking form, procedure or requirement.
2. It was reported that reference checks are not normally completed and, when they have been done, there is not a written record.
3. The Personnel Office has drafted selection procedures that include reference checking as an integral step.

Recommendations and Improvement Plan

1. Develop written procedures and a reference checking form and provide supervisors and site administrators with training on how to conduct reference checks.
2. Complete and document references for all new hires.

Standard Implemented: Partially



4.4 Classified Recruitment/Selection

Professional Standard

Appropriateness of required tests for a specific position is evident.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Classroom Instructional Aide Professional Assessment

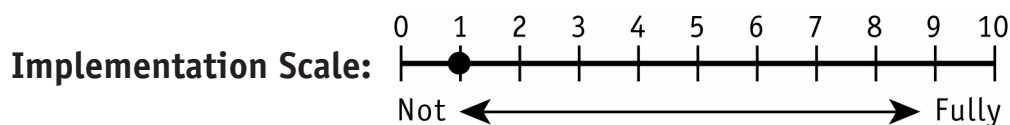
Findings

1. The district has an instructional aide proficiency test. However, the test questions do not appear to be of sufficient difficulty to meet Education Code requirements, i.e., equivalent to that required for a graduating high school student. For example, three multiple choice questions on the test that show a clock face and ask the test taker to identify the correct time do not appear to be of an appropriate difficulty level.
2. It was reported that some instructional aides may have been hired without taking the aide proficiency test.
3. There is no plan in place to meet the new testing requirements contained in the new “No Child Left Behind” legislation.
4. The Personnel Office does not have or administer any other written or performance tests. It was reported that some departments have used written tests in a few instances.

Recommendations and Improvement Plan

1. Review the instructional aide testing requirements contained in the “No Child Left Behind Act” regarding the need to test aides at the higher junior college level. Develop or secure an appropriate proficiency test and mandate and document its use for all required positions.
2. To the extent the district has instructional aide positions that are not covered by the “No Child Left Behind Act” requirements and need to be tested per Education Code requirements, either revise or replace the existing test.
3. Consider joining the Cooperative Organization for Development of Employee Selection Procedures (CODESP), www.codesp.com, or similar organization for testing materials.

Standard Implemented: Partially



4.5 Classified Recruitment/Selection

Professional Standard

The district has implemented procedures to comply with recent state legislation governing “short-term employees” (ED 45103).

Sources and Documentation

1. Interviews with Personnel Office staff

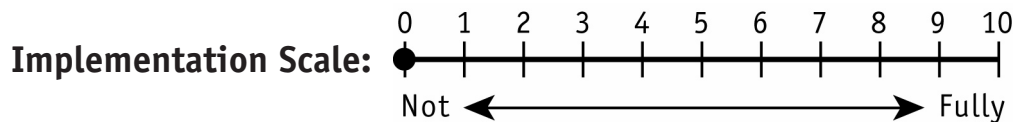
Findings

1. The district has not taken any action to implement the new requirements contained in Education Code 45103 regarding the steps that must be taken before hiring a short-term (temporary) classified employee.

Recommendations and Improvement Plan

1. Review the requirements contained in Education Code 45103 and develop procedures that provide for notifying the Governing Board of the need and duration prior to hiring a short-term employee.

Standard Implemented: Not Implemented



5.1 Employee Induction and Orientation

Professional Standard

Initial orientation is provided for all new staff.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Association of California School Administrators (ACSA) new employee orientation video
4. Draft copy of a Substitute Teacher Handbook

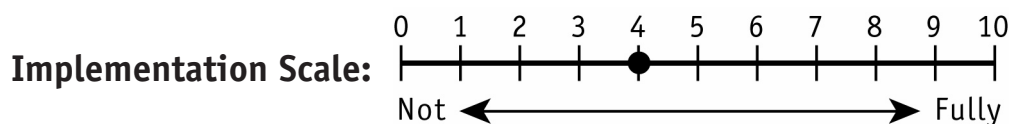
Findings

1. The district has a copy of the new employee orientation video developed by ACSA; however, it is not currently being used.
2. There is no formal new employee orientation program, either at the central office or site level. Other than receiving required materials when being processed for hire, new hires receive no other general district information, requirements or facilities information.
3. School sites have a three-day in-service program prior to the start of school for all teachers. Prior to the 2002-03 school year, new teachers were required to report one day earlier for orientation.
4. It is left up to each individual site/office to provide classified new employee orientation.

Recommendations and Improvement Plan

1. Reinstate the practice of requiring new teachers to start one day before their regular work year for a new employee orientation.
2. Finalize and implement the Substitute Teacher Handbook.
3. Develop a new employee handbook for classified employees that could be provided and reviewed with the new employee at the time of initial hiring.

Standard Implemented: Partially



5.2 Employee Induction and Orientation

Professional Standard

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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Classified Substitute Employee Checklist (9/11/01)
4. Classified Regular Employee Checklist (9/11/01)
5. Substitute Teacher Checklist

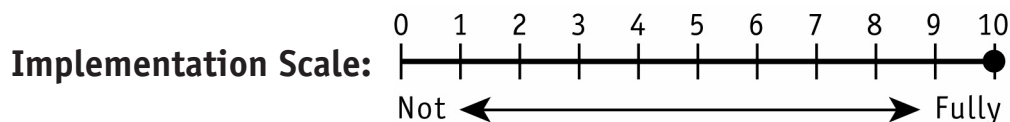
Findings

1. There are procedures and forms in use that identify all of the documents provided to new employees, with copies of the documents attached to the checklist.
2. The employee signs off on the checklist and on selected documents such as sexual harassment and child abuse reporting. The signed checklist and documents are filed in the employee's personnel file.

Recommendations and Improvement Plan

1. Continue with current procedures and forms.
2. Since the employee signs the checklist verifying receipt of all documents, it is not necessary to also file signed documents (sexual harassment and Child Abuse Reporting) in the personnel file. This practice can be discontinued.

Standard Implemented: Fully - Sustained



6.1 Operational Procedures

Professional Standard

Personnel files are complete, well-organized and up to date.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4112.6 – Personnel Records (4-5-90)
4. Board Policy 4112.6 – Request for Information and Services by Board of Trustees (4-5-90)
5. Collective Bargaining Agreement Between the District and West Fresno Teachers Association – Article XIII, Personnel Files (7/1/97 – 6/30/2000)
6. Listing of materials to be placed in classified and certificated personnel files

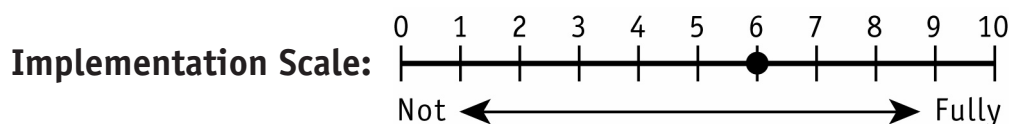
Findings

1. The Personnel Office maintains a well-organized personnel file for each employee.
2. The personnel files are stored in lockable fireproof file cases.
3. An examination of selected files showed some files contain medical reports other than tuberculosis testing results and “derogatory material” (written reprimands). The derogatory material did not include a notice to the employee advising him/her of the placement in the file and his/her right to respond and have his/her response attached.

Recommendations and Improvement Plan

1. Continue with maintenance of well-organized files.
2. Remove all medical information except tuberculosis testing result forms from personnel files and maintain in a separate secure file.
3. Develop procedures for the placement of “derogatory material” (disciplinary letters) in personnel files. The procedure should require notification to the employee and a copy of the material with a statement regarding the employee’s right to respond and have his/her response attached.

Standard Implemented: Partially



6.2 Operational Procedures

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff

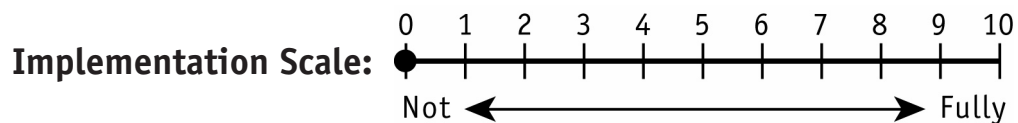
Findings

1. The full-time position assigned Personnel Office responsibilities does not have a desk manual.

Recommendations and Improvement Plan

1. Develop written procedures for critical daily tasks to allow a substitute or other employee to complete needed tasks.

Standard Implemented: Not Implemented



6.3 Operational Procedures

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Employee process and forms draft (undated)

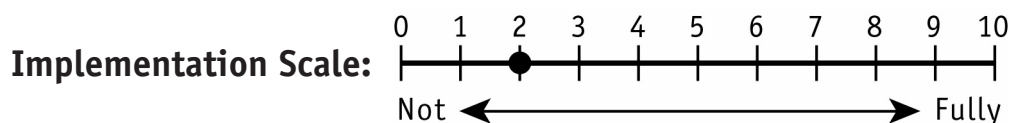
Findings

1. Most of the personnel tasks do not have written procedures to support the activity.
2. Recently, the Executive Secretary, Personnel, prepared a series of documents to set forth the steps and forms needed to recruit, select and hire a new employee. These documents have not yet been finalized or circulated.

Recommendations and Improvement Plan

1. Create an operations manual that contains all of the written procedures used in the Personnel Office.
2. Establish a time line to create written procedures for those activities deemed most critical, including recruiting, selection, reference checks and testing. Establish procedures for repetitive operations, such as procedures for making salary changes, tuberculosis testing, and credential monitoring.

Standard Implemented: Partially



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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4119.3 – Certificated Job Description (4-5-90)
4. Board Policy 4219.3 – Classified Duties of Personnel (4-5-90)
5. Classified job descriptions for 13 classifications
6. Sample copies of proposed new/revised job descriptions for all positions

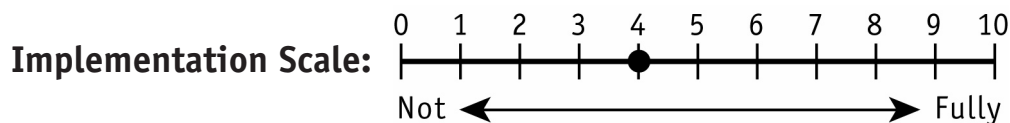
Findings

1. There are policies requiring the Superintendent to develop and maintain job descriptions for all positions for adoption by the Governing Board.
2. The Personnel Office can locate only about half of the job descriptions. In most cases, the job descriptions do not have a date showing when they were adopted by the board.
3. Those job descriptions that are available are old and need updating.
4. The Personnel Office and various departments have prepared proposed new job descriptions.

Recommendations and Improvement Plan

1. Develop a procedure and time line for ensuring there is a job description approved by the state administrator for every position that accurately describes the job and is in compliance with the Americans with Disabilities Act (ADA).
2. Ensure that each job description includes the date it was adopted and each time it is subsequently revised.

Standard Implemented: Partially



6.5 Operational Procedures

Professional Standard

The Personnel Office provides an office environment with appropriate furniture, equipment and materials.

Sources and Documentation

1. Interviews with Personnel Office staff

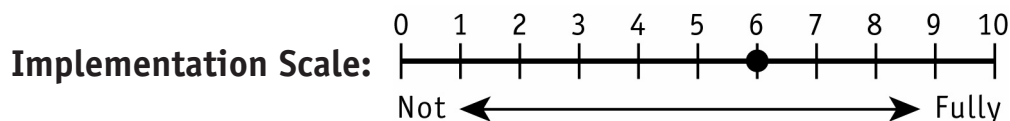
Findings

1. The Personnel Office is located in a room with the Payroll and Accounts Payable Clerks. There are partitions separating the personnel desk from payroll. The layout of the space does not provide for any private or confidential conversations.
2. The Personnel Office has a new computer and access to a fax machine.
3. There is no space set aside for applicants to complete an application on-site.

Recommendations and Improvement Plan

1. If possible, reconfigure or move the personnel function to provide more privacy for meeting with employees/applicants.

Standard Implemented: Partially



6.6 Operational Procedures

Professional Standard

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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel

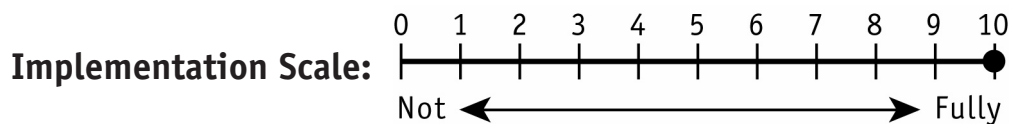
Findings

1. The payroll and personnel desks are located next to each other right outside the door to the Business Office. This proximity facilitates communication on payroll/ personnel issues.

Recommendations and Improvement Plan

1. Continue the current level of communication on payroll/personnel issues.

Standard Implemented: Fully - Sustained



6.7 Operational Procedures

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Notice of Class Change for 2003-04 School Year
4. Certificated Salary Schedule 2000/2001
5. Salary computation form 2002-03
6. Extra Duty/Extra Pay Request – Classified (undated)
7. 2000/2001 Management/Supervisory Salary Schedule (undated)

Findings

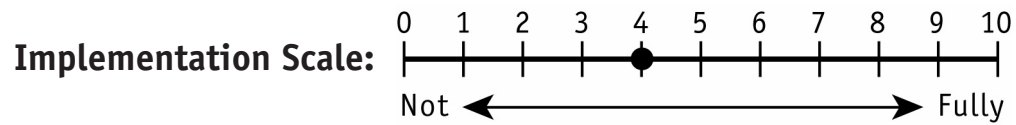
1. The district does not have a salary schedule for confidential employees.
2. The district's salary schedules do not show the date on which they were board-approved.
3. One of the confidential employees is paid a salary that does not match any supporting data.
4. The district does not have a classified salary schedule and relies upon the specific salary data included in the collective bargaining agreement. The salary differentials between classifications and step increases do not have any structured format.
5. The Personnel Office uses a form to develop initial and subsequent salary calculations that are maintained in each employee's personnel file.
6. It was reported that, for the past year, salary step movement has been frozen. There are no board minutes or collective bargaining agreements available to support this action.

Recommendations and Improvement Plan

1. Establish procedures for having the adoption date included on each salary schedule that shows the date on which any changes occurred and the amount of the change.
2. Establish a confidential salary schedule.
3. Establish internal Personnel/Business Office practices that ensure employees are placed on approved salary ranges/steps.
4. Consider undertaking a classified classification and salary review to establish a logical comparative basis for salaries paid.

5. Review the district's salary administration practices to ensure that appropriate board and employee relations steps have been taken before freezing any salary schedule movement.

Standard Implemented: Partially



6.8 Operational Procedures

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement Between the District and West Fresno Teachers Association – Article XI

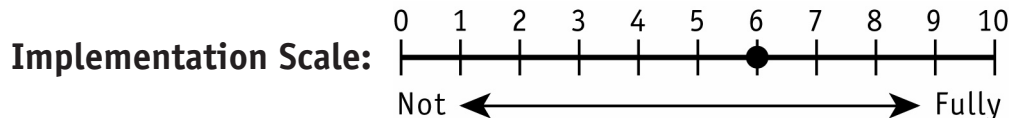
Findings

1. The collective bargaining agreement includes specific student/teacher ratios for all classes.
2. For classified staffing, existing staff are automatically rolled over for each year.

Recommendations and Improvement Plan

1. Establish staffing formulas for school clerical and custodial support services.

Standard Implemented: Partially



7.1 State and Federal Compliance

Professional Standard

Policies and regulations exist regarding the implementation of the fingerprinting requirements for all employees.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Administrative Regulation 4212.5 – Classified Personnel, Security/Credential Check (undated)
4. Request for Live Scan Service Form (10/98)
5. Directions and Map to Fresno County Office of Education (undated)
6. E-mail message regarding Department of Justice response from Fresno County Office of Education to West Fresno School District (Oct. 26, 2001)
7. Memorandum from Personnel Office to Originator of RFP regarding Fingerprint Clearance (undated)
8. Memorandum from Personnel Office to Prospective Employee regarding Delay in Department of Justice Fingerprint Clearances (Oct. 26, 2001)
9. Personnel Office fingerprint log
10. Employment process document (undated)

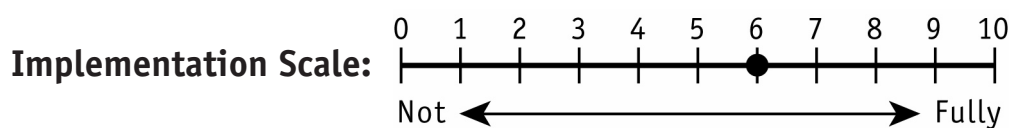
Findings

1. The district has outdated administrative regulations that allow employees to obtain fingerprint clearances up to ten days following employment.
2. The Personnel Office has drafted written procedures that clearly state that new employees will not be allowed to start work until they have been cleared through the fingerprinting process.
3. The Personnel Office issues all new employees a Live Scan service form to be taken to the Fresno County Office of Education. An appointment time is put on the top of the form. A map to the County Office of Education is also included.
4. The Executive Secretary, Personnel, reviews e-mail messages from the County Office of Education regarding the results of the fingerprint tests for each employee.
5. The Executive Secretary, Personnel, notifies the district supervisors through a written memorandum that an applicant's fingerprints have cleared and that the person may start work on a specific date listed in the memorandum.
6. The completed Live Scan service form is kept on file in the Personnel Office in a file specifically designated for fingerprints.
7. It was reported that, in the past, some people may have been hired in a summer program who started work prior to fingerprint clearance. The current Personnel Office staff indicated this problem was being addressed.

Recommendations and Improvement Plan

1. Continue with the current system of fingerprinting new employees.
2. Continue to review the fingerprinting process and state regulations with all district staff involved in hiring for all programs. Develop a procedure to provide in-service training to all new administrators and supervisors in the process when they start their jobs.
3. Specially monitor programs where part-time and temporary staff are being hired, such as summer school programs, to ensure that the fingerprinting requirements are being carried out.

Standard Implemented: Partially



7.2 State and Federal Compliance

Professional Standard

The Governing Board requires every employee to present evidence of freedom from tuberculosis, as required by state law.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4112.4/4212.4/4312.4 – All Personnel, Health Examinations (April 5, 1990)
4. Notice to New Employees – Tuberculosis Clearance (undated)
5. Memorandum from Personnel Office to All Employees regarding TB Tests (December 2, 2002)
6. TB Expiration Listing (4/22/03)

Findings

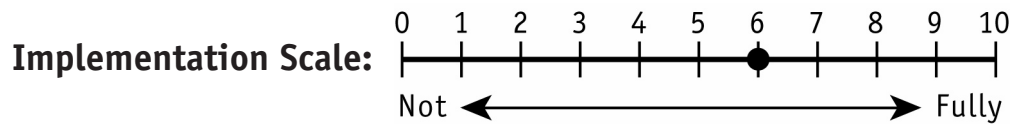
1. The board policy covering tuberculosis testing of employees contains outdated information and is inconsistent with current district practices.
2. The expiration date for all district employees' tuberculosis tests is printed on the bottom of their pay warrant each month.
3. The Personnel Office runs a monthly listing of employees with their dates of tuberculosis test expirations.
4. Written notices are sent to current employees whose tuberculosis test has expired. It was reported that the district has warned employees that their pay warrant will be withheld if they fail to renew their test and that employees have complied. There was no evidence that pay warrants had been withheld.
5. A listing of expired tuberculosis tests run in late April showed nine certificated and 19 classified employees. Six of the certificated employees are listed as substitute teachers. It was reported that the Personnel Office is following up on these.
6. New employees receive instructions from the Personnel Office regarding tuberculosis testing. They receive a written form giving them instructions on where and when they can have either a skin test or a chest x-ray performed. They are instructed to return the results to the district within ten days to the Personnel Office.
7. Tuberculosis test expiration information is entered into each employee's electronic file to be included on his/her pay warrant.

Recommendations and Improvement Plan

1. Continue to print the tuberculosis test expiration date on the bottom of each employee's pay warrant.

2. Refine the current process of monitoring current employee tuberculosis tests in order to eliminate all instances of failure to renew their tests on time.
3. Continue the process of giving new employees written instructions for tuberculosis testing and returning test results to the Personnel Office.
4. Continue to enter tuberculosis testing information on each employee's electronic file.

Standard Implemented: Partially



7.3 State and Federal Compliance

Legal Standard

The district has established policies, procedures and practices to ensure that the testing of teacher aides complies with state and federal laws (EC 45361.5).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4222 – Classified Personnel, Teacher Aides/Paraprofessionals (undated)
4. Classroom Instructional Aide/Paraprofessional Assessment (undated)

Findings

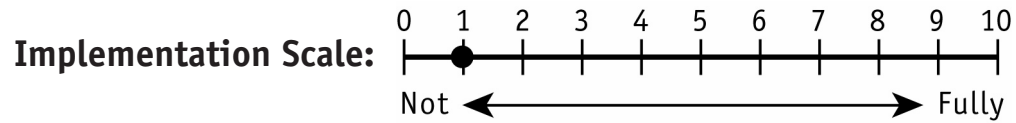
1. There is a board policy that relates to administering a basic skills test to teacher aides and paraprofessionals during the employment process. While there is no adoption date, the policy has become out of date with regard to any employees falling under the “No Child Left Behind Act.”
2. It was reported that, in the past, the district used a written test when hiring classroom and bilingual instructional aides.
3. The written test does not appear to measure the basic skills as required by state law, even though it is presented as testing reading comprehension, writing, grammar and math.
4. The written test appears to have been developed before the “No Child Left Behind Act” was enacted.
5. There was no evidence as to who has taken the written test or when the test was administered.
6. There was no evidence of written procedures covering the testing process, including time, place, proctors, etc.
7. There was no evidence that the district was preparing a new test to meet the requirements of the “No Child Left Behind Act.”

Recommendations and Improvement Plan

1. Review the current board policy on testing instructional aides prior to employment. The policy should be revised to reflect changes in state and federal law, especially as they relate to the “No Child Left Behind Act.”
2. Develop a new test(s) to be used when hiring instructional assistants. Consult the Fresno County Office of Education and other school districts for information and model tests.

3. Develop written testing procedures that ensure that all new employees required to be tested are appropriately tested. Maintain written records as to testing dates and results for future audits.

Standard Implemented: Partially



7.4 State and Federal Compliance

Legal Standard

A clear implemented policy exists on the prohibition of discrimination (Government Code 11135).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 0410 – Philosophy, Goals, Objectives and Comprehensive Plan (undated)
4. Board Policy 4111.1/4211.1/4311.1 – All Personnel, Affirmative Action: Recruitment and Selection (April 5, 1990)
5. Board Policy 4119.1/4219.1/4319.9 – All Personnel, Civil and Legal Rights (April 5, 1990)
6. Classified Vacancy Posting – Paraprofessional/Instructional Aide (undated)
7. Employment Application for Classified Employees
8. Certificated Application for Teaching Position
9. Administrative Application for Employment
10. Employment-related postings in staff lounge
11. Employment-related postings in district Personnel Office
12. Collective Bargaining Agreement between the West Fresno School District and the West Fresno Teachers Association/CTA/NEA, July 1, 1997 to June 30, 2000)

Findings

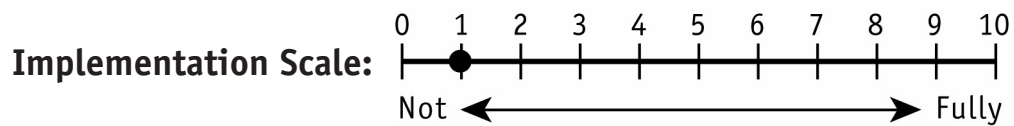
1. There are various board policies that touch upon nondiscrimination in employment. However, the district lacks a current, comprehensive board policy and complaint procedures in this area.
2. There are numerous postings in the Personnel Office and the staff lounge that cover some laws related to nondiscrimination. However, the postings are inconsistent, and, in some cases, out of date.
3. Employment applications contain limited and inconsistent statements regarding equal employment opportunity.
4. Job vacancy postings contain no equal opportunity statement.
5. It was reported that classified advertisements of job vacancies contain no equal opportunity statement.

Recommendations and Improvement Plan

1. Develop a current and comprehensive board policy and administrative regulations covering nondiscrimination in employment for all personnel, including a complaint procedure. Consult the California School Boards Association (CSBA) for a current model.

2. Develop a district nondiscrimination statement that is current and can be used on all job applications, postings and job vacancy announcements.
3. Purchase and post new state and federal employment-related postings for the Personnel Office, staff lounge and all work sites. Conduct regular review and updating of the postings.

Standard Implemented: Partially



7.5 State and Federal Compliance

Legal Standard

The district has established policies, procedures and practices to ensure that all certificated employees hold valid certification to teach in each position in the district (EC 44006).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4112.2 – Certificated Personnel, Certification (April 5, 1990)
4. Declaration of Need for Fully Qualified Educators for 2001-2002 (1/10/02)
5. Declaration of Need for Fully Qualified Educators for 2002-2003 (8/23/02)
6. Letter from Personnel Office to Employee regarding Expiration Date of Teaching Credential (January 22, 2003)
7. 2002-03 Credential Listing for Certificated Employees (5/5/03)
8. Assignment Monitoring and Review Report for 2001-2002 (4/26/02)
9. Expiring Credential Notification List from Fresno County Office of Education (4/22/03)
10. 2002-2003 Middle School Schedule, Grades 6, 7 and 8 (8/12/02)
11. Master Schedule – West Fresno School District Middle School, Block Schedule 2002-03 (undated)
12. Letter from Fresno County Office of Education to Fresno County School Districts regarding teacher credentialing process (August 6, 2001)
13. Letter from Fresno County Office of Education Credentials Consultant/Supervisor to West Fresno School District Superintendent regarding monitoring of assignments of certificated personnel and request for information (September 7, 2001)
14. Letter from Assistant Superintendent, Fresno County Office of Education, to West Fresno School District Deputy Superintendent regarding second request for district information concerning teacher assignments (December 20, 2001)
15. Letter from Fresno County Office of Education Credential Supervisor to West Fresno School District Executive Secretary, Personnel, regarding credential audit results (February 19, 2002)
16. Letter from Fresno County Office of Education Credential Supervisor to West Fresno School District Deputy Superintendent regarding follow up to credentials audit (February 20, 2002)
17. Letter from West Fresno School District Executive Secretary, Personnel, to Fresno County Office of Education regarding master teacher schedule information (January 9, 2002)

Findings

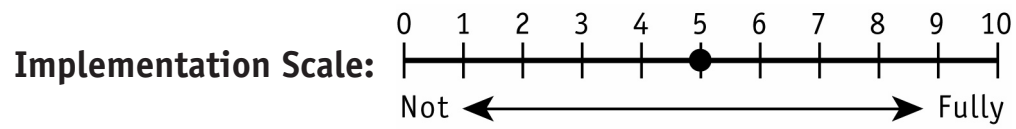
1. It was reported that the district requires all teacher applicants to register their credentials with the Fresno County Office of Education during the application process.
2. The Personnel Office maintains credential information on all employees in a computer database. Credential listings can be run when needed. However, the information is not integrated into the personnel/payroll system.

3. The district received extensive attention from the Fresno County Office of Education regarding teacher credentials and assignments during the 2001-2002 school year. The Executive Secretary, Personnel, was the primary person working with the County Office of Education to provide necessary information and answer questions.
4. The responsibilities for collecting, documenting and monitoring credentials in the district are assigned to the Executive Secretary, Personnel. There was no evidence of a trained backup person.
5. It was reported that no person in the district has attended training sessions given by the California Commission on Teacher Credentialing (CCTC).
6. There was no evidence that principals have received training in the area of teacher credentials.
7. The district provides written notice to district teachers approximately one month in advance of their credential's date of expiration and instructs them to file their renewal with the Fresno County Office of Education and the district Personnel Office.
8. The Executive Secretary, Personnel, requests class and master schedules from the schools to monitor the assignments of teachers and the appropriateness of their credentials.
9. The Executive Secretary, Personnel, is responsible for filing all credential reports with the Fresno County Office of Education and the state.
10. During 2002-03, the district operated with ten teachers on emergency permits and two teachers on waivers.

Recommendations and Improvement Plan

1. Continue to assign credential-related duties to the Executive Secretary, Personnel, and develop a plan to train a person in the district as a backup.
2. Develop a plan and budget that will provide ongoing training for the Executive Secretary, Personnel, a backup person and school principals. This should include CCTC and Fresno County Office of Education meetings and information.
3. Continue to maintain the Excel database on credential information and to run credential listings that can be used to train principals in monitoring teacher assignments. Begin the process of integrating the information into the district personnel/payroll system.
4. Actively work to reduce the number of teachers working under emergency permits and waivers, utilizing the Regional Teacher Recruitment Center and Fresno County Office of Education to expand recruitment efforts where necessary.

Standard Implemented: Partially



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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. New Employee Document Checklist
4. Board Policy 4112.9/4212.9/4312.9 – All Personnel, Signed Statements (April 5, 1990)
5. Board Policy 4119.11/4219.11/4319.11 – All Personnel, Sexual Harassment (April 5, 1990)
6. Board Policy 4119.42 – All Personnel, Exposure Control Plan for Blood-borne Pathogens (June 11, 1996)
7. Receipt and Acknowledgement of Sexual Harassment Policy (6/99)
8. Child Abuse Reporting Statement

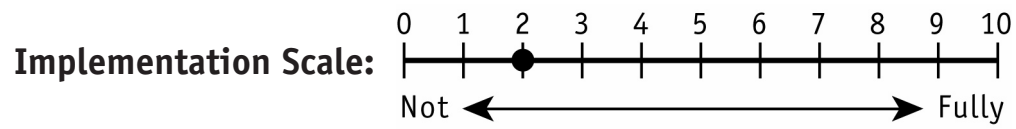
Findings

1. The district has various board policies covering sexual harassment, child abuse reporting and blood-borne pathogens. However, they are several years old and need to be updated.
2. The Personnel Office provides information to new employees on child abuse reporting, communicable diseases and sexual harassment. Employees sign a statement indicating their understanding of each.
3. There was no evidence that the district annually notifies/provides in-service to all employees in the area of sexual harassment or other mandated topics.

Recommendations and Improvement Plan

1. Continue providing new employees with information on child-abuse reporting, communicable diseases and sexual harassment. When a new district nondiscrimination statement is developed, include that statement.
2. Review all board policies and administrative regulations covering the various legally mandated topics. Make any necessary changes and revisions and present to the State Administrator for adoption.
3. Develop a program and materials to provide annual notification/in-service to all employees regarding sexual harassment and other legally mandated topics.

Standard Implemented: Partially



7.7 State and Federal Compliance

Legal Standard

The district is in compliance with Title IX policies on discrimination and state law posting requirements concerning harassment or discrimination (Government Code 12950(a)).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Employment-related postings in the Personnel Office and staff lounge
4. Board Policy 4119.11/4219.11/4319.11 – All Personnel, Sexual Harassment (April 5, 1990)

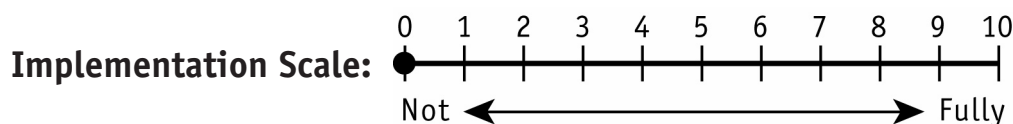
Findings

1. The district has a board policy regarding sexual harassment. It was adopted in 1990.
2. There was no evidence of a current, comprehensive board policy that covers nondiscrimination. Also, there was no evidence of a complaint procedure related to nondiscrimination.
3. There are various employment-related postings in the Personnel Office and staff lounge. They have different dates and contain different information.
4. There was no evidence that any district employee has been designated as the Title IX Coordinator.

Recommendations and Improvement Plan

1. Review and update the current board policy on sexual harassment to conform to current laws, where appropriate.
2. Develop a comprehensive board policy addressing discrimination in the workplace.
3. Appoint a Title IX Coordinator and post his/her name/title and contact information.
4. Develop a detailed complaint procedure to be used by employees who believe their rights under the law have been violated. Have the Title IX Coordinator oversee the process.

Standard Implemented: Not Implemented



7.8 State and Federal Compliance

Professional Standard

The district is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Letter from District to Employee regarding COBRA Insurance Coverage (March 25, 2003)

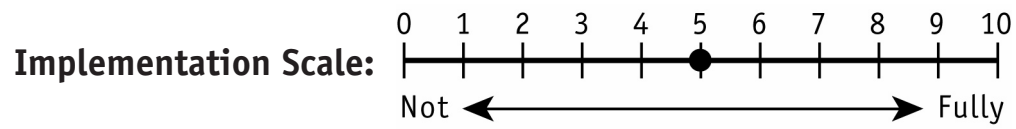
Findings

1. The district uses the services of the Central Valley Trust (CVT) to carry out its Consolidated Omnibus Budget Reconciliation Act (COBRA) related program.
2. The Payroll Office staff monitors the personnel actions that trigger an employee's right to COBRA benefits.
3. A brief written notice is sent by the district to an employee who may qualify for COBRA benefits. The notice simply states that the specific employee has a right to COBRA benefits and that he/she can obtain more information from the CVT at a designated telephone number.
4. There was no evidence that the district provided any detailed information to employees regarding COBRA.
5. There was no evidence that the district obtained information from CVT as to which employees are currently paying for COBRA benefits.

Recommendations and Improvement Plan

1. Continue to use the services of the CVT to administer COBRA benefits.
2. Periodically review the services CVT is providing to ensure that district employees are being fully serviced.
3. Obtain detailed information from CVT regarding COBRA to be included in the notice to employees from the district.
4. Obtain current listings of employees covered under COBRA from CVT. Maintain these records in the district office.

Standard Implemented: Partially



7.9 State and Federal Compliance

Professional Standard

The district is in compliance with the Family Medical Leave Act (FMLA), including posting the proper notifications.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement between the West Fresno School District and the West Fresno Teachers Association/CTA/NEA, July 1, 1997 to June 30, 2000
4. Leave Request Form
5. Employment-related postings in Personnel Office and staff lounge

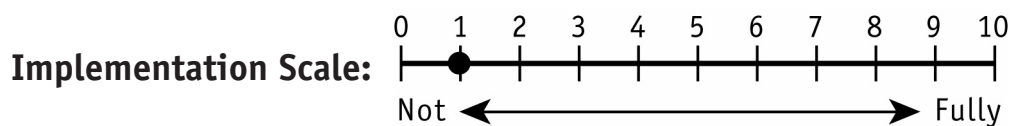
Findings

1. There was no evidence of a board policy or administrative regulations covering the provisions of the Family Medical Leave Act (FMLA).
2. The collective bargaining agreement between the district and certificated employees contains a reference to employee's rights to FMLA.
3. The collective bargaining agreement between the district and classified employees contains no language with regard to FMLA.
4. Some, but not all, of the employment-related postings in the Personnel Office and the staff lounge have information regarding FMLA.
5. There is no reference on the district leave of absence form to the FMLA.
6. There was no other evidence of written procedures related to the FMLA.

Recommendations and Improvement Plan

1. Develop specific language and procedures regarding employees' rights under the FMLA. Include the language in all collective bargaining agreements.
2. Review employment-related postings to ensure that FMLA information is included at each work location.
3. When district forms are reprinted, consider including a place for FMLA on the leave request form.

Standard Implemented: Partially



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 of employment.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Various job descriptions (various dates)
4. District Employment Application
5. Employment-related postings in Personnel Office and staff lounge

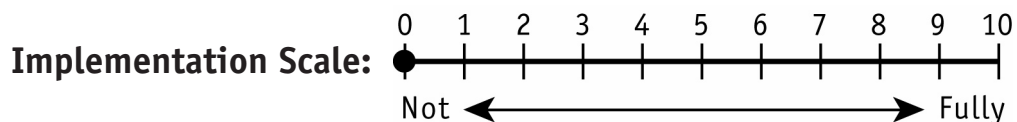
Findings

1. The current employment applications contain no provisions for collecting information related to the Americans with Disabilities Act (ADA).
2. There was no evidence that district job descriptions contain ADA-related information, such as physical requirements for each position.
3. There was no evidence of overall procedures related to employees with disabilities.

Recommendations and Improvement Plan

1. Review all district employment applications. Work with district legal counsel to develop appropriate ADA questions to be added to the applications.
2. Develop a process to include information on all job descriptions that outlines physical requirements and other ADA-related conditions.
3. As new board policies and administrative regulations are developed, include procedures for the district to use with employees with disabilities.

Standard Implemented: Not Implemented



8.1 Use of Technology

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel

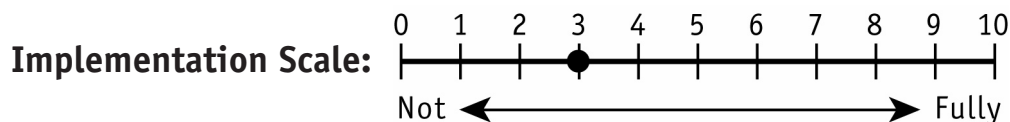
Findings

1. The district does not maintain staffing charts by organizational units or utilize an automated position control system.
2. The Personnel Office has recently started using a person requisition form that is to be used for all personnel changes. This form has signoffs for all appropriate stakeholders.
3. The job classification title for each employee in the district's database does not match the employee's actual job title. This lack of accurate data makes it impossible to get meaningful staffing lists from the computer.

Recommendations and Improvement Plan

1. Establish and enforce procedures that require the use of the personnel requisition form for all personnel changes.
2. Clean up the employee database so that each employee's actual job classification and work location is included.
3. Establish a listing by organizational unit that identifies all authorized positions, full-time equivalents and incumbents. Any personnel change needs to be noted and acted upon by the budget office.

Standard Implemented: Partially



8.2 Use of Technology

Professional Standard

The Personnel Office provides an effective substitute calling system.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Substitute Teacher List (2-21-03)
4. Substitute Applicant Listing (undated)

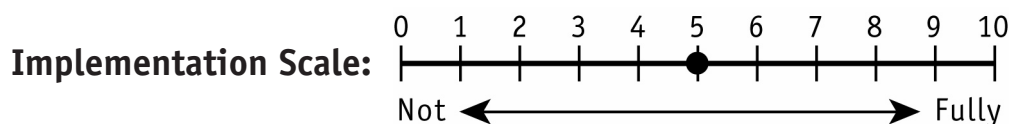
Findings

1. Teachers who are going to be absent call a voice recording number. The Payroll Clerk comes in at 6 a.m. to review the taped messages and to contact substitute teachers.
2. The district averages five to seven substitute teachers per day.
3. It was reported that there are many days when the district is unable to fill all substitute teacher requests. There are approximately 30 substitute teachers on the district's list.
4. The district relies primarily on walk-ins for its substitute teacher pool.
5. The district does not have a formal interview process or reference checks for substitute teachers.

Recommendations and Improvement Plan

1. Establish a process whereby the voice tape for substitute teachers is checked at the end of each working day and all known requests are filled.
2. Establish a procedure where substitute teacher applicants receive a formal job interview and reference checks are completed for all hired applicants.
3. Consider running a monthly advertisement in The Fresno Bee for substitute teachers.

Standard Implemented: Partially



8.3 Use of Technology

Professional Standard

The Personnel Office has a systematic and effective applicant tracking system for all applicants.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Applicant tracking information sheet (undated)

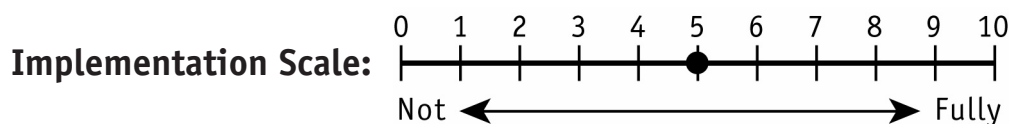
Findings

1. The district accepts applications on a continuous basis. Applications are stored alphabetically by classified and certificated. When a vacancy is posted, it is the applicant's responsibility to contact the district and ask that his/her application be placed in the vacancy file.
2. When a vacancy is posted, applications that are received are retained in the Notice of Vacancy file.
3. It was reported that applications are retained for one year.
4. The district does not maintain a computerized listing of applications.

Recommendations and Improvement Plan

1. Establish a procedure that facilitates the review of both teacher applications on file and those received for a specific vacancy notice.
2. Consider establishing a simple database for teacher applicants that includes name, address, credential, date filed, and area of interest. Such a database could be used to generate labels and letters as needed.
3. Establish procedures to retain applications received for a vacancy posting for two years.
4. Establish a procedure that allows applications received for a specific vacancy to be refiled for future consideration.

Standard Implemented: Partially



8.4 Use of Technology

Professional Standard

The Personnel Office has program funds and time for staff training and skills development in the use of computers.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel

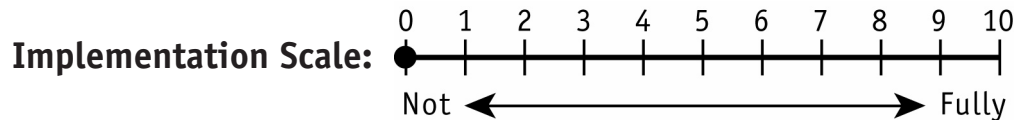
Findings

1. There is no staff development program for personnel.

Recommendations and Improvement Plan

1. Develop an annual training schedule for personnel that includes attendance at credential workshops and the use of personnel data management software (Quintessential School System (QSS)).
2. Provide training in the use of Microsoft Word to facilitate the change from WordPerfect to Microsoft Word.

Standard Implemented: Not Implemented



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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Various staffing lists prepared in Excel

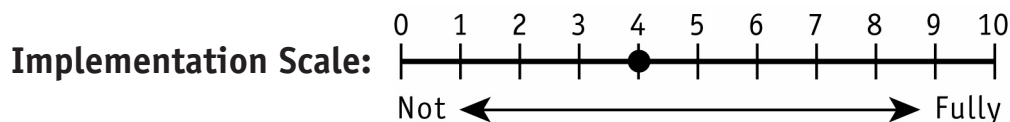
Findings

1. The district uses the Fresno County Office of Education Quintessential School System (QSS) business/personnel software.
2. The Personnel Office does not currently maintain accurate data on job classifications.
3. The Personnel Office relies heavily on separate listings maintained in Excel for staff and credential listings.

Recommendations and Improvement Plan

1. Create accurate job title and work location tables in the QSS database. Once accurate tables are created, ensure that each employee's job title and work location is maintained in the system.
2. Review and update credential information maintained in QSS to facilitate the generation of accurate reports, thereby eliminating the need for the Excel worksheet.

Standard Implemented: Partially



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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4131 – Staff Development (4-5-90)
4. Board Policy 4231 – Classified Staff Development (4-5-90)

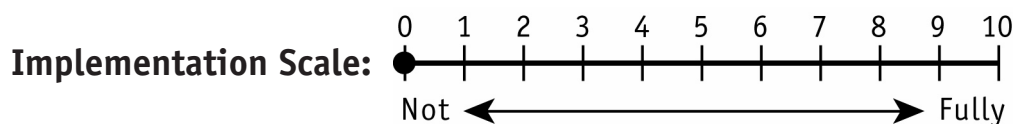
Findings

1. There is a general board policy that emphasizes the need for staff development for certificated employees.
2. Board Policy 4231 requires that classified employees be given opportunities to improve job skills by visits to other school districts, conferences and training classes, and access to professional library materials.
3. Other than instructional in-service training, district personnel do not receive district-provided training in areas such as evaluation, leadership, discipline or contract administration.

Recommendations and Improvement Plan

1. Explore establishing training partnerships with surrounding larger school districts and the Fresno County Office of Education. Notify and, where possible, facilitate the attendance of district personnel in appropriate training.
2. Build a requirement into the supervisory and management evaluation process to identify each employee's training needs and a time line for obtaining the training.

Standard Implemented: Not Implemented



10.1 Evaluation/Due Process Assistance

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4115 – Certificated Personnel, Evaluation/Supervision (undated)
4. Administrator Regulation 4115 – Certificated Personnel, Evaluation (undated)
5. Certificated Evaluation Instrument
6. Lesson Observation Form
7. Preconference Form
8. Evaluation Objective Form
9. Collective Bargaining Agreement between the West Fresno School District and the West Fresno Teachers Association/CTA/NEA, July 1, 1997 to June 30, 2000

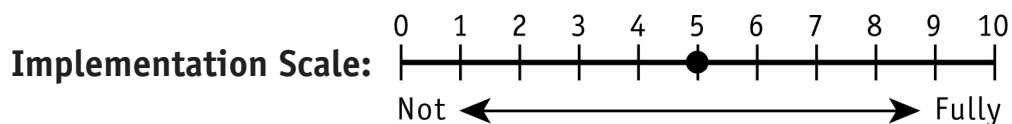
Findings

1. The district has a policy and administrative regulations covering evaluation of certificated personnel. However, the criteria for evaluation do not coincide with current district practice or evaluation forms.
2. The collective bargaining agreement between the district and certificated employees has a specific article covering evaluation. It contains detailed procedures to be followed in the evaluation process.
3. The district has distinctive forms it uses in the evaluation process:
 - a. Preconference Form
 - b. Lesson Observation Form
 - c. Certificated Evaluation Instrument
 - d. Evaluation Objective Form
4. Evaluation of certificated staff was reportedly sporadic in the past several years.
5. During 2002-03, an effort was made by the district to formally evaluate one-half of the certificated staff by April 15. This process was overseen by district office administrators.
6. There was no evidence of written procedures to be used by the district administrators in overseeing the evaluation process.
7. Completed evaluations have been placed in the employees' personnel files.
8. The provisions of the collective bargaining agreement and the evaluation forms being used do not necessary coincide.

Recommendations and Improvement Plan

1. Revise the board policy and administrative regulations covering evaluation of certificated employees, where appropriate.
2. Review the collective bargaining agreement provisions for evaluation and the evaluation forms being used to ensure consistency. Make necessary adjustments.
3. Continue the plan to complete the other one-half of certificated staff evaluations during 2003-04. File all evaluations in employees' personnel files.
4. Develop written procedures to administer future evaluations, including lists of employees to be evaluated and a check-off system for completed evaluations.

Standard Implemented: Partially



10.2 Evaluation/Due Process Assistance

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4215 – Classified Personnel, Evaluation/Supervision (April 5, 1990)
4. Classified Employee Evaluation Form
5. Collective Bargaining Agreement between California School Employees Association, Chapter 63, and West Fresno School District, July 1, 2000 through June 30, 2002

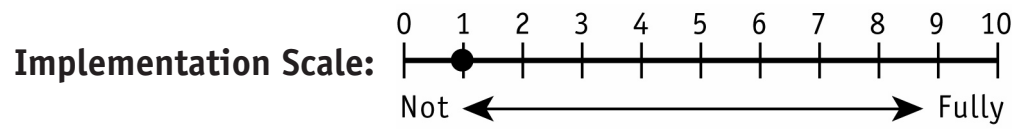
Findings

1. The district has a board policy covering the evaluation of classified employees. However, it is several years old.
2. The collective bargaining agreement between the district and the classified employees contains no article or information on the evaluation of employees.
3. There was no evidence of written procedures covering the evaluation of classified employees.
4. There is a district form designed to be used in evaluating classified employees. It was reported by some employees that the form needs to be revised.
5. There was no evidence that the district has an active program of evaluation for classified employees.

Recommendations and Improvement Plan

1. Review the board policy covering evaluation of classified employees. Revise the policy, where appropriate.
2. Develop procedures for the evaluation of both probationary and permanent classified staff.
3. Review the current evaluation form. Revise the form to coincide with the district's needs in the area of evaluation.
4. Develop a system to identify employees to be evaluated and the specific evaluation dates. Provide administrators and supervisors with the information.

Standard Implemented: Partially



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.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. 2002-2003 Assignment List (5/7/03)
4. Review of Personnel Files

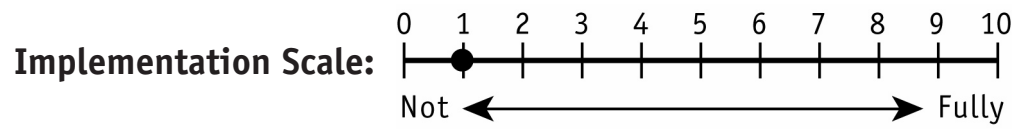
Findings

1. There was no evidence of a written process used by the Personnel Office to monitor the evaluation of district employees.
2. The Personnel Office does have a location in its database to record the date of the last evaluation of each employee. However, this information is not an integral part of the personnel/payroll system.
3. It was reported that the Personnel Office files completed evaluation forms in the appropriate employee's personnel file when received from the supervisor. However, there were some supervisors who indicated the process for submitting the evaluations was unclear.

Recommendations and Improvement Plan

1. Develop written procedures for the Personnel Office to monitor the evaluation of each employee.
2. Use the current database to create lists of employees to be evaluated and dates by which they are to be evaluated. Begin to integrate the information into the personnel/payroll system.
3. Send lists of employees to be evaluated to each administrator and supervisor, including the due dates for each evaluation.
4. Collect completed evaluations and record the information in each employee's electronic file. Place the completed evaluation form in the appropriate personnel file.
5. Send notices to administrators and supervisors where evaluations have not been returned.
6. Create a formal status report of the evaluations and submit it to the Superintendent for review.

Standard Implemented: Partially



10.4 Evaluation/Due Process Assistance

Professional Standard

The district has developed a process for providing assistance to certificated employees performing at less than satisfactory level, such as Peer Assistance and Review (PAR).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4117.4 - Certificated Personnel, Dismissal (April 5, 1990)
4. Collective Bargaining Agreement between the West Fresno School District and the West Fresno Teachers Association/CTA/NEA, July 1, 1997 to June 30, 2000

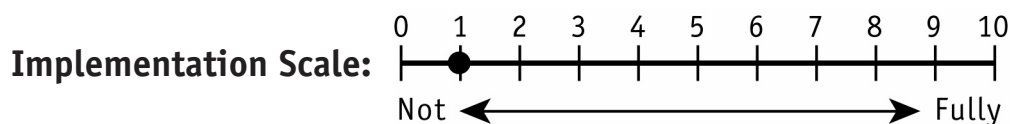
Findings

1. It was reported that the district and the teachers' association have met in the past and have discussed the Peer Assistance and Review (PAR) program.
2. There was no evidence of a written PAR document.
3. There was no evidence that any provisions of PAR have been implemented.
4. There is an existing board policy covering dismissal of certificated personnel. It contains outdated information.

Recommendations and Improvement Plan

1. Reduce the discussions/agreements over the PAR program to writing.
2. Implement the PAR program, as appropriate.
3. Review and revise the board policy covering dismissal of certificated personnel to correspond to district practices.

Standard Implemented: Partially



10.5 Evaluation/Due Process Assistance

Professional Standard

The district has developed a process for providing assistance to classified employees performing at a less than satisfactory level.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4218 - Classified Personnel, Dismissal/Suspension Disciplinary Action (October 11, 2001)
4. Administrative Regulation 4218 - Classified Personnel, Dismissal/Suspension Disciplinary Action (undated)
5. Collective Bargaining Agreement between California School Employees Association, Chapter 63, and West Fresno School District, July 1, 2000 through June 30, 2002

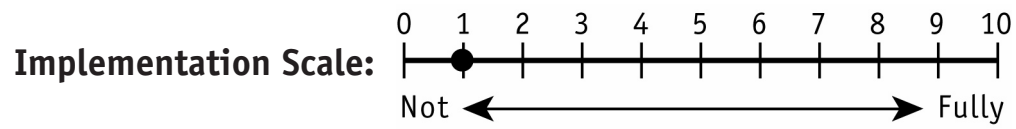
Findings

1. The district has an adopted board policy and administrative regulations addressing dismissal, suspension and disciplinary action for classified employees. However, each document contains detailed procedures and they were developed several years apart. It is unclear how to interpret them together.
2. The collective bargaining agreement between the district and the classified employees contains no language regarding employee discipline.
3. There was no evidence of any other written procedures provided to supervisors to use when disciplining classified employees.
4. It was reported that supervisors work with the Personnel Office and district legal counsel when there are disciplinary issues with classified employees.
5. There was no evidence that the administrators and supervisors had received in-service training in the area of employee discipline or in providing assistance to employees performing at a less than satisfactory level.

Recommendations and Improvement Plan

1. Review existing board policies and administrative regulations covering the disciplining of classified employees. Revise them to create a consistent set of documents to be adopted and implemented.
2. Develop written procedures and materials to be used with administrators and supervisors to train them in assisting classified employees who need improvement.
3. Provide in-service training to administrators and supervisors in this area. Coordinate the training with district legal counsel.

Standard Implemented: Partially



11.1 Employee Services

Professional Standard

The district has developed recognition programs for all employee groups.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Flier - Celebration of Teachers and Staff Appreciation Week (May 5, 2003)
4. Flier - "We Honor Ours (WHO)" Awards Banquet (May 16, 2003)

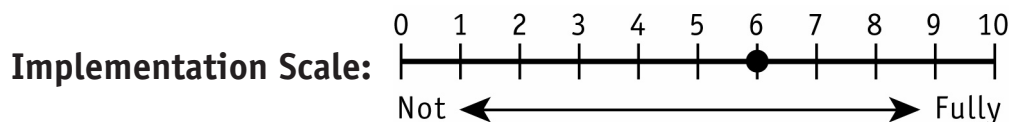
Findings

1. It was reported that, in past years, there have been various employee recognition programs. Some have included awarding plaques for years of service.
2. For 2002-03, the district had two major employee recognition events:
 - a. Employee Appreciation Breakfast, May 5, 2003. The district honored both certificated and classified staff members over a two-hour period.
 - b. The "WHO Awards" (We Honor Ours) presentations and banquet, May 16, 2003. The district used the occasion for recognitions, retirements, recollections and reassurances for both certificated and classified employees.
3. It was reported that employees were looking forward to and appreciated these recognition events.

Recommendations and Improvement Plan

1. Continue the successful employee recognition programs in future years.
2. Survey employees to collect ideas as to what type of recognition awards are appreciated. Use the ideas to build new recognition programs.

Standard Implemented: Partially



11.2 Employee Services

Professional Standard

The district has available to its employees various referral agencies to assist employees in need.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Flier - Employee Assistance Program, Central Valley Schools Health and Welfare Trust

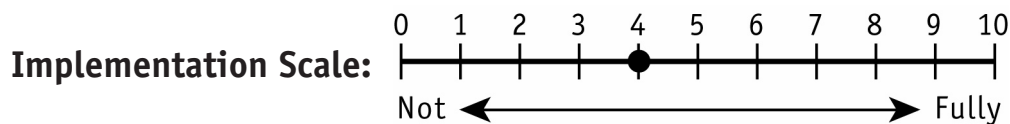
Findings

1. The district has an employee assistance program as part of its employee health benefits package.
2. The employee assistance program is in addition to any other coverage an employee might have under his/her health insurance plan.
3. The plan is administered by the Central Valley Health and Welfare Trust (CVT).
4. The plan includes:
 - a. Clinical counseling.
 - b. Life management services: financial consultants, preretirement counseling, child care consultants, elder care consultants, federal taxpayer consultants, organizing life's affairs and legal counseling.
5. There was no evidence that the program was being widely publicized to the district employees. Numerous employees indicated they were unaware of the employee assistance program.

Recommendations and Improvement Plan

1. Continue to offer the comprehensive employee assistance program to all district employees.
2. Develop methods to increase the employees' awareness of the program, such as:
 - Post the information flier on all employee bulletin boards.
 - Send each individual employee a copy of the flier through the district mail.
 - Provide fliers to administrators and supervisors with instructions to pass the program information along to employees needing assistance.

Standard Implemented: Partially



11.3 Employee Services

Professional Standard

Employee benefits are well understood by employees through periodic printed communications. Timely notification of annual open enrollment period is sent to all employees.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Memorandum from Fresno County Superintendent of Schools to All West Fresno District Employees regarding Employee Benefits Through the Central Valley Trust (CVT) (January 8, 2003)
4. Flier - Central Valley Trust Blue Cross Prudent Buyer Plans A and Kaiser North for Classified Employees (undated)
5. Flier - Central Valley Trust Blue Cross Prudent Buyer Plans A, D and Kaiser North for Certificated Employees (undated)

Findings

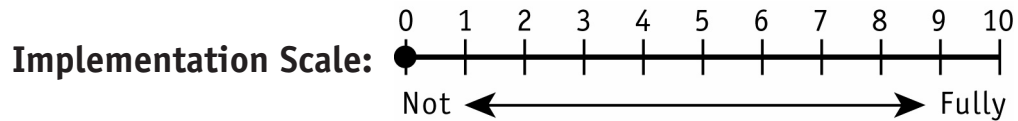
1. New employees receive information regarding their insurance plans through the mail, at home.
2. October is normally the time when changes to insurance plans take place.
3. It was reported that there were several problems with insurance benefits during 2002-03. Employee contribution amounts were inaccurate for many employees. Also, several employee requests to change their medical coverage in October 2002 were not implemented.
4. The Fresno County Superintendent of Schools intervened in January 2003 to correct the mistakes. He sent a memorandum to all district employees explaining the problems. He also provided procedures to solve the problems.
5. It was unclear what procedures the district has used in the past to provide open enrollment information to employees.
6. Employees being interviewed expressed an interest in receiving more information on benefits so they can make necessary decisions regarding their insurance coverage in a timely manner.
7. The district's employee assistance program (EAP) is not publicized to the employees.

Recommendations and Improvement Plan

1. Develop written procedures for the district office to use annually for the open enrollment process.

2. Coordinate with the CVT the dissemination of information on insurance programs and pricing in advance of the open enrollment period. Provide contact numbers for employee questions.
3. Consider establishing a health fair where employees can talk with insurance representatives and collect pertinent information before open enrollment occurs.
4. Take steps to publicize the employee assistance program (EAP) to all employees.

Standard Implemented: Not Implemented



11.4 Employee Services

Professional Standard

The district has a systematic and effective workers' compensation program.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Brochure - "Facts About Your Workers' Compensation Benefits," Self-Insured Schools of California (SISC)
4. Outline of Procedures Governing Workers' Compensation in the District
5. Standard Loss Run Report, SISC (March 3, 2003)
6. Postings of workers' compensation information, Personnel Office and employee lounge

Findings

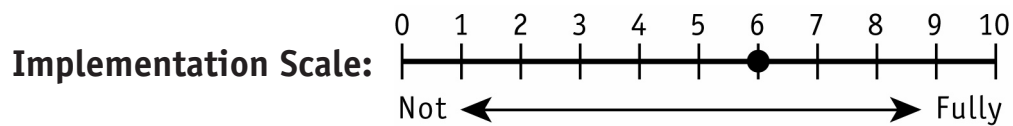
1. The Executive Secretary, Personnel, is the district person responsible for coordinating the workers' compensation program.
2. The district belongs to the Self-Insured Schools of California (SISC). This organization works with the district to administer the workers' compensation claims.
3. The district has posted information regarding workers' compensation on work site bulletin boards. The postings indicate the Executive Secretary, Personnel, as the contact person for all questions and claims.
4. There are detailed written procedures on what to do if an accident occurs. Copies of all necessary forms are also included. This information is provided by SISC. Packets of this information and postings for bulletin boards are sent to the schools.
5. It was reported that there had been meetings involving school secretaries and the Executive Secretary, Personnel, to review the procedures for workers' compensation documentation and what forms are to be filled out at the work sites.
6. It was reported that, in the past, there have been some employees who have filed claims without the knowledge of the district. Often there is no accident report on file.
7. SISC provides monthly reports to the Personnel Office of all outstanding workers' compensation claims. The March 3, 2003, report indicated that there were ten open claims and 75 closed claims.

Recommendations and Improvement Plan

1. Continue to appoint the Executive Secretary, Personnel, as the district's coordinator for the workers' compensation program.
2. Continue to use SISC as the administrator of the workers' compensation claims.

3. Continue to send packets of information to the schools and to hold meetings with school secretaries to explain the workers' compensation procedures. Expand the in-service training to other district staff, where appropriate.
4. Emphasize to district staff the need to fill out an accident report each time an incident occurs, whether or not they feel injured at the time.
5. Periodically, review the workers' compensation claims listing to determine the need to improve safety conditions or to instruct staff in work-related procedures.

Standard Implemented: Partially



12.1 Employee/Employer Relations

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement between the West Fresno School District and the West Fresno Teachers Association/CTA/NEA, July 1, 1997 to June 30, 2000
4. Collective Bargaining Agreement between California School Employees Association, Chapter 63, and West Fresno School District, July 1, 2000 through June 30, 2002

Findings

1. The district is currently paying employees on the 2000-2001 collective bargaining salary schedules, for both certificated and classified personnel.
2. The beginning teacher salary is \$34,024. The maximum teacher salary on the schedule is \$55,215. There are longevity increments after 15 (1.67 percent), 20 (3.33 percent), and 25 years (5 percent).
3. The district belongs to the Central Valley Health and Welfare Trust (CVT) for its employee health benefits.
4. The district contributes \$6,000 per year toward employee benefits for both certificated and classified employees. Employees taking district insurance plans must personally contribute each month toward insurance. The amount varies depending upon the particular plan chosen by the employee.
5. There is no employer-employee district benefits committee to oversee and study health and welfare programs for employees.
6. There was no evidence of any salary and/or benefits study that compares the district with similar school districts.
7. There is no established classification system nor classified salary schedule. The collective bargaining agreement for classified employees contains information that does not necessarily match classifications or salary rates being used in the district personnel database.

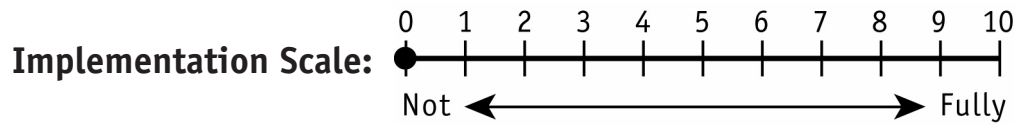
Recommendations and Improvement Plan

1. Conduct a salary and benefits study that compares the district with other comparable school districts.
2. Consider establishing a district benefits committee composed of district administrators and representatives from the employee bargaining units. Conduct monthly meetings so

the committee can collect information regarding current district benefits and explore possible changes in benefits that could create savings for both the district and employees.

3. Develop a system of classifications for classified employees. Establish a classified salary schedule to be adopted and uniformly applied to employees in the same classes.

Standard Implemented: Not Implemented



12.2 Employee/Employer Relations

Professional Standard

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

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with central office personnel

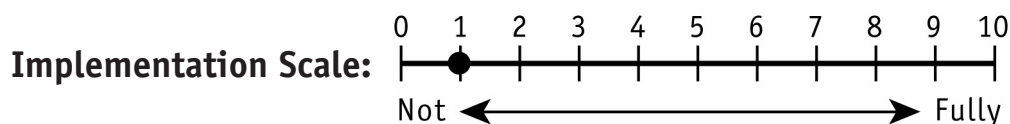
Findings

1. The district has a mixed history of involving site-level administrators and supervisors in the bargaining process. It was reported that, at times, school board members also participated at the negotiations table.
2. It was reported that, several years ago, the Superintendent negotiated directly with the bargaining units without any other district representatives present.
3. There was no evidence of any written communications that have been used to inform administrators and supervisors of what occurred in negotiations sessions.
4. There was no evidence that the district had solicited input from site-level administrators or supervisors prior to beginning the negotiations process.

Recommendations and Improvement Plan

1. Develop a plan that will involve site-level administrators and supervisors in the collective bargaining process, including serving as members of the district teams.
2. Create a system to solicit input from administrators and supervisors prior to negotiating with each bargaining unit.
3. Create a system of communication to keep administrators and supervisors informed of the status of negotiations with each bargaining unit.

Standard Implemented: Partially



12.3 Employee/Employer Relations

Legal Standard

The district provides a clearly defined process for bargaining with its employee groups (e.g., traditional, interest-based) and for presenting proposals for public comment ("sunshining") (EC 44100-44105).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Interviews with employee organization leadership
4. Board Policy 4140 - Certificated Personnel, Organization/Units (April 5, 1990)
5. Board Policy 4143.1/4243.1 - Certificated/Classified Personnel, Public Notice - Personnel Negotiations (April 5, 1990)
6. Board Policy 4243 - Classified Personnel, Negotiations/Consultation (undated)

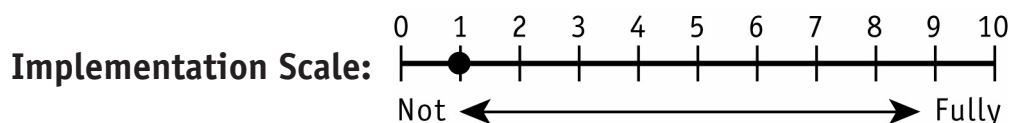
Findings

1. There are various board policies related to the collective bargaining process in the district, including public notice ("sunshining"). However, they are several years old.
2. The district and the employee bargaining units have historically used a traditional bargaining model. There was no evidence that the parties have been involved in training for interest-based bargaining.
3. There was no evidence of ongoing meetings between the district administration and leaders of the bargaining units to discuss employee-related matters as they arise.
4. It was reported that there have been no recent negotiations necessitating sunshining of proposals.

Recommendations and Improvement Plan

1. Review existing board policies to determine their relevance to current district standards. Revise the policies, where appropriate.
2. Develop a process to explore the benefits of an interest-based bargaining system. Explore training opportunities under this model.
3. Develop a system of regularly scheduled meetings with each bargaining unit to discuss issues affecting employees. Use the meetings to strengthen communications between the district and the bargaining unit leadership.

Standard Implemented: Partially



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).

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel

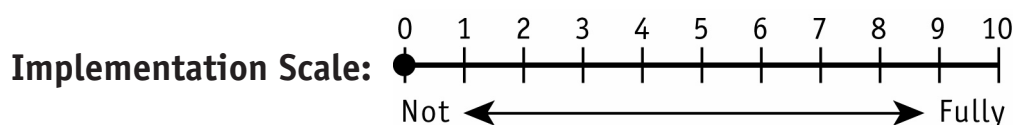
Findings

1. The district has experienced a great deal of turnover in the positions of Superintendent and Business Manager over the past several years.
2. There was no evidence of written documents that have been used to evaluate bargaining proposals or to provide information to the Governing Board as to their impacts.

Recommendations and Improvement Plan

1. As the district works to fill district-level management positions, consider the need for persons with the ability to effectively evaluate the effects of collective bargaining proposals and the skills to present such information to the district decision-makers.
2. Develop a process and forms that can be used to present the pertinent information needed to effectively evaluate bargaining proposals as they are presented to the district by each bargaining unit.

Standard Implemented: Not Implemented



12.5 Employee/Employer Relations

Professional Standard

The Personnel Office provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.

Sources and Documentation

1. Interviews with Personnel Office staff
2. Interviews with district and program personnel
3. Board Policy 4144/4244 - Certificated/Classified Personnel, Grievances/Complaints (undated)
4. Collective Bargaining Agreement between the West Fresno School District and the West Fresno Teachers Association/CTA/NEA, July 1, 1997 to June 30, 2000
5. Collective Bargaining Agreement between California School Employees Association, Chapter 63, and West Fresno School District, July 1, 2000 through June 30, 2002

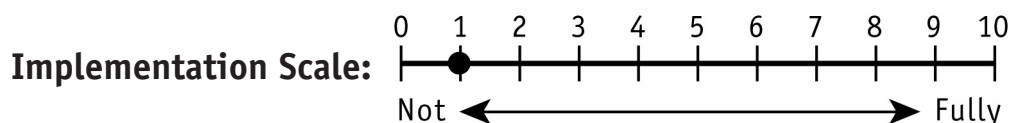
Findings

1. The collective bargaining agreement covering certificated employees contains a detailed grievance procedure, ending in binding arbitration by an outside party.
2. The collective bargaining agreement covering classified employees contains a detailed grievance procedure, ending with a final decision by the Board of Trustees.
3. It was reported that each bargaining unit uses its own grievance form. There is no standard grievance form for the district.
4. There was no evidence that district administrators and supervisors have received training in the area of grievance administration.
5. There was no evidence of any current grievances on file.

Recommendations and Improvement Plan

1. Consider the establishment of a standard grievance form to be used by the district and the employee organizations.
2. Develop a training program for district administrators and supervisors in the area of grievance administration. Provide written materials and forms for their use during the handling of grievances. The materials and training should provide step-by-step procedures that administrators and supervisors can use when dealing with any grievance.

Standard Implemented: Partially



Personnel Management			
Standard to be addressed		July 2003 Rating	Focus for January 2004
1.1	The district has clearly defined and clarified policies and procedures relative to recruitment, hiring, evaluation and dismissal of employees.	2	<input type="checkbox"/>
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	Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.	5	<input type="checkbox"/>
3.2	The job application form requests information that is legal, useful, pertinent, and easily understood.	5	
3.3	The district has developed materials that promote the district and community, and are attractive, informative and easily available.	0	
3.4	The district systematically initiates and follows up on reference checking on all applicants being considered for employment. An appropriate reference checking form is completed and filed in the district office.	1	
4.1	Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.	3	
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 all applicants being considered for employment. An appropriate reference checking form is completed and filed in the district office.	1	
4.4	Appropriateness of required tests for a specific position is evident.	1	

Personnel Management

Standard to be addressed		July 2003 Rating	Focus for January 2004
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	<input type="checkbox"/>
6.1	Personnel files are complete, well-organized and up to date.	6	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
6.8	Established staffing formulas dictate the assignment of personnel to the various sites and programs.	6	
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	

Personnel Management			
Standard to be addressed		July 2003 Rating	Focus for January 2004
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
8.1	A systematic position control system is utilized and integrated with payroll/financial systems.	3	<input type="checkbox"/>
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	<input type="checkbox"/>

Personnel Management

Standard to be addressed		July 2003 Rating	Focus for January 2004
9.1	The Personnel Office participates in the training of all management and supervisory staff responsible for employee evaluations and due process.	0	<input type="checkbox"/>
10.1	Clear policies and practices exist for the written evaluation and assessment of certificated employees.	5	
10.2	Clear policies and practices exist for the written evaluation and assessment of classified employees.	1	<input type="checkbox"/>
10.3	The Personnel Office provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	1	<input type="checkbox"/>
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	<input type="checkbox"/>
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	
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	<input type="checkbox"/>
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	

Personnel Management			
Standard to be addressed		July 2003 Rating	Focus for January 2004
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	<input type="checkbox"/>
12.5	The Personnel Office provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.	1	<input type="checkbox"/>