



CSIS California School Information Services

Claremont Unified School District Management Review

November 7, 2017



Michael H. Fine
Chief Executive Officer







CSIS California School Information Services

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James Elsasser, Ed.D., Superintendent
Claremont Unified School District
170 W San Jose Avenue
Claremont, CA 91711

Dear Superintendent Elsasser:

In January 2017, the Claremont Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's Business Services and Human Resources departments. Specifically, the agreement states that FCMAT will perform the following:

1. Conduct an organizational and staffing review of the district's fiscal services and human resources departments, and provide recommendations for staffing improvements, if any.
2. Evaluate the current work flow and distribution of functions within and between the above departments, and provide recommendations for improved efficiency, if any.

This report contains the study team's findings and recommendations.

We appreciate the opportunity to serve you and we extend thanks to all the staff of the Claremont Unified School District for their cooperation and assistance during fieldwork.

Sincerely,

Michael H. Fine
Chief Executive Officer

FCMAT

Michael H. Fine, Chief Executive Officer

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About FCMAT

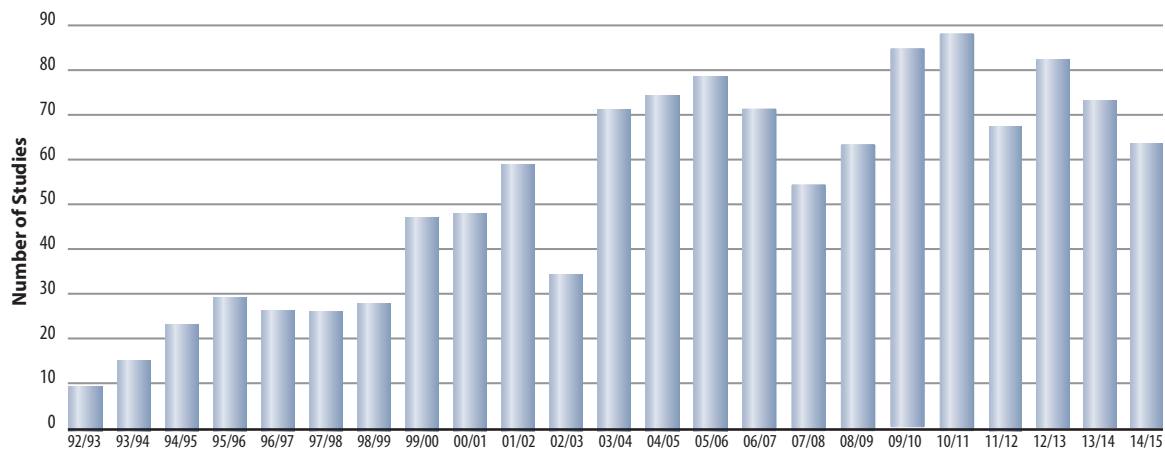
FCMAT’s primary mission is to assist California’s local K-14 educational agencies to identify, prevent, and resolve financial, human resources and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT’s fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices, support the training and development of chief business officials and help to create efficient organizational operations. FCMAT’s data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and inform instructional program decisions.

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

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

FCMAT has continued to make adjustments in the types of support provided based on the changing dynamics of K-14 LEAs and the implementation of major educational reforms.

Studies by Fiscal Year



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help LEAs operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) division of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS). CSIS also hosts and maintains the Ed-Data website (www.ed-data.org) and provides technical expertise to the Ed-Data partnership: the California Department of Education, EdSource and FCMAT.

FCMAT was created by Assembly Bill (AB) 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. AB 107 in 1997 charged FCMAT with responsibility for CSIS and its state-wide data management work. AB 1115 in 1999 codified CSIS’ mission.

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

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

Since 1992, FCMAT has been engaged to perform more than 1,000 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Introduction

Background

The Claremont Unified School District is located in Los Angeles County approximately 30 miles east of the city of Los Angeles. The district's approximately 735 employees serve approximately 7,066 students in grades K-12 at seven elementary schools, one school for the orthopedically handicapped, one intermediate school, one comprehensive high school, one community day school, and one continuation school. The district also has an extensive adult school program. As of fiscal year 2015-16, 5.6% of the district's students were English learners and 39.1% were eligible for free or reduced-price meals.

Study and Report Guidelines

FCMAT visited the district on April 20 and 21, 2017 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- Executive Summary
- Communication, Policies and Procedures
- Business Services Department
- Human Resources Department
- Appendices

In writing its reports, FCMAT uses the Associated Press Stylebook, a comprehensive guide to usage and accepted style that emphasizes conciseness and clarity. In addition, this guide emphasizes plain language, discourages the use of jargon and capitalizes relatively few terms.

Study Team

The study team was composed of the following members:

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*As a member of this study team, this consultant was not representing her respective employer but was working solely as an independent contractor for FCMAT.

Each team member reviewed the draft report to confirm accuracy and achieve consensus on the final recommendations.

Executive Summary

Claremont Unified School District is required to use the Los Angeles County Office of Education's human resource system (HRS), which is an integrated personnel, payroll and retirement system.

Approximately eight years ago the district's financial auditors stated that there was an internal control finding in payroll that altered the way new employees' data must be entered into HRS. Since then, the district's human resources and business services departments have struggled to work cohesively and collaboratively.

The district needs to provide human resources and business office staff with training on the purpose of internal controls to help employees gain a better understanding of their importance. The district has not developed standard written processes and procedures that outline the division of work between the Human Resources and Business Services departments. To increase effectiveness and efficiency, and to gain a better understanding of interdepartmental coordination, these two departments should develop diagrams of workflow processes.

Little or no cross training is provided for some of the departments' key functions, including retirement reporting, payroll processing, hiring of new employees, and health and welfare benefits. These tasks are essential to operations, and the district should develop and implement a plan to ensure that for every position there is at least one other employee who can temporarily perform its key duties. In addition, both departments lack and need to create procedure manuals, which are important for maintaining proper internal controls and providing a better understanding of the responsibilities of each position. It is a best practice for manuals to include step-by-step procedures for most job duties.

The absence of strong administrative leadership has led to staff members making decisions that properly belong to administrators, and to employees documenting and monitoring each other. Inconsistent policies and practices have resulted in employee resentment and have reduced the district's effectiveness and efficiency. Interviews with staff of the Human Resources and Business Services departments yielded mixed reports on the effectiveness of interdepartmental communications and the working relationships between the two departments. Communication typically occurs as needed when situations arise rather than being regular and ongoing. There is a lack of coordination between the departments, and leaders at higher levels may need to intervene to facilitate better communication among the staff.

Findings and Recommendations

Communication, Policies and Procedures

Several years ago, in response to an audit finding, the district divided the Human Resources System (HRS) data entry duties between the human resources and payroll staff. Although appropriate to separate duties, this created a divide between the two departments that continues today. In any local educational agency, all departments and employees are linked and should work closely together as a team. In interviews, several district staff members indicated there is a lack of coordination between the Human Resources and Payroll departments' employees. To increase effectiveness and efficiency, systems need to be developed and implemented that require departments to work cooperatively and coordinate their work; this helps prevent duplication of processes and reduces discrepancies that affect employees' pay.

Regular, informal meetings between Human Resources and Payroll departments' staff and managers are not taking place. Holding such meetings is important because the human resource and payroll functions are interrelated, and because better communication would help to improve the working relationship, resolve issues, increase understanding of processes, and address staff needs.

It is best practice for both departments to contribute to the agendas for such meetings to ensure everyone's concerns are addressed. The following topics would be helpful to include:

- Changes to policies and procedures that will affect each department.
- What segregation of duties and internal controls mean within and between the departments.
- Standard processes for determining which documents require approval and by whom.

Staff expressed concern about employee safety. The superintendent needs to be sure the district is adhering to Board Policies 4157(a), 4257 and 4357, Employee Security, each of which states:

The Board of Education desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

In interviews, staff also indicated a harassment complaint was made, but there was not a resolution to the situation. The district's Administrative Regulation 4031, Personnel, states:

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

2. Investigation Process: The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The absence of strong administrative leadership has led to employees making decisions that properly belong to administrators, including employees documenting other employees' work or lack thereof. These activities reduce the district's effectiveness and efficiency. In addition, inconsistent policies and practices have resulted in employee resentment and distracted them from their work.

Employees described interactions that were not positive or helpful, and frequently accusatory and petty. Several employees stated that Human Resources Department employees lacked job skills and were uncooperative and unfriendly; others stated that Payroll Department employees were unhelpful and aggressive. Some employees brought pages of notes on which they had listed errors, transgressions, and omissions perpetrated by one department or another. In some cases, these notes referenced events that occurred more than five years ago.

Numerous employees commented that they and/or others were constantly watching other employees in both their own and other departments to determine if other employees were working a full eight hours per day, properly accounting for their absences, claiming too much overtime, or in their proper places during the workday. Employees made statements such as, "I assume I am watched [by other employees] the entire time I am at work."

Employees consistently stated that some departments and people are given more latitude than others. Examples included a lack of standardization in the hours each department is open and a lack of standardization regarding employee work hours. Some employees are allowed to have flexible hours or come to work at 8:30 a.m. or later, while other employees must adhere to strict hours and arrive early. Employees stated that some employees are allowed to work overtime but others are not.

In many cases, events or actions from years ago are still remembered and resented. This environment prevents employees from working together in a safe, conflict-free manner. In such situations it can be helpful to employees and in a district's best interest to hire a third-party conflict resolution consultant to oversee initial meetings between Human Resources and Payroll departments' staff to help resolve and/or move beyond past issues and to develop better communication and working relationships.

Recommendations

The district should:

1. Develop standard written processes and procedures that outline the work flow between the Human Resources and Business Services departments.
2. Ensure the work environment at the district office is in compliance with Board Policies 4157(a), 4257 and 4357.
3. Ensure that employee complaints are addressed in accordance with Administrative Regulation 4031.
4. Conduct informal but regular and mandatory meetings between the Human Resources and Payroll departments' staff.
5. Provide strong administrative leadership for all departments.
6. Establish clear expectations for employee behavior and professionalism. Hold all employees accountable for their own work and professional behavior.
7. Hire a third-party conflict resolution consultant to facilitate meetings between Human Resources and Payroll departments' staff.

Internal Controls

Internal controls are the foundation of sound financial management and allow school districts to fulfill their educational mission while helping ensure efficient operations, reliable financial information and legal compliance. Internal controls also help protect school districts from material weaknesses, serious errors and fraud. Establishing a sound internal control environment in small school districts is difficult because there are fewer full-time equivalent (FTE) positions and it is a challenge to segregate duties.

The district has a policy which states the superintendent or superintendent's designee shall develop internal controls, but there is a lack of consistently implemented internal control procedures.

Although the district is small, like all educational agencies need internal control procedures that do the following:

1. Prevent internal controls from being overridden by management.
2. Ensure ongoing state and federal compliance.
3. Provide assurance to management that the internal control system is sound.
4. Help identify and correct inefficient processes.
5. Ensure that employees are aware of the proper internal control expectations.

System Security

Formal procedures are needed to initiate, approve, execute, record and reconcile transactions. The procedures should identify the employee responsible for each step and the time needed for completion.

To safeguard electronic data and provide for proper internal controls, it is a best practice to restrict software access (e.g. view-only or change access) to designated employees based on job duties. Staff stated that the payroll technician for classified employees processes their own payroll. The payroll system can be set to lock out an employee if they try to make a change to their own record. It would benefit the district to ask the county office to make this change to the system.

Allowing one individual to change all data to set up and pay an employee constitutes a lack of proper internal controls. The district could eliminate this issue by having the payroll technician for certificated employees also process the payroll, deductions and absence entries for the payroll technician for classified employees.

Segregation of Duties

Districts need adequate internal accounting procedures and arrangements that segregate job duties and protect a district's assets. No single employee should handle a transaction from initiation to reconciliation, and no single employee should have custody of an asset, such as cash, and maintain records of its transactions.

Staff indicated that before approximately eight years ago, when an audit resulted in a finding on the matter, payroll staff entered all data into HRS. After the audit finding, human resources staff began entering the information into the system. This created a divide between the two departments that continues to be a problem. For example, Human Resources Department staff believe they are performing payroll job functions, especially if any math calculations are required,

such as calculating FTE. Staff in both departments need training on internal controls to better understand the meaning of and need for segregation of duties, and to improve work cooperation.

Desk Manuals

Desk manuals that include processes and procedures help staff and managers better understand each position's responsibilities and help ensure proper internal controls. Manuals can also help ensure that necessary tasks are completed when the employee normally assigned to a particular duty is absent or a position is vacant.

The district does not have a payroll processes and procedures manual. Payroll staff have developed individual processes and procedures based on the software systems being used, such as HRS and the Current Solutions software; however, staff and administrators have not developed step-by-step procedures for each job duty.

It is a best practice to create and include workflow diagrams as part of desk manuals to ensure a better understanding of coordination between departments and positions. A sample workflow diagram is included in Appendix A. In addition, a recommended division of responsibilities for HRS is provided in Appendix B.

Some best practices for creating desk manuals include the following:

1. Create individual documents for different processes and procedures.
2. Include screenshots.
3. Include feedback from other staff and departments.
4. Include on the page the date the file was created, and the author of the most recent updates.
5. Use job titles instead of employees' names when documenting workflow.
6. Keep formatting simple so it can be edited easily.
7. Keep the master copies in a shared location so other employees can easily access them.
8. Keep both a local and a cloud-based secure backup of the files.
9. Review and revise desk manuals once a year or as needed

Ensuring that staff members follow the latest and most efficient procedures will increase consistent results, help when training new employees and cross-training current employees, and eliminate dependence on one person.

It would benefit the district to conduct quarterly meetings with all employees to share any new or amended procedures.

Training and Cross Training

The district is not training employees to perform other employees' or positions' duties in case of absence so that more than one employee is able to perform each position's duties (cross training). Doing so would enable the district to continue essential functions without interruption in case of absences. This can be difficult in small districts but is no less necessary. A lack of cross training could put the district at risk.

Although the district's payroll employees have experience and knowledge of other payroll job duties, they have received little or no cross training in some essential functions, including retirement reporting and payroll processing. The district will need to emphasize cross training so the payroll technicians for certificated and classified employees can temporarily perform each other's duties if one of them is absent. The county office offers training on various topics, including HRS, California Public Employee Retirement System (CalPERS), California State Teachers Retirement System (CalSTRS), the Family and Medical Leave Act (FMLA), and the Affordable Care Act (ACA). The California Association of School Business Officials (CASBO) also offers workshops, as do various specialty law firms.

The district does not provide annual training for staff on new or amended policies and procedures. Providing such training, such as a required session before the school year for office managers, could help ensure that staff understand the most current policies and procedures. It is also a best practice to train new and recently promoted employees to ensure they understand their responsibilities.

Recommendations

The district should:

1. Require Human Resources Department and Payroll Department staff to attend an internal controls workshop to help them better understand the segregation of duties and why they are needed for proper internal controls.
2. Assign staff to complete step-by-step procedures for each of their job duties and include them in a desk manual.
3. Ensure that workflow diagrams are created to help employees better understand coordination with other departments and positions.
4. Conduct annual trainings on policies and procedures for all employees.
5. Ensure the payroll staff are cross trained in all essential job responsibilities.

Business Services Department

The Business Services Department is under the direction of the assistant superintendent of business services, who has served in this position for the past 12 years and previously served as the executive director of fiscal services for eight years. This position is responsible for overseeing the district's budget and finances, long range financial planning, risk management; attendance; and the facilities and child nutrition departments.

The executive director of fiscal services has been in this position for almost nine years. This position is responsible for planning, organizing, monitoring and directing the district's fiscal services operations. The executive director oversees the staff accountant, the purchasing coordinator, the accounting analyst, accounts payable staff, and payroll staff for certificated and classified employees.

Approximately eight years ago the district's financial auditors stated that there was an internal control finding in payroll. In response, the district changed how new employees' data are entered into HRS. Specifically, the district made human resources staff responsible for entering data, while payroll staff concentrates on output such as the data required to issue a paycheck. The Human Resources and Business Services departments have struggled to work cohesively and collaboratively under this arrangement, and this has reduced both departments' efficiency.

Staff follow the rules set by the superintendent but are affected by the difficulty the two departments have working together, and some perceive inequities in performance expectations and the distribution of responsibilities.

Some Business Services Department employees noted that even within the department some employees are given more latitude than others. Several staff members commented that all departments should be held to the same standards, and that although they feel supported by business services management they also understand that their managers are not always able to effect the needed changes.

The accounting analyst has been in his position for almost two years and handles various projects. This position was originally created to be shared between business services and human resources to help with the new ACA reporting requirements and with workload issues. Top administrators have directed that no extra hours or overtime are to be allowed for this position, but Business Services Department employees perceive that Human Resources Department employees regularly work overtime and do not seek help from the accounting analyst that could reduce the need for overtime.

Payroll

Controls over Payroll

The district's payroll is processed through the Los Angeles County Office of Education using the county office's human resource System (HRS), which also offers human resources and benefits functions. The system serves more than 120 educational agencies throughout Los Angeles County. The system comprises databases, online real-time functionality, and overnight batch processing. It supports all county-office-authorized payroll issue schedules for school districts. The system also generates ad hoc reports in response to a large number of requests for personnel and payroll information. All district employee data, including pay rates, are entered into the system by the district's human resources employees. HRS interfaces with the county office's

PeopleSoft financial system to centralize districts' data for budgeting. The district can access HRS data using PC Products Labels, Lists and Letters (LLL) Report Writer.

The district uses Current Solutions software to track employee sick leave and vacation time. All district employees have access to enter and view their own absence data in the system. Current Solutions is not integrated with HRS or with Frontline Technologies' Automated Educational Substitute Operator (Aesop), the substitute calling system. Employees must enter absence data in both Current Solutions and Aesop; this decreases efficiency and increases the chance of error.

Department Staffing and Structure

According to the district's Business Services Department organizational chart dated August 2016, the executive director of fiscal services is the immediate supervisor of the two payroll technicians for certificated and classified staff. The payroll technician staffing is sufficient.

Job Descriptions

Staff members completed a job duties template FCMAT provided to identify routine duties they perform. FCMAT compared this information to the district's job descriptions to assess the workflow.

Government Code 3540 defines a confidential employee as "...any employee who, in the regular course of his or her duties, has access to, or possesses information relating to, his or her employer's employer-employee relations." The Public Employee Relations Board (PERB) Decision No. 736 states, "Confidential status is limited to (1) those employees who assist and act in a confidential capacity to persons who formulate, determine and effectuate management policies in the field of labor relations..."

The job description for the payroll technician position states the position is confidential; however, it does not include responsibilities for labor relations nor did the payroll technicians describe responsibilities that would properly classify this position as confidential.

Payroll Technicians

The payroll technician job description is dated March 1994 but does not indicate whether this was the date the governing board approved the description. Duties in the job description include payroll functions as well as auditing health and welfare order warrants and invoices. Health and welfare auditing is no longer part of payroll duties. In addition, both payroll technicians listed employee payroll deduction requests among their current duties, but the job description does not include these.

Both payroll technicians perform the same job functions for the employees they serve, with the exception of processing union dues. The payroll technician for certificated employees processes the California Teachers' Association (CTA) dues, but the payroll technician for classified employees does not process California State Employees' Association (CSEA) dues because the human resources technician for classified employees enters this information into HRS.

Because the payroll technicians process all employee payroll deductions including the CSEA chapter dues and CSEA victory club dues, it would provide better consistency if the payroll technician for classified employees processed the CSEA dues.

Currently, the payroll technician for certificated employees creates a report in HRS to identify new hires and any CTA deductions that need to be updated. The payroll technician for classified employees could follow the same process for CSEA dues and use the CSEA application form to update dues in HRS.

Payroll Processing

The county office processes the district’s payroll using HRS. This is advantageous because the county office offers frequent professional development opportunities and assistance on each software module, including human resources and payroll.

The district is required to adhere to the county office’s deadlines for submitting payroll data. The deadlines and payroll check issue dates may change from month to month based on observed holidays and county office closures.

Certificated Staff Payroll Processing

Time cards from schools and departments for various certificated hourly employees are due and payments are made on the dates indicated in the table below.

Description	Dates Worked	Due to Payroll	Pay Date
Substitute/Adult School/Child Development/Home Hospital	1 st -22 nd	22 nd	5 th of the following month
	23 rd -31 st	31 st	10 th of the following month
Coaching	-	25 th	5 th or 10 th of the following month
Extra Task Assignments	-	20 th	1 st of the following month

Salaried and administrative employees are paid the first of the month for the month prior.

Classified Staff Payroll Processing

Time cards from schools and departments for various classified hourly employees are due and payments are made on the dates indicated in the table below.

Description	Dates Worked	Due to Payroll	Pay Date
Substitute	1 st -22 nd	22 nd	5 th of the following month
	23 rd -31 st	31 st	10 th of the following month
Coaching	-	25 th	5 th or 10 th of the following month
Extra Task Assignments	-	20 th	1 st of the following month
Additional Hourly		Last working day of the month	10 th of the following month

Salaried and administrative employees are paid the 10th of the month for the month prior. For salaried employees, an earned salary advance is paid on the 25th of each month; it is based on the monthly salary minus any deductions and divided by two.

Employee Absence Tracking and Substitute Payment

Aesop is used districtwide to obtain certificated and classified substitutes. However, it is not used to pay certificated substitute teachers; instead, a substitute time card is submitted to payroll for processing. Staff indicated not all teachers are using the system when they require a substitute; some teachers (or sometimes an office manager) contact the substitute directly. It would benefit the district to create procedures that require and enable all school employees and office managers to use Aesop to obtain a substitute.

The district’s absence reporting process is overly complex and subject to human error. Staff indicated that a comparison of time sheets with Current Solutions data for one school showed 17 discrepancies, specifically absences reported on time sheets but not in Current Solutions. Payroll

staff do not have access to Aesop, so a three-way comparison was not completed. According to staff, paper absence forms are no longer being used because employees are required to enter all absences directly into Current Solutions. The only exception is for personal necessity leave in excess of 7 days, for which the employee sends an email to the payroll technician, who then forwards it to the assistant superintendent of human resources for approval. The district has a personal necessity leave form online dated October 2016. If this form is no longer required, the district could remove it from its website.

Staff indicated that the reasons for absence when an employee is conducting school business, attending professional development or performing certain other duties are not reported in Aesop or Current Solutions; they are only listed on time sheets. It would be best practice to report and track all absences for both certificated and classified employees in Aesop; this would improve internal controls and better account for staff when they are not working and when a substitute is required.

The payroll technicians need access to Aesop to track sick leave for substitutes in accordance with Assembly Bill (AB) 1522, the Health Workplaces/Healthy Families Act of 2014. The human resources technician emails the payroll technicians when a substitute declines a job in Aesop, and a payroll technician verifies with the substitute time sheet whether the employee is eligible for a sick day. If the employee is eligible, the payroll technician updates a spreadsheet on their computer; if not, the payroll technician emails the human resources technician and the school site.

Staff indicated substitutes are given three sick leave days at the beginning of the school year, but were under the impression that the three days did not necessarily equal a total of 24 hours. According to AB 1522, the three days do equal 24 hours. If an employee works less than eight hours a day, the 24 hours will give them more than three days of leave; for example, if they work six hours a day, they will receive four days of sick pay. For more information on the details of the meaning of three days, access http://www.dir.ca.gov/DLSE/Paid_Sick_Leave.htm.

As mentioned above, it would benefit the district to use Aesop for reporting all employee absences regardless of whether a substitute is required. It would also be beneficial for district management to consult Current Solutions about creating an interface between Aesop and Current Solutions data. This could simplify absence reporting and substitute pay processes, eliminate dual entry and reduce data entry errors.

Reviewing Aesop's setup would help verify whether it is tracking items as required; allowing supervisors to review, authorize and edit staff absences; allowing payroll technicians access to reporting so they can audit absences; and giving all school site office managers access to edit start and end times for substitutes and employee absences.

Coordination between human resources staff and the payroll technicians is essential to ensure employees are not underpaid or overpaid, and to track and properly record leave time. Written procedures would help clarify these responsibilities.

CalSTRS and CalPERS Contributions and Reporting

The county office is responsible for retirement reporting to CalSTRS and CalPERS for all school districts in the county. The district's human resources technician is responsible for determining the retirement status of each new employee by reviewing the payroll information form included in each new hire employee packet. The payroll technicians have access to their respective retirement systems: CalSTRS Remote Employer Access Program (REAP) for the payroll technician for certificated staff, and CalPERS for the payroll technician for classified staff. Employee paperwork

is not always filled out correctly, so the human resources technician is responsible for verifying retirement directly in the CalSTRS and CalPERS systems.

Staff indicated that sometimes employees are set up in HRS with the incorrect retirement system. The county office does not audit what the districts set up, so errors are not caught until CalSTRS or CalPERS notifies the county office and the county office then notifies the district. This usually results in the payroll technicians having to make multiple adjustments going back several months. Retroactive corrections are also needed when human resources enters incorrect position end dates for the school year in HRS because this results in incorrect reporting to CalSTRS and CalPERS.

Retirement adjustments also have to be made when an employee works enough hours to be eligible for CalSTRS or CalPERS. The county office notifies the payroll technicians when this occurs, and the payroll technicians notify human resources staff so they can make the changes in HRS. The payroll technicians also run LLL reports to make retirement determinations. It would be beneficial to also make human resources staff responsible for accessing LLL and making retirement adjustments, and to have human resources and payroll staff work together to determine employees' retirement status.

Recommendations

The district should:

1. Reclassify the payroll technician position from confidential to classified.
2. Ensure that the payroll technician for certificated employees processes payroll, deductions and absences for classified employees in HRS and Current Solutions.
3. Eliminate paper absence request forms and revise payroll procedures as needed to accommodate this. Remove the absence request form from the website.
4. Update the payroll technician job description to include current processes and a board approval date.
5. Change processes so that absences are entered and tracked in one system, such as Aesop.
6. Meet with Current Solutions staff to determine whether an interface can be created between Aesop and Current Solutions to eliminate dual entry and thus reduce data entry errors.
7. Create internal procedures to require all school site employees who need a substitute to use Aesop.
8. Give payroll technicians the time and opportunity to attend trainings and workshops.
9. Ensure that the payroll technician for classified employees processes CSEA dues so their duties parallel those of the payroll technician for certificated employees.

10. Provide payroll employees with access to Aesop for auditing purposes.
11. Ensure that all school site office managers have access to Aesop to edit start and end times for substitutes and employee absences.
12. Ensure that school business, directed attendance and professional development absences are reported in Aesop.
13. Ensure that it adheres to AB1522 when accounting for the three days of leave the law specifies for employees.
14. Develop written procedures regarding the responsibilities of Human Resources Department and Payroll Department staff for processing and managing employee leave.
15. Ensure that Human Resources Department staff access LLL reports to help them assign the correct retirement system to employees' records in HRS.

Human Resources Department

All human resources departments need an adequate organizational structure and staffing to support their organization's personnel management needs. The district's Human Resources Department is responsible for the legal requirements associated with human resources management, and for staff recruitment. These functions work best when human resources staff work with administrators and supervisors to carry out personnel evaluations, maintain personnel records, and develop and implement personnel procedures.

In any human resources department, staff need training, and must follow board-adopted policies, California Department of Education requirements, the California Education Code, and all other applicable state and federal laws.

Organizational Structure and Staffing

The district's job description for the assistant superintendent, human resources describes the position as providing leadership and administering human resources functions, including managing Beginning Teacher Support and Assistance (BTSA); acting as chief negotiator in labor matters; and acting as the uniform complaint officer. Professional responsibilities include planning, developing, and administering the personnel system for all classified and certificated employees; directing the recruitment, selection, assignment, transfer, promotion, and termination of all personnel; developing solutions to various types of personnel problems; directing an evaluation program for certificated and classified personnel; administering staffing allocations; coordinating the district's mandated staff development program; monitoring tuberculosis testing, fingerprint clearance, and Cross-Cultural Language and Academic Development (CLAD) authorization; and negotiating and administering collective bargaining agreements. The governing board approved the job description in December 2011.

The assistant superintendent, human resources has experience as a teacher and principal, as well as in the areas of labor relations, negotiations, and collaborating with principals on evaluations of teachers. Best practices also require expertise in essential operations of personnel management, laws and legal regulations that affect the department, and how to minimize legal risks for the district and protect financial resources.

Interviews with staff indicate a desire for stronger department leadership and involvement in the daily operations of the department. Employees expressed frustration and concern about issues such as a perceived lack of accountability for HR employees, a perceived lack of defense of human resources employees' work, and the need for more guidance related to HR functions. It would benefit the district to provide department leadership with additional training opportunities in the areas of leadership, evaluating employees, and legal aspects. Training is available from recognized organizations such as the California Association of School Business Officials, School Services of California, and the Association of California School Administrators Personnel Administrators Academy.

In addition to the assistant superintendent, the Human Resources Department has one administrative secretary III; one personnel technician, certificated; one personnel technician, classified; and one personnel technician, substitutes/benefits. There is also a credential analyst position that the district has chosen not to staff. The four filled positions are listed on the confidential salary schedule. The administrative secretary III position has a higher salary range, as does the credential analyst position.

Administrative Secretary III (Confidential)

The job description for the administrative secretary III - (confidential) states the position's main functions are to perform highly complex and responsible secretarial and administrative support duties; relieve the administrator of a variety of administrative details; and coordinate information and communication for an assistant superintendent or business manager. One of the representative duties includes organizing and facilitating office activities and department operations to relieve the administrator of a variety of administrative details. The job description was last updated in 1999. The job description does not include responsibilities that would be considered confidential under Government Code 3540.

The task list provided by the employee in this position included running a variety of reports; creating, monitoring and updating employee data; ordering supplies for the department and special events; managing a variety of documents, including resolutions and spreadsheets; scheduling appointments for the assistant superintendent, human resources; taking notes during contract negotiations with employee bargaining units; and training Human Resources Department employees.

Employees described the administrative secretary III's primary responsibility as directing the workflow of the Human Resources Department. The district's website lists coordinating the department, board agenda, inservice/training, and negotiations as this employee's responsibilities. Many of the Human Resources Department's daily operations are the administrative secretary III's responsibility because the assistant superintendent is frequently unavailable or out of the office. In addition to managing the assistant superintendent's calendar and coordinating the department, the administrative secretary III is responsible for doing the work of any position unfilled due to absence or resignation. In the last year, this employee has had to perform the work of each of the other three positions at various times. This has limited the employee's ability to implement department initiatives such as moving to a paperless application and employment process. It has also prevented the employee from taking notes during contract negotiations with employee bargaining units.

The assistant superintendent is well supported by the administrative secretary III and is thus able to focus on the aspects of the job that are in his areas of strength, and has assigned the administrative secretary III to manage the day-to-day responsibilities and activities of the department. Although the administrative secretary III job description includes organizing and facilitating office activities and department operations to relieve the administrator of a variety of administrative details, this employee's current responsibilities exceed those in the job description.

As the most senior employee in the department, this employee is responsible for training new department employees. Because some tasks are done once a year, it can take up to a year to train a new employee.

The employee in this position maintains and updates her knowledge of proper and legally appropriate human resources practices by attending conferences, and uses the information learned to ensure the district's human resources practices are in legal compliance. Some of the conferences the employee attends are directly related to school district practices; others are not.

Recommendations

The district should:

1. Refocus the assistant superintendent's responsibilities to include daily oversight of the department's operations and provide leadership to employees.
2. Provide opportunities for the assistant superintendent to expand his knowledge and skills in human resources department responsibilities.
3. Update the administrative secretary III position's job description to include the confidential responsibilities currently assigned to the employee in this position.

Personnel Technician – Certificated (Confidential)

The district's job description states the main function of this position is to perform complex technical and specialized functions in support of the employment, credentialing and processing of the district's certificated employees. Representative duties include verifying that teachers and other certificated employees have proper credentials recorded with the county office of education; providing detailed information regarding certificated employment opportunities, salaries and related matters; performing a variety of duties related to the recruitment and selection of certificated applicants; updating the payroll system regarding salary changes, additions to staff, leaves of absence, and change of status; and maintaining a variety of records and files related to certificated personnel. The governing board approved the job description in December 2013. The job description does not include responsibilities that would be considered confidential under Government Code 3540.

At the time of the FCMAT's fieldwork, this position was vacant. The administrative secretary III was performing this position's duties, so she completed the task list provided to FCMAT. That list includes data entry into HRS and Helios (a third-party human resources, payroll and position control system); processing and updating changes to certificated employees' personal and job information; creating and distributing job flyers, interview materials, and board action follow-up letters; processing new employees; and processing coaches as needed. This position is also responsible for monitoring credentials and class assignments.

Employees indicated that although employee turnover is low, an average of 20 to 30 new certificated employees need to be processed each summer. They also schedule one group orientation for substitute teachers before the beginning of the school year.

Credential Analyst (Confidential)

The job description for the vacant credential analyst (confidential) position describes the position as performing complex, technical, and specialized functions in support of employment, credentialing and processing of the district's certificated, certificated management, and classified management personnel. This position is also expected to provide technical guidance to other human resources staff as required. The majority of the professional responsibilities listed for this position are identical to those of the personnel technician – certificated position. The credential analyst (confidential) position is paid at range 5.5 on the confidential salary schedule, while the personnel technician – certificated is paid at range 5.0 on the confidential salary schedule.

Recommendations

The district should:

1. Update the job description of the personnel technician – certificated to include essential responsibilities from the credential analyst position with regards to the certificated employees, and adjust pay range accordingly.
2. Reclassify the personnel technician – certificated position from confidential to classified.

Personnel Technician – Classified (Confidential)

The job description states that this position performs technical and specialized functions in support of the employment and processing of the district's classified personnel. Responsibilities include performing a variety of duties related to recruitment and selection of classified applicants; explaining district policies and regulations to new employees; updating the payroll system data on staff, leaves of absence, calendar, salary schedule, and change of employee status; and processing and maintaining employment forms and records. The position's job description was last revised in September 2015.

The task list submitted for this position includes a variety of human resources assignments related to processing, maintaining and updating classified employees' personnel records. These include maintaining and updating employee longevity; posting classified positions; providing support for selecting classified employees, including scheduling interviews; processing new classified employees; creating rosters of classified employees for board agendas and follow-up board documents; processing paper copies of personnel requisitions and the personnel requisition book; and processing reclassification meetings and materials. The job description does not include responsibilities that would be considered confidential under Government Code 3540.

The employee in this position stated that she "on-boards" classified staff and described on-boarding as posting positions for classified vacancies, coordinating interviews, processing the required paperwork, and creating board agendas. Many of the data functions this employee performs result in people earning more money; these include handling data on stipends, longevity, transcript analysis, and reclassification requests. Many of the processes rely heavily on paper documents.

Recommendations

The district should:

1. Update the job description of the personnel technician – classified to include essential responsibilities from the credential analyst position with regards to classified management personnel, and adjust pay range accordingly.
2. Analyze paper processes and procedures for efficiencies, including ways to reduce the dependence on paper.
3. Reclassify the position from confidential to classified.

Personnel Technician – Substitutes/Benefits (Confidential)

The job description states that this position provides placement of qualified substitute employees, processes all contract teachers for the district's adult school and consultants for the district, and coordinates benefits coverage for all district staff. Responsibilities include managing the automated substitute assignment system; coordinating health and welfare benefits for all staff; being the single point of contact for questions, changes, and enrollment; selecting, contacting, and assigning qualified substitute employees; maintaining appropriate records concerning employee absences; providing confidential clerical support such as updating manuals, assembling employment packets, and posting of job opportunities; and maintaining personnel files. The board approved the job description in December 2013.

The task list the employee in this position provided shows a variety of tasks related to absence management, including assigning substitutes daily, monitoring employee absences, and helping employees access the substitute assignment system. The management of the automated substitute system requires the employee to work early morning hours to obtain substitutes for all absences.

The task list also includes ACA processes; enrolling, changing and updating employee benefits; and miscellaneous assignments such as working with consultants and fingerprint monitoring; and updating data in HRS. Although the early morning hours are needed to obtain substitutes, the employee is then unavailable late in the afternoon, which is often when site employees have time to discuss their benefits.

The employee in this position indicated that she focuses on helping employees with their benefits. She has attended training and found it helpful, but commented that no two people's benefits are exactly the same so the input and processes change from person to person. She does not have a standard process for employee benefits tasks because of the variability of the employees' needs. The input done in this position has direct effect on employees' payroll. The lack of a standard process has resulted in errors in the benefits input, which affects employees' pay warrants and requires the payroll technicians to make corrections.

Some duties related to employee benefits, such as the annual benefits fair and the determination of benefits rates, are performed by the Business Services Department.

The employee in this position supports and trains office managers on the automated substitute system. She stated that although she provides basic training, there is not enough time to train the office managers fully on the system. As a result, they have minimal access to the system, which decreases effective use of the system. The employee takes on work the office managers could do more efficiently if they had the training.

The district holds a large substitute teacher orientation at the beginning of each school year, and this employee assists with that. However, substitutes are processed for employment one at a time throughout the year as principals call the personnel technician to recommend certain individuals. This process is unusual and may not be giving the district the broadest or most qualified substitute pool.

Recommendations

The district should:

1. Establish a clear delineation of job responsibilities that takes into account employee needs. Consider reassigning responsibilities to match work hours.

2. Process and orient substitute employees at the same time as and similarly to the group orientation session held at the beginning of the year, rather than one at a time. Ensure that substitute positions are posted regularly so that all qualified applicants may be considered.
3. Establish a task list to ensure that benefits information is properly entered regardless of the employees' plan selections.

Operational Efficiency

At the time of FCMAT's fieldwork, the district had approximately 735 employees, including 42 in management; 11 confidential; 343 certificated; and 339 classified. There are times of intense activity, such as the beginning of the school year, when staff feel overloaded with work. Employees noted hiring and assignment of certificated staff begins earlier than hiring and assignment of classified staff.

The Human Resources Department is staffed with an assistant superintendent, an administrative secretary III, and three personnel technicians; it also has an unfilled credential analyst position. A review of human resources staffing in the Temple City, Culver City, Manhattan Beach and San Gabriel unified school districts, which are similar in size to Claremont Unified, showed that the district's staffing in its Human Resources Department is appropriate. Two of the comparison districts' human resources departments were staffed with an assistant superintendent and four staff members; the other two were staffed with an assistant superintendent and three staff members.

Employees indicated they are not cross trained. Currently the workload is divided by the employee's type (i.e. certificated and classified), this limits the amount of help they can give each other and increases the risk that work will not continue uninterrupted if an employee is absent. Structuring the workload differently would allow each technician to work with the full scope of human resources services, and it would improve customer service when human resource employees are absent or out of the office. As noted previously, the administrative assistant III trains new human resources employees, which reduces her ability to complete her work effectively and efficiently. Cross training would allow all human resources employees to support new employees and provide service during employees' vacations or other absences.

Recommendations

The district should:

1. Cross train the personnel technicians to enable them to better help with each other's work and assignments.
2. Consider dividing the workload among the certificated and classified personnel technicians alphabetically by employees' last names or by school rather than by certificated or classified employees.

Helios and HRS

Several employees commented about the fact that they are required to enter the same data in both the Helios system and HRS. The consensus of employees was that Helios allows users to enter notes about employees but otherwise does not have significantly different capabilities than

HRS, FCMAT concurs with this consensus. The financial and human resources required to support Helios seem significant but its utility is limited.

Although keeping notes separate from personnel files and systems is allowable, care should be taken to ensure that any such documents are not discriminatory or illegal.

Recommendation

1. Discontinue the use of Helios.

Appendices

Appendix A

Sample Workflow Process Diagram

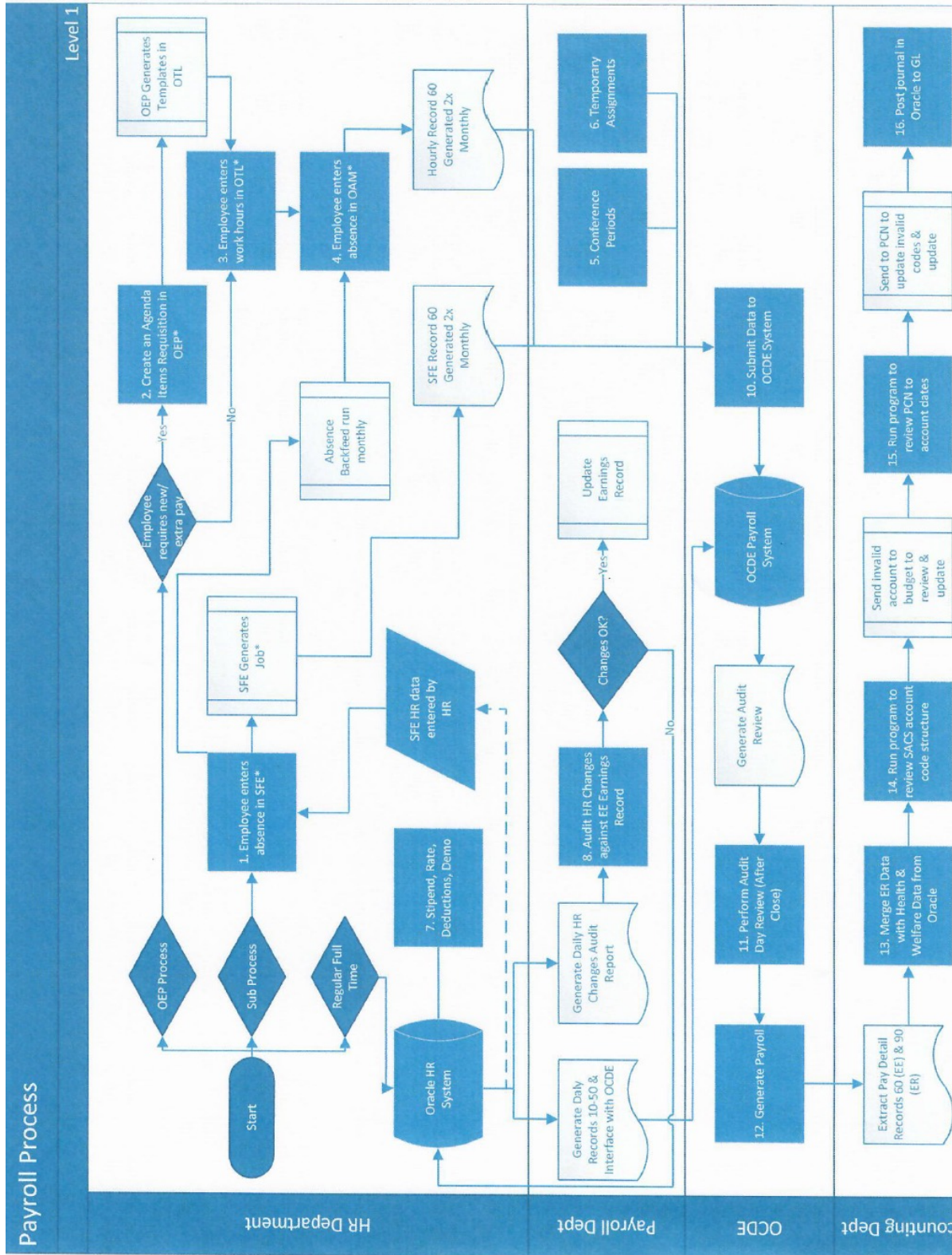
Appendix B

Division of Responsibilities for HRS

Appendix C

Study Agreement

Appendix A - Sample Workflow Process Diagram



Appendix B - Division of Responsibilities for HRS

LOS ANGELES COUNTY OFFICE OF EDUCATION
RECOMMENDATION FOR DIVISION OF RESPONSIBILITIES
FOR THE HUMAN RESOURCE SYSTEM (HRS)

Database	FUNCTION/ ACTION	SCREEN NAMES AND NUMBERS in HRS	RESPONSIBLE DEPARTMENT
EDB	New Hire-Workflow	001-New Hire which Scrolls through: 003-Personnel Action 004--Job Assignment 005-Salary/Pay Rate 012-Contact Data 013-Confidential Data 014-Misc. Personal Data 020-Personal Data	Human Resources
EDB	New Assignments (additional)	004--Job Assignment 005-Salary/Pay Rate	Human Resources
EDB	Job Changes	004--Job Assignment 005-Salary/Pay Rate	Human Resources
EDB	Salary Changes	005-Salary/Pay Rate	Human Resources
EDB	Stipend Changes	004-Job Assignment (possible) 005-Salary/Pay Rate	Human Resources
EDB	Position # Change (with all related fields)	004-Job Assignment	Human Resources
EDB	Retirement Code Changes	005-Salary/Pay Rate	Human Resources
EDB	Leave of Absences	004-Job Assignment 005-Salary/Pay Rate	Human Resources
EDB	Termination of Assignments & Employees	004-Job Assignment	Human Resources
EDB	Personal Data Changes • Name • Address • Phone# • Contact Data • Birth date • Birth date	012-Contact Data 013-Confidential Data	Human Resources
EDB	Social Security Number Changes	028-Social Security Number Changes	Human Resources
EDB	H & W Benefits: Adds, Changes, and Deletions	020-Standard Benefits 021-Additional Standard Benefits	Risk Management
EDB	Other Employee-Specific Information • Education • Experience and Organization • Skills and Languages • Licenses, Honors and Comments	015-Education 016-Experience and Organization 017-Skills and Languages 018-Licenses, Honors and Comments	Human Resources
EDB	Employee Seniority: Creation, Monitoring, Reports	011-Longevity/Seniority Status	Human Resources
EDB	W-4 Changes AFTER Initial New Hire	030-Payroll Tax Status	Payroll
EDB	All Voluntary Deductions: New Hire, Adds, Changes and Terminations	021-Additional Standard Benefits 023-Voluntary Deductions	Payroll
EDB	Direct Deposit: New Hire, Adds, Changes and Terminations	025-Direct Deposit	Payroll
EDB	GASB	021-Voluntary Deductions	Payroll
CDB	Salary Tables: Additions, Changes, All Maintenance	024-Salary Schedule - Column/Step 025-Salary Schedule - Range/Step 034--Mass Change - Column/Step 035--Mass Change - Range/Step	Human Resources
CDB	Stipend Tables: Additions, Changes, All Maintenance	026--Stipend Control Table 036-Mass Change - Stipends	Human Resources
CDB	Benefit Tables: Additions, Changes, All Maintenance	027-Benefits Control Table	Human Resources
CDB	District Codes Tables: Additions, Changes, All Maintenance	028-District Codes Table	Human Resources
CDB	Gross-to-Net Earnings Codes Vendor Codes	002 010 019	SFS & Payroll
CDB	Work Calendars	029-Work Calendars	Human Resources or Payroll
CDB	Voluntary Deduction Tables	027-Voluntary Deduction Control Tables	Payroll
CDB	Job Class Tables	004-Job Classification Tables	Human Resources
CDB	Work Location Table	011-Work Location Table	Human Resources
CDB	Speed Key	040-Speed Key Table	Position Control

Appendix C - Study Agreement

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT

January 4, 2017

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Claremont Unified School District, hereinafter referred to as the district, mutually agree as follows:

1. BASIS OF AGREEMENT

The team provides a variety of services to local education agencies (LEAs). The district has requested that the team assign professionals to study specific aspects of the district's operations. These professionals may include staff of the team, county offices of education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this agreement.

In keeping with the provisions of Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

1. Conduct an organizational and staffing review of the district's fiscal services and human resources departments, and provide recommendations for staffing improvements, if any.
2. Evaluate the current work flow and distribution of functions within and between the above departments, and provide recommendations for improved efficiency, if any.

B. Services and Products to be Provided

1. Orientation Meeting - The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.
2. On-site Review - The team will conduct an on-site review at the district office and at school sites if necessary.
3. Exit Meeting - The team will hold an exit meeting at the conclusion of the on-site review to inform the district of significant findings and

- recommendations to that point.
4. Exit Letter – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly memorializing the topics discussed in the exit meeting.
 5. Draft Report - Electronic copies of a preliminary draft report will be delivered to the district’s administration for review and comment.
 6. Final Report - Electronic copies of the final report will be delivered to the district’s administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.
 7. Follow-Up Support – If requested by the district within six to 12 months after completion of the study, FCMAT will return to the district at no cost to assess the district’s progress in implementing the recommendations included in the report. Progress in implementing the recommendations will be documented to the district in a FCMAT management letter. FCMAT will work with the district on a mutually convenient time to return for follow-up support that is no sooner than eight months and no later than 18 months after completion of the study.

3. PROJECT PERSONNEL

The study team will be supervised by Michael H. Fine, Chief Administrative Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- | | |
|----------------------------|-------------------------|
| <i>A. To be determined</i> | <i>FCMAT Staff</i> |
| <i>B. To be determined</i> | <i>FCMAT Consultant</i> |
| <i>C. To be determined</i> | <i>FCMAT Consultant</i> |

4. PROJECT COSTS

The cost for studies requested pursuant to Education Code (EC) 42127.8(d)(1) shall be as follows:

- A. \$650 per day for each staff member while on site, conducting fieldwork at other locations, presenting reports and participating in meetings. The cost of independent FCMAT consultants will be billed at their actual daily rate for all work performed.
- B. All out-of-pocket expenses, including travel, meals and lodging.
- C. The district will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon the district’s acceptance of the final report.

Based on the elements noted in section 2A, the total not-to-exceed cost of the study will be \$14,800.

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

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

5. RESPONSIBILITIES OF THE DISTRICT

- A. The district will provide office and conference room space during on-site reviews.
- B. The district will provide the following if requested:
 - 1. Policies, regulations and prior reports that address the study scope.
 - 2. Current or proposed organizational charts.
 - 3. Current and two prior years' audit reports.
 - 4. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
 - 5. Documents should be provided in advance of field work; any delay in the receipt of the requested documents may affect the start date and/or completion date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, where the district will upload all requested documents.
- C. The district's administration will review a preliminary draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report.

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

6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for different phases of the study and will be established upon the receipt of a signed study agreement:

Orientation:	to be determined
Staff Interviews:	to be determined
Exit Meeting:	to be determined
Draft Report Submitted:	to be determined
Final Report Submitted:	to be determined
Board Presentation:	to be determined, if requested
Follow-Up Support:	if requested

7. COMMENCEMENT, TERMINATION AND COMPLETION OF WORK

FCMAT will begin work as soon as it has assembled an available and appropriate study team consisting of FCMAT staff and independent consultants, taking into consideration

other jobs FCMAT has previously undertaken and assignments from the state. The team will work expeditiously to complete its work and deliver its report, subject to the cooperation of the district and any other parties from which, in the team's judgment, it must obtain information. Once the team has completed its fieldwork, it will proceed to prepare a preliminary draft report and a final report. Prior to completion of fieldwork, the district may terminate its request for service and will be responsible for all costs incurred by FCMAT to the date of termination under Section 4 (Project Costs). If the district does not provide written notice of termination prior to completion of fieldwork, the team will complete its work and deliver its report and the district will be responsible for the full costs. The district understands and agrees that FCMAT is a state agency and all FCMAT reports are published on the FCMAT website and made available to interested parties in state government. In the absence of extraordinary circumstances, FCMAT will not withhold preparation, publication and distribution of a report once fieldwork has been completed, and the district shall not request that it do so.

8. INDEPENDENT CONTRACTOR

FCMAT is an independent contractor and is not an employee or engaged in any manner with the district. The manner in which FCMAT's services are rendered shall be within its sole control and discretion. FCMAT representatives are not authorized to speak for, represent, or obligate the district in any manner without prior express written authorization from an officer of the district.

9. INSURANCE


During the term of this agreement, FCMAT shall maintain liability insurance of not less than \$1 million unless otherwise agreed upon in writing by the district, automobile liability insurance in the amount required under California state law, and workers compensation as required under California state law. FCMAT shall provide certificates of insurance, with Claremont Unified School District named as additional insured, indicating applicable insurance coverages if requested prior to job commencement.

10. HOLD HARMLESS

FCMAT shall hold the district, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement. Conversely, the district shall hold FCMAT, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement.


11. CONTACT PERSON

Name: Jim Elsasser, Ed.D.
Telephone: (909) 398-0691
Fax: (909) 398-0690
E-mail: jelsasser@cusd.claremont.edu



Jim Elsasser, Ed.D., Superintendent
Claremont Unified School District

January 23, 2017
Date



Michael H. Fine,
Chief Administrative Officer
Fiscal Crisis and Management Assistance Team

January 4, 2017
Date