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Table 1
Recommendation Status Summary

Assembly Budget Subcommittee 2 on Education Finance

Report Number 2016-135R

Magnolia Science Academies: Although the Financial Condition of These Charter Schools Has Improved, Their Financial Controls Still Need to Be Strengthened (May 2015)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. Consistent with their charter petition terms, the Magnolia Educational and Research Foundation (Foundation) should ensure that each academy maintains the minimum required cash reserve.	Fully Implemented	Magnolia Educational and Research Foundation
2. To ensure the charter management organization (CMO) fees it charges to its academies are accurate, the Foundation should develop procedures to ensure that CMO fees are accurately calculated and recorded, including performing regular reconciliations of the CMO fees recorded in the Foundation's and academies' general ledgers.	Fully Implemented	Magnolia Educational and Research Foundation
3. To ensure that the academies' spending aligns with their budgets, the Foundation should create and retain standardized reports with a sufficient level of detail to allow its staff and the academy principals to compare the academies' spending to their budgets.	Fully Implemented	Magnolia Educational and Research Foundation
4. To reduce the risk of misappropriation, the Foundation should ensure that it appropriately authorizes all of its expenditures and the academies' expenditures. It should also ensure that it includes sufficient supporting documentation for each expense, including documenting the purpose of each transaction.	Fully Implemented	Magnolia Educational and Research Foundation
5. To strengthen its controls over purchases that principals make at the academies, the Foundation should update its accounting manual to require academy principals to obtain written authorization before processing purchases on their debit cards that are higher than established thresholds. The Foundation should also revise its accounting manual to prohibit the use of debit cards for travel except in the case of a documented emergency.	Fully Implemented	Magnolia Educational and Research Foundation
6. To ensure that it can locate documentation supporting its expenditures and the academies' expenditures, the Foundation should develop a stronger document filing system that links all supporting documentation for expenditures to its authorization and justification included in the CoolSIS system by using a unique identifier such as a purchase order number.	Fully Implemented	Magnolia Educational and Research Foundation
7. To strengthen its contracting process, the Foundation should define who has authority to sign vendor agreements.	Fully Implemented	Magnolia Educational and Research Foundation
8. To increase transparency and reduce the risk of misuse of funds, the Foundation should update its policies and procedures regarding vendor selection to require that it maintain independence in its relationships with vendors.	Fully Implemented	Magnolia Educational and Research Foundation
9. To ensure that it provides proper oversight over its process for hiring employees who are not citizens of the United States and that it meets all legal requirements for the employees it sponsors, the Foundation should enhance its human resources policies and procedures and implement a centralized system to track and maintain sponsored employees' files and publicly available documentation. Moreover, the Foundation should use the centralized system to ensure that proper notification is sent to Homeland Security for any material changes to sponsored employees' employment. The Foundation should also review all of its past and present noncitizen employees' files and notify Homeland Security of any material changes that it has not previously reported.	Fully Implemented	Magnolia Educational and Research Foundation
10. To hold its management accountable for meeting their responsibilities related to the payroll process, the Foundation should continue to implement its new desk procedures of requiring review and documentation of that review at each stage in the payroll process.	Fully Implemented	Magnolia Educational and Research Foundation

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RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
11. To safeguard the funds that the academies raise, the Foundation should ensure that academy staff follow the fundraising procedures in its accounting manual, especially with regards to timeliness of bank deposits and sign-offs on cash-count forms. The Foundation should also annually train its staff to ensure compliance with fundraising procedures.	Fully Implemented	Magnolia Educational and Research Foundation
12. To ensure their compliance with state and federal laws, the Foundation should continue to develop procedures for the academies to follow when they report truancy data to Education. The Foundation's procedures should include a process for the academies to document their calculations.	Fully Implemented	Magnolia Educational and Research Foundation
13. To improve communication between the inspector general and the division, the Los Angeles Unified School District (LAUSD) should develop procedures for discussing relevant findings in draft form and for determining how those findings should affect the decisions that the division or the board makes.	Fully Implemented	Los Angeles Unified School District
14. To improve its process for considering whether to rescind a charter school's conditionally renewed petition, LAUSD should develop procedures to provide charter schools with a reasonable amount of time for an appropriate response or to potentially remedy concerns.	Fully Implemented	Los Angeles Unified School District

Report Number 2014-121

University of California, Davis: It Has Not Identified Future Financing for the Strawberry Breeding Program nor Collected All Available Revenues (June 2015)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. The University of California, Davis (UC Davis) should ensure that the Strawberry Breeding Program (strawberry program) is adequately funded. To address the strawberry program's recent loss of funding, the university should consider allocating more of the strawberry program's patent income back to the program itself. In addition, UC Davis should regularly reassess the appropriateness of the strawberry program's royalty rates charged to licensees and adjust the rates as needed to support the program.	Fully Implemented	University of California, Davis
2. The UC Davis Department of Plant Sciences should prepare a balanced budget for each fiscal year that details how it will fund the strawberry breeding program. In addition, it should begin comparing actual income and expenses to the budget periodically to ensure that the program is operating in a cost-efficient manner and is adequately funded.	Fully Implemented	University of California, Davis
3. To better enable it to effectively monitor and report the financial condition of the strawberry program, UC Davis should implement its plan to begin accounting for the strawberry program's financial activities separately from those of the breeder in fiscal year 2015-16.	Fully Implemented	University of California, Davis
4. UC Davis should collect all late fees that its licensees owe.	Will Not Implement	University of California, Davis
5. If UC Davis considers providing future discounts on royalty rates, it should structure the agreements to ensure that it receives a commensurate benefit during the entire time that licensees receive discounts.	Resolved	University of California, Davis
6. UC Davis should develop a risk-based audit plan to begin periodically reviewing the financial records of master licensees and licensed nurseries to ensure that they are accurately reporting all of their sales of licensed strawberry varieties and paying the university all the royalties it is entitled to. To encourage compliance, UC Davis should notify all master licensees and licensed nurseries that it will begin auditing the sales records of selected licensees.	Pending	University of California, Davis

Report Number 2014-131
California State Government Websites: Departments Must Improve Website Accessibility So That Persons With Disabilities Have Comparable Access to State Services Online (June 2015)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
3. To ensure that it addresses barriers to the accessibility of its website for persons with disabilities, California Community Colleges (Community Colleges) should, no later than December 1, 2015, correct the accessibility violations we found during our review.	Fully Implemented	Community Colleges Chancellor's Office
7. No later than December 1, 2015, Community Colleges should develop a plan to determine whether the accessibility violations we identified exist on other portions of its online presence that we did not include in the scope of our review, including any web presence managed by its technology center. Once this plan is executed, it should correct violations wherever it finds them and do so no later than June 1, 2016.	Fully Implemented	Community Colleges Chancellor's Office
14. To ensure that updates to its website are tested for accessibility, by July 31, 2015, Community Colleges should develop and follow a written test approach that describes how and when changes to its website will be reviewed. This plan should describe how the department will include both automated and manual forms of accessibility testing.	Fully Implemented	Community Colleges Chancellor's Office
17. To ensure that it can accurately track whether accessibility issues found during testing have been resolved, Community Colleges should direct its vendor to more clearly and consistently document when the fix for an accessibility defect has been implemented in the live version of the online application.	Fully Implemented	Community Colleges Chancellor's Office
19. To ensure that individuals have a wider variety of contact information available to them for reporting problems with website accessibility, by July 31, 2015, Community Colleges should update its accessibility page to include all methods of communication that state requirements mandate for other departments.	Fully Implemented	Community Colleges Chancellor's Office
24. To enhance the overall accessibility of its website, by July 31, 2015, Community Colleges should list general web browser usability features on its websites after verifying that its sites are compatible with those features. Additionally, Community Colleges should add links to its website directing users to browser-specific usability information for these four popular web browsers: Apple Safari, Google Chrome, Microsoft Internet Explorer, and Firefox.	Fully Implemented	Community Colleges Chancellor's Office

Report Number 2015-032
California's Postsecondary Educational Institutions: More Guidance Is Needed to Increase Compliance With Federal Crime Reporting Requirements (July 2015)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. The Legislature should require the California Department of Justice (Justice) to provide guidance to California's public and private institutions and systemwide offices regarding compliance with the requirements of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and the Violence Against Women Reauthorization Act of 2013 (Reauthorization Act).	Legislation Proposed But Not Enacted	Legislature
2. The University of Redlands (Redlands) should review and adhere to applicable guidance related to the Clery Act, including the U.S. Department of Education's Office of Postsecondary Education <i>Handbook for Campus Safety and Security Reporting</i> (OPE handbook) and the Federal Bureau of Investigation's <i>Uniform Crime Reporting Handbook</i> (Uniform Crime Reporting Handbook), to ensure that it is accurately reporting its crime statistics.	Fully Implemented	University of Redlands
3. The University of California, San Diego (San Diego) should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is accurately reporting its crime statistics.	Fully Implemented	University of California, San Diego
4. San Francisco State University (San Francisco) should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is accurately reporting its crime statistics.	Fully Implemented	San Francisco State University
5. Shasta College (Shasta) should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is accurately reporting its crime statistics.	Fully Implemented	Shasta College

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RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
6. Stanford University (Stanford) should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is accurately reporting its crime statistics.	Fully Implemented	Stanford University
7. Fresno City College (Fresno) should create written procedures that clearly describe the review process it will undertake to ensure that it is reporting crime statistics consistently and accurately in its annual security reports.	Fully Implemented	Fresno City College
8. San Diego should create written procedures that clearly describe the review process it will undertake to ensure that it is reporting crime statistics consistently and accurately in its annual security reports.	Fully Implemented	University of California, San Diego
9. San Francisco should create written procedures that clearly describe the review process they will undertake to ensure that it is reporting crime statistics consistently and accurately in its annual security reports.	Fully Implemented	San Francisco State University
10. Shasta should create written procedures that clearly describe the review process they will undertake to ensure that it will undertake to ensure that it is reporting crime statistics consistently and accurately in its annual security reports.	Fully Implemented	Shasta College
11. Fresno should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is including all required disclosures in its annual security reports.	Fully Implemented	Fresno City College
12. Redlands should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is including all required disclosures in its annual security reports.	Fully Implemented	University of Redlands
13. San Diego should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is including all required disclosures in its annual security reports.	Fully Implemented	University of California, San Diego
14. San Francisco should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is including all required disclosures in its annual security reports.	Fully Implemented	San Francisco State University
15. Shasta should review and adhere to applicable guidance related to the Clery Act, including the OPE handbook and the Uniform Crime Reporting Handbook, to ensure that it is including all required disclosures in its annual security reports.	Fully Implemented	Shasta College
16. Redlands should ensure that it includes all crimes on its daily crime log, as required under the Clery Act.	Fully Implemented	University of Redlands
17. Shasta should ensure that it includes all crimes on its daily crime log, as required under the Clery Act.	Fully Implemented	Shasta College
18. To ensure that its respective institutions comply with the Clery Act, the University of California Office of the President should finalize and implement its draft policy that will provide additional guidance and oversight to its institutions.	Not Fully Implemented	University of California
19. To ensure that its respective institutions comply with the Clery Act, the California State University (CSU) Office of the Chancellor should develop written policies and procedures to provide guidance to its institutions on how to report accurate Clery Act crime statistics and ensure that all required disclosures are included in its respective institutions' annual security reports. The CSU Office of the Chancellor should then annually revisit the written policies and procedures to ensure that they are up to date.	Not Fully Implemented	California State University
20. To ensure that its respective institutions comply with the Clery Act, the Community Colleges Chancellor's Office should develop written policies and procedures to provide guidance to its institutions on how to report accurate Clery Act crime statistics and ensure that all required disclosures are included in its respective institutions' annual security reports. The Community Colleges Chancellor's Office should then annually revisit the written policies and procedures to ensure that they are up to date.	Pending	Community Colleges Chancellor's Office

Report Number 2015-101
Inglewood Unified School District: The State Superintendent of Public Instruction Needs to Better Communicate His Approach for Reforming the District (November 2015)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. To ensure a transparent and accountable process, any future state emergency funding for a school district appropriated by the Legislature should specifically require the State Superintendent of Public Instruction (state superintendent) to document the selection and appointment process of a state administrator, including the rationales for progressing certain candidates once screened or reasons that particular individuals were ultimately selected to serve as state administrator. Additionally, it should define the Los Angeles County Superintendent of Schools' (county superintendent) role in the appointment process for a state administrator.	No Action Taken	Legislature
2. To assist the Inglewood Unified School District (district) with establishing priorities, and to ensure that the public is aware of those priorities, the state superintendent should direct his state administrator to develop annual performance objectives and an action plan to address The Fiscal Crisis Management and Assistance Team's (FCMAT) findings and recommendations. Such an action plan should describe for the public why certain findings were prioritized and what steps the state administrator plans to take to improve the district's FCMAT scores.	Partially Implemented	Department of Education
3. To provide the public an opportunity to fully understand the requirements for and the progress made toward restoring local control to the district's governing board, the state superintendent should direct his state administrator to establish a web page on the district's website listing the specific exit criteria, indicating which criteria have been satisfied, and what the state administrator's and state superintendent's expectations and plans are for satisfying remaining exit requirements. One way the state superintendent could do this would be to provide regularly updated information in a format that is similar to the information we present in the Appendix of this audit report.	Fully Implemented	Department of Education
4. To provide the public an opportunity to fully understand the requirements for and the progress made toward restoring local control to the district's governing board, the state superintendent should direct his state administrator to establish regular advisory board agenda items to answer the public's questions concerning the efforts made toward achieving the exit criteria.	No Action Taken	Department of Education

Report Number 2015-112
Student Mental Health Services: Some Students' Services Were Affected by a New State Law, and the State Needs to Analyze Student Outcomes and Track Service Costs (January 2016)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. The Legislature should amend state law to require the California Department of Education (Education) to report annually, beginning March 2017, regarding the outcomes for students receiving mental health services in the six key areas we identified. The report to the Legislature should include outcome data for the most recently completed school year and should compare the outcomes for students receiving mental health services with the outcomes for other special education students. Subsequent reports should also identify any trends in outcome data from one year to the next. Education should also provide comments in the report on the trends that it identifies and any actions it plans to take to improve the outcomes for students who receive mental health services.	Partially Implemented	Legislature
2. To ensure that it provides mental health services through an individualized education program (IEP) to all students who require such services, Long Beach Unified School District (Long Beach) should analyze the number of students to whom it provides these services and determine whether the annual decline can be attributed to its early intervention program. If the decline cannot be attributed to the early intervention program, Long Beach should reassess its process for determining whether students require mental health services through an IEP and make any necessary improvements to that process.	Pending	Long Beach Unified School District
3. To ensure that all local educational agencies (LEAs) comply with federal special education requirements, Education should require them to include directly in a student's IEP document reasons for any changes to student placement or services.	Will Not Implement	Department of Education

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
4. To better communicate with parents and future IEP teams about reasons for any changes to student services, including changes to mental health services and student placements, Long Beach should develop a process to ensure that IEP teams record these reasons in student IEP documents.	Pending	Long Beach Unified School District
5. To better communicate with parents and future IEP teams about reasons for any changes to student services, including changes to mental health services and student placements, Mt. Diablo Unified School District (Mt. Diablo) should develop a process to ensure that IEP teams record these reasons in student IEP documents.	Partially Implemented	Mt. Diablo Unified School District
6. To better communicate with parents and future IEP teams about reasons for any changes to student services, including changes to mental health services and student placements, Riverside County (Riverside) special education local plan area (SELPA) should develop a process to ensure that IEP teams record these reasons in student IEP documents.	Partially Implemented	Riverside County SELPA
7. To better communicate with parents and future IEP teams about reasons for any changes to student services, including changes to mental health services and student placements, South East Consortium SELPA (South East) should develop a process to ensure that IEP teams record these reasons in student IEP documents.	Partially Implemented	South East Consortium SELPA
8. To enable it to review additional areas of its special education program for quality assurance, Education should collect information about the frequency of the provision of each service contained in all students' IEPs. Education should then use this information to annually review the frequency of mental health services and follow up with SELPAs when it observes a significant reduction in the frequency of services.	Pending	Department of Education
9. To ensure that LEAs comply with federal and state requirements, Education should require all LEAs to use the IEP document to communicate the rationale for residential treatment and any potential harmful effects of such placement.	Will Not Implement	Department of Education
10. To ensure that it complies with federal and state requirements, Long Beach should develop a process to ensure that IEP teams record, in student IEP documents, the rationale for residential treatment and any potential harmful effects of such placement.	Pending	Long Beach Unified School District
11. To ensure that it complies with federal and state requirements, Mt. Diablo should develop a process to ensure that IEP teams record, in student IEP documents, the rationale for residential treatment and any potential harmful effects of such placement.	Partially Implemented	Mt. Diablo Unified School District
12. To ensure that it complies with federal and state requirements, Riverside should develop a process to ensure that IEP teams record, in student IEP documents, the rationale for residential treatment and any potential harmful effects of such placement.	Fully Implemented	Riverside County SELPA
13. To ensure that it complies with federal and state requirements, South East should develop a process to ensure that IEP teams record, in student IEP documents, the rationale for residential treatment and any potential harmful effects of such placement.	Partially Implemented	South East Consortium SELPA
14. To better understand the effectiveness of the mental health services in its special education program, Long Beach should use the six performance indicators we identified to perform analysis annually on the subset of students receiving mental health services.	Pending	Long Beach Unified School District
15. To better understand the effectiveness of the mental health services in its special education program, Mt. Diablo should use the six performance indicators we identified to perform analysis annually on the subset of students receiving mental health services.	Pending	Mt. Diablo Unified School District
16. To better understand the effectiveness of the mental health services in its special education program, Murrieta Valley Unified School District should use the six performance indicators we identified to perform analysis annually on the subset of students receiving mental health services.	Fully Implemented	Murrieta Valley Unified School District
17. To better understand the effectiveness of the mental health services in its special education program, East Side should use the six performance indicators we identified to perform analysis annually on the subset of students receiving mental health services.	Partially Implemented	East Side Union High School District
18. Education should analyze and report to the Legislature, by May 30, 2016, on the outcomes for students receiving mental health services statewide, including outcomes across the six performance indicators we identified, in order to demonstrate whether those services are effective. Once it has reported this statewide information, Education should provide each LEA throughout the State a report regarding the outcomes for the students the LEA served.	Will Not Implement	Department of Education

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
19. The Legislature should amend state law to require counties to enter into agreements with SELPAs to allow SELPAs and their LEAs to access EPSDT funding through the county mental health plans by providing EPSDT mental health services. If individual counties can demonstrate good reason why this type of arrangement is not possible or beneficial, the amended law should allow the counties to opt out of the collaboration by seeking a time-limited waiver from Health Care Services. The Legislature should require Health Care Services to make a final determination as to whether counties will be allowed to opt out of the required collaboration. The Legislature should require counties seeking a waiver to specify what barriers exist to working with SELPAs and their LEAs and how the county is attempting to remove those barriers.	Legislation Proposed But Not Enacted	Legislature
20. To ensure that the State knows the amount LEAs spend to provide mental health services for student IEPs, before the start of the 2017–18 fiscal year, Education should develop, and require all LEAs to follow, an accounting methodology to track and report expenditures related to special education mental health services.	Will Not Implement	Department of Education
21. To ensure that LEAs provide mental health services as required, Education should, on an annual basis, identify LEAs with accumulated balances of mental health funding and analyze whether the LEA has had a corresponding drop in mental health service levels. For all LEAs that Education determines have both an accumulated balance and a corresponding drop in services, Education should follow up with the LEA to determine whether the LEA is meeting its obligations to provide mental health services to students as part of the special education program.	Partially Implemented	Department of Education
22. To ensure that all staff it hires are qualified to provide mental health services, Long Beach should update its minimum qualifications for the autism supervisor position to comply with state regulatory requirements no later than March 2016.	Fully Implemented	Long Beach Unified School District
23. To ensure that the licensed staff it hires are qualified at the time of hire and throughout their employment, Mt. Diablo should follow its formal procedures to ensure that staff possess required licenses when hired and that their licenses remain current while employed.	Partially Implemented	Mt. Diablo Unified School District
24. To ensure that it can demonstrate that the contracted personnel who provide mental health services are qualified, Long Beach should annually obtain and retain copies of contractor personnel lists and the credentials or licenses for personnel who provide mental health services to students in the SELPA.	Partially Implemented	Long Beach Unified School District
25. To ensure that it can demonstrate that the contracted personnel who provide mental health services are qualified, Mt. Diablo should annually obtain and retain copies of contractor personnel lists and the credentials or licenses for personnel who provide mental health services to students in the SELPA.	Fully Implemented	Mt. Diablo Unified School District
26. To ensure that it can demonstrate that the contracted personnel who provide mental health services are qualified, Riverside should annually obtain and retain copies of contractor personnel lists and the credentials or licenses for personnel who provide mental health services to students in the SELPA.	Fully Implemented	Riverside County SELPA
27. To ensure that it can demonstrate that the contracted personnel who provide mental health services are qualified, East Side should annually obtain and retain copies of contractor personnel lists and the credentials or licenses for personnel who provide mental health services to students in the LEA.	Fully Implemented	East Side Union High School District
28. Education should require all LEAs and SELPAs that hold contracts for mental health services to annually obtain and retain copies of contractor personnel lists and the credentials or licenses for contractor personnel who provide mental health services to students in their respective LEA or SELPA.	Partially Implemented	Department of Education
29. To ensure that the State provides special education and related services to all eligible students, Education should investigate the difference between the estimated number of school aged children statewide who have a severe emotional disturbance and the number receiving mental health services through an IEP and determine the reason for such a discrepancy. Education should then take any steps necessary to assist LEAs in identifying and providing services to children who are severely emotionally disturbed.	Will Not Implement	Department of Education

Report Number 2015-107

The University of California: Its Admissions and Financial Decisions Have Disadvantaged California Resident Students (March 2016)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. To meet its commitment to California residents, the University of California (university) should replace its “compare favorably” policy with a new admission standard for nonresident applicants that reflects the intent of the Master Plan for Higher Education in California (Master Plan). The admission standard should require campuses to admit only nonresidents with admissions credentials that place them in the upper half of the residents it admits.	Pending	University of California
2. To meet its commitment to California residents, the university should amend its referral process by taking steps to increase the likelihood that referred residents ultimately enroll.	No Action Taken	University of California
3. To ensure that campuses’ interpretations of admission standards do not adversely impact residents, the university should implement a thorough process to annually evaluate the qualifications of students who apply and students who are admitted. These evaluations should highlight instances when campuses admit nonresidents who are less qualified than residents and should include corrective action steps. Moreover, this evaluation should include resident and nonresident undergraduate enrollment in majors at each campus. The university should make the results of this evaluation—including details of the academic qualifications of students who applied and who were admitted—publicly available.	Pending	University of California
4. To ensure that it has accurate information upon which to make funding decisions, the Legislature should consider amending the state law that requires the university to prepare a biennial cost study. The amendment should include requirements for the university to differentiate costs by student academic level and discipline and to base the amounts it reports on publicly available financial information. In the absence of legislative action, the university should conduct a cost study every three to five years and ensure that it is based upon publicly-available financial information. The university should use the results of the cost studies as a basis for the tuition it charges and for the proposed funding needs that it presents to the Legislature.	No Action Taken	Legislature
5. To ensure that the university does not base future admission decisions on the revenue that students generate, the Legislature should consider amending state law to limit the percentage of nonresidents that the university can enroll. For example, the Legislature could require that the university limit nonresident enrollment to 5 percent of total undergraduate enrollment. To accomplish this, the Legislature should consider requiring that the university’s annual appropriations be based on enrolling agreed-upon percentages of residents and nonresidents.	Legislation Proposed But Not Enacted	Legislature
6. To ensure that the university meets its commitment to residents and to bring transparency and accountability to admission outcomes, the Legislature should consider excluding the students who the university places in the referral pool and who do not ultimately enroll at the referral campus when calculating the university’s Master Plan admission rate until the percentage of students who enroll through the referral process more closely aligns with that of the other campuses.	No Action Taken	Legislature
7. To improve its internal operations and promote cost savings related to the nearly \$13 billion it spent on employee salaries in fiscal year 2014–15, the university should conduct a systemwide assessment to identify ways to streamline and reduce its employee costs.	No Action Taken	University of California
8. To ensure the reasonableness of the compensation the university pays its executives, it should include—to the extent possible—all items of compensation when setting or adjusting salaries and benefits, when conducting surveys and studies, and when comparing the compensation packages of its executives to those in similar positions outside the university.	Pending	University of California
9. To ensure that its process for establishing and revising salaries for its top executives is documented, thorough, and consistently applied, the university should implement the five outstanding recommendations from its 2013 internal review report by August 2016.	Partially Implemented	University of California
10. To improve the transparency and timeliness of its annual compensation report, the university should streamline the process it uses to prepare the report so it can be issued by April of each year.	Will Not Implement	University of California
11. To ensure that the home loan program is the best use of the university’s investment funds, it should conduct a cost benefit analysis that factors in the opportunity costs of investing in the home loan program as opposed to other higher-returning assets.	Resolved	University of California

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
12. To maximize the savings and new revenue from the Working Smarter initiative and ensure that the university uses them for its academic and research missions, the Office of the President should immediately require that the campuses fully participate in all projects unless they can provide compelling evidence demonstrating a harmful effect.	No Action Taken	University of California
13. To maximize the savings and new revenue from the Working Smarter initiative and ensure that the university uses them for its academic and research missions, the Office of the President should, by June 30, 2016, to the extent possible, implement a process to centrally direct these funds to ensure that campuses use them to support the core academic and research missions of the university.	Pending	University of California
14. To maximize the savings and new revenue from the Working Smarter initiative and ensure that the university uses them for its academic and research missions, the Office of the President should ensure that it substantiates that projects are actually generating savings and new revenue and that it can demonstrate how the university uses these funds.	Pending	University of California
15. To ensure that its recruiting efforts benefit residents, the university should prioritize recruiting residents over nonresidents. In particular, the university should focus its recruiting efforts broadly to ensure that it effectively recruits resident underrepresented minorities. For example, the university could establish a limit on the amount of funds it dedicates to nonresident recruiting. Further, it should develop a process to better track its nonresident and resident recruiting expenditures.	Pending	University of California
16. To determine if the campuses are using funds to further the goals of the University of California system and the Legislature, the Office of the President should begin regularly monitoring and analyzing how campuses are using both state funds and nonresident supplemental tuition. If, after the close of the fiscal year, the Office of the President determines that campuses are not using state funds and/or nonresident supplemental tuition in accordance with those goals, the Office of the President should take steps to correct the campuses' spending decisions as soon as possible.	Pending	University of California
17. To ensure that it spends state funds prudently for programs that do not directly relate to educating students, the university should track spending from state funds for programs that do not relate to educating students.	Pending	University of California
18. To ensure that it spends state funds prudently for programs that do not directly relate to educating students, the university should reevaluate these programs each year to determine whether they continue to be necessary to fulfill the university's mission.	No Action Taken	University of California
19. To ensure that it spends state funds prudently for programs that do not directly relate to educating students, the university should explore whether the programs could be supported with alternate revenue sources.	No Action Taken	University of California
20. To increase its transparency and help ensure that it can justify its spending decisions, the university should make publicly available the amounts of state funding it allocates toward per student funding, as well as the amounts it or campuses spend for programs that are not directly related to educating students. The university should publicly present the ranges of per-student funding based upon the amount of funding excluded from the formula.	No Action Taken	University of California
21. To ensure that its rebenching efforts lead to equalized per-student funding among the campuses, the university should include actual enrollment numbers in its rebenching formula.	Partially Implemented	University of California
22. To ensure that its rebenching efforts lead to equalized per-student funding among the campuses, the university should adopt a methodology that it can use, at least every three to five years, to update its weighting system to ensure the weight factors take into account campuses' actual costs of instruction, using the cost study that we recommend in Chapter 1 and other revenue sources if necessary.	No Action Taken	University of California
23. To ensure that its rebenching efforts lead to equalized per-student funding among the campuses, the university should exclude from its rebenching calculation all state funding it uses for programs that do not directly relate to educating students. The university should exclude these programs only after it has evaluated them in accordance with the recommendation we made previously.	Will Not Implement	University of California
24. To ensure that its rebenching efforts lead to equalized per-student funding among the campuses, the university should include stakeholders such as students, legislative and executive branch staff, and student groups in future discussions of rebenching to ensure that it considers their viewpoints and to increase transparency regarding its funding decisions.	Partially Implemented	University of California

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Report Number 2016-103

Los Angeles Unified School District: It Can Do More to Reduce the Impacts of Removing Teachers From Classrooms Because of Alleged Misconduct (October 2016)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
<p>1. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To ensure that LAUSD is adequately monitoring compliance with key time frames of its reassignment policy, begin using its new database to report on how long reassignments have taken to move through the various steps in its policy or begin reporting on all key time frames by another means. LAUSD should also establish procedures to periodically monitor each key decision point throughout the reassignment process to ensure that responsible parties meet the time frames it has set for resolving teacher reassignments.</p>	Pending	Los Angeles Unified School District
<p>2. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To avoid significant delays in returning reassigned teachers to work, develop written procedures to guide staff in identifying appropriate placement options. These procedures should include time frames by which relevant LAUSD personnel including, but not limited to, Employee Relations and the General Counsel, are to meet with one another to ensure an appropriate and timely placement. In cases in which the teacher has been reassigned for a long time, such as in cases returning from the Hearings office, the procedure should also establish time frames by which LAUSD meets with the teacher to discuss the teacher's placement preferences.</p>	Pending	Los Angeles Unified School District
<p>3. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To improve the consistency of its formal reassignments, develop a comprehensive risk evaluation tool to guide its local administrators in determining whether allegations against a teacher represent a clear risk to students or district personnel. LAUSD's evaluation tool should consider factors such as a teacher's prior behavior, the vulnerability of affected students, and the complexity of the allegations.</p>	Pending	Los Angeles Unified School District
<p>4. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To minimize the number of reassignment investigations unnecessarily referred to its Investigation Team, revise its policy to allow local administrators, in certain circumstances and with sufficient justification, to request small, specific additional amounts of time to complete their initial investigations and possibly avoid formal reassignments. When it grants additional time to a local administrator, LAUSD should continue to closely monitor the local administrator's activities until its preliminary investigation is complete.</p>	Pending	Los Angeles Unified School District
<p>5. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To ensure that local administrators are providing appropriate and consistent information to reassigned teachers regarding the reasons for their reassignments, develop procedures to periodically review the documents it began collecting under its May 2016 policy revision and determine whether those documents are consistent with its policy and with the facts of the individual reassignments.</p>	Pending	Los Angeles Unified School District
<p>6. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To ensure that it clearly informs reassigned teachers that they may voluntarily pursue professional development during their reassignments, including online training through LAUSD's Learning Zone program, revise the language in its standard reassignment documents.</p>	Pending	Los Angeles Unified School District
<p>7. To help reduce the impacts of removing teachers from classrooms because of alleged misconduct, LAUSD should take the following steps by April 2017:</p> <p>To ensure that substitutes do not exceed assignment time limits that state law and regulations have established, formalize its recent practice of reviewing assignments of substitutes in its Smart Find system weekly. As part of this formalized practice, LAUSD should review open teacher reassignments to ensure that the Smart Find system includes all substitute assignments for those teachers.</p>	Pending	Los Angeles Unified School District

Report Number 2016-110
Trade Apprenticeship Programs: The State Needs to Better Oversee Apprenticeship Programs, Such as the Air Conditioning Trade Association's Sheet Metal Program (November 2016)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
4. To ensure that the Air Conditioning Trade Association (ACTA) was reimbursed only for allowable costs from fiscal years 2010–11 through 2014–15, Central Unified School District (Central Unified) should determine how much it reimbursed ACTA for unallowable activities and work with the Community Colleges Chancellor's Office to determine how to recover those funds from ACTA.	Pending	Central Unified School District
5. To ensure that Central Unified correctly reimburses state funds to ACTA, Central Unified should develop a process—like the one it currently has for its other two apprenticeship programs—to verify that ACTA's apprentices have attended the online training courses for the corresponding hours ACTA reports. Further, Central Unified should ensure that it reimburses apprenticeship programs only for allowable activities.	Pending	Central Unified School District
6. To limit its risk and to clarify its roles and responsibilities as they relate to ACTA, Central Unified should update its agreement with ACTA to reflect each party's current roles and responsibilities. Further, Central Unified should periodically update this agreement to ensure that the agreement continues to reflect current roles and responsibilities.	Pending	Central Unified School District
7. To ensure that LEAs develop sound contract agreements with apprenticeship programs, the Chancellor's Office and the apprenticeship division should develop a model agreement to outline the types of information, roles, and responsibilities for both parties as the Education Code requires and make this model agreement available to K-12 LEAs by April 2017. In addition, this model agreement should specify that K-12 LEAs will verify that the apprentices have attended the instructional courses by collecting supporting documentation such as sign-in sheets or rosters.	Pending	Community Colleges Chancellor's Office
10. To ensure accountability, the Legislature should amend state law to clarify that the Chancellor's Office has the authority to provide accounting guidance to and conduct audits of the K-12 LEAs' oversight of apprenticeship training funds.	Pending	Legislature

Report Number 2016-112
School Library Services: Vague State Laws and a Lack of Monitoring Allow School Districts to Provide a Minimal Level of Library Services (November 2016)

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
1. To ensure that students receive a level of library services that better aligns with the model standards, the Legislature should define the minimum level and types of library services that schools must provide.	Pending	Legislature
2. To ensure that students receive a level of library services that better aligns with the model standards, the Legislature should broaden the authority of the California Commission on Teacher Credentialing (Teacher Credentialing) and the county offices of education to address classified staff who perform duties that require certification.	Pending	Legislature
3. To strengthen its library programs and help the State assess the condition of school libraries statewide, Redlands Unified School District (Redlands Unified) should ensure that teacher librarians are involved in the selection of library materials at each school.	Pending	Redlands Unified School District
4. To strengthen its library programs and help the State assess the condition of school libraries statewide, Redlands Unified should consider ways to leverage the teacher librarians it already employs to offer a broader range of services to all grade levels.	Pending	Redlands Unified School District
5. To strengthen its library programs and help the State assess the condition of school libraries statewide, Redlands Unified should use the model standards to assess the needs of its school library programs and address any identified needs during its local control accountability plan (LCAP) process.	Pending	Redlands Unified School District
6. To strengthen its library programs and help the State assess the condition of school libraries statewide, Redlands Unified should require its schools to participate in Education's annual school library survey.	Pending	Redlands Unified School District

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RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
7. To strengthen its library programs and help the State assess the condition of school libraries statewide, San Juan Unified School District (San Juan Unified) should ensure that teacher librarians are involved in the selection of library materials at each school.	Pending	San Juan Unified School District
8. To strengthen its library programs and help the State assess the condition of school libraries statewide, San Juan Unified should consider ways to leverage the teacher librarians it already employs to offer a broader range of services to all grade levels.	Pending	San Juan Unified School District
9. To strengthen its library programs and help the State assess the condition of school libraries statewide, San Juan Unified should use the model standards to assess the needs of its school library programs and address any identified needs during its LCAP process.	Pending	San Juan Unified School District
10. To strengthen its library programs and help the State assess the condition of school libraries statewide, San Juan Unified should require its schools to participate in Education's annual school library survey.	Pending	San Juan Unified School District
11. To strengthen its library programs and help the State assess the condition of school libraries statewide, Woodlake Unified School District (Woodlake Unified) should ensure that teacher librarians are involved in the selection of library materials at each school.	Pending	Woodlake Unified School District
12. To strengthen its library programs and help the State assess the condition of school libraries statewide, Woodlake Unified should consider ways to leverage the teacher librarians it already employs to offer a broader range of services to all grade levels.	Pending	Woodlake Unified School District
13. To strengthen its library programs and help the State assess the condition of school libraries statewide, Woodlake Unified should use the model standards to assess the needs of its school library programs and address any identified needs during its LCAP process.	Pending	Woodlake Unified School District
14. To strengthen its library programs and help the State assess the condition of school libraries statewide, Woodlake Unified should require its schools to participate in Education's annual school library survey.	Pending	Woodlake Unified School District
15. To strengthen school library programs in its county and help school districts comply with state law, the Sacramento County Office of Education should provide guidance to its school districts on using teacher librarians for the provision of library services, completing Education's annual school library survey, and identifying the needs of their school library programs by using the model standards as part of their LCAP process.	Pending	Sacramento County Office of Education
16. To strengthen school library programs in its county and help school districts comply with state law, the San Bernardino County Superintendent of Schools should provide guidance to its school districts on using teacher librarians for the provision of library services, completing Education's annual school library survey, and identifying the needs of their school library programs by using the model standards as part of their LCAP process.	Pending	San Bernardino County Superintendent of Schools
17. To strengthen school library programs in its county and help school districts comply with state law, the Tulare County Office of Education should provide guidance to its school districts on using teacher librarians for the provision of library services, completing Education's annual school library survey, and identifying the needs of their school library programs by using the model standards as part of their LCAP process.	Pending	Tulare County Office of Education
18. To strengthen its monitoring of staff assignments, Teacher Credentialing should work with Education to identify potential misassignments by comparing annually the staffing information reported by school districts to Education against Teacher Credentialing's credentialing records. Further, Teacher Credentialing should incorporate misassignments identified using Education's data into its existing notification, reporting, and sanctioning structure. If Teacher Credentialing believes it needs express statutory authority to do so, it should seek it.	Pending	California Commission on Teacher Credentialing
19. To better understand the condition of school libraries statewide and to raise stakeholders' awareness of the State Board of Education's (State Education Board) adopted model standards, Education should redesign its annual school library survey to solicit answers that will better help Education determine whether schools are implementing the model standards and better assess the type and extent of library services the schools provide.	Pending	Department of Education
20. To better understand the condition of school libraries statewide and to raise stakeholders' awareness of the State Education Board's adopted model standards, Education should use its directory of school districts to notify administrators about the annual school library survey and remind them that participation is mandatory.	Pending	Department of Education

RECOMMENDATION	STATUS OF RECOMMENDATION	ENTITY
21. To better understand the condition of school libraries statewide and to raise stakeholders' awareness of the State Education Board's adopted model standards, Education should work with the State Education Board to incorporate consideration of all academic content and performance standards adopted by the State Education Board into the tools that guide the Local Control Funding Formula (LCFF) process, including but not limited to the LCAP template, the evaluation rubrics, and publicly funded LCFF/LCAP trainings, such as those offered by the California Collaborative for Educational Excellence.	Pending	Department of Education
22. To better understand the condition of school libraries statewide and to raise stakeholders' awareness of the State Education Board's adopted model standards, Education should work with Teacher Credentialing to assist it in identifying potential misassignments by providing staffing information reported by school districts to Teacher Credentialing by April of each academic year.	Pending	Department of Education
23. To better understand the condition of school libraries statewide and to raise stakeholders' awareness of the State Education Board's adopted model standards, Education should identify school districts that reported employing significantly fewer teacher librarians in fiscal year 2015–16 than in previous years and verify the accuracy of their fiscal year 2015–16 reports.	Pending	Department of Education

* The status of recommendations for audits issued between November and December 2016 is based on the entity's initial response, which is included in the original audit report, available on the California State Auditor's (state auditor) website: www.auditor.ca.gov