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Table 1
Recommendation Status Summary

| Senate Budget & Fiscal Review Subcommittee 1 on Education | | |
|--|---------------------------------|--------------------------|
| Report Number 2013-111 | | |
| <i>UCLA and UCSF Medical Centers: Although They Supply Significant Monetary Support to Their Campuses' Schools of Medicine, Their Finances and Key Measures of Patient-Care Quality Have Remained Stable (January 2014)</i> | | |
| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
| 1. The University of California (university) should take steps to increase the transparency of its campuses' health system support transfers. Specifically, the university should establish a process ensuring that it annually issues a report through its website that is available to the public and that describes the financial and programmatic impact of each campus's health system support transfers. | Fully Implemented | University of California |

| Report Number 2013-046 | | |
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| <i>Cafeteria Funds: Local Education Agencies Generally Use the Funds for Appropriate Purposes (February 2014)</i> | | |
| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
| 1. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Anaheim Union High School District |
| 2. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Bakersfield City School District |
| 3. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Elk Grove Unified School District |
| 4. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Los Banos Unified School District |
| 5. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Madera Unified School District |
| 6. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Mendota Unified School District |
| 7. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Merced City School District |
| 8. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Napa Valley Unified School District |
| 9. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | North Monterey County Unified School District |
| 10. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Oakland Unified School District |
| 11. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Paramount Unified School District |
| 12. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Ravenswood Unified School District |
| 13. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | San Diego Unified School District |
| 14. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | San Francisco Unified School District |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 15. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Stockton Unified School District |
| 16. Local Education Agencies that used cafeteria funds for unallowable purposes should reimburse the cafeteria fund for those costs by June 30, 2014, if it has not already done so. | Fully Implemented | Sweetwater Union High School District |
| 17. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Anaheim Union High School District |
| 18. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Bakersfield City School District |
| 19. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Elk Grove Unified School District |
| 20. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Los Banos Unified School District |
| 21. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Madera Unified School District |
| 22. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Mendota Unified School District |
| 23. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Merced City School District |
| 24. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Napa Valley Unified School District |
| 25. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | North Monterey County Unified School District |
| 26. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Oakland Unified School District |
| 27. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Paramount Unified School District |
| 28. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Ravenswood Unified School District |
| 29. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | San Diego Unified School District |
| 30. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | San Francisco Unified School District |
| 31. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Stockton Unified School District |
| 32. Local Education Agencies that used cafeteria funds for unallowable purposes should, by June 30, 2014, review all guidance from the U.S. Department of Agriculture and the California Department of Education to better understand what these funds can be used for. | Fully Implemented | Sweetwater Union High School District |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 33. With regard to excess net cash resources, Local Education Agencies should develop a spending plan to eliminate their net cash resources in excess of the amount allowed by June 30, 2014. | Fully Implemented | Anaheim Union High School District |
| 34. With regard to excess net cash resources, Local Education Agencies should develop a spending plan to eliminate their net cash resources in excess of the amount allowed by June 30, 2014. | Fully Implemented | Los Banos Unified School District |
| 35. With regard to excess net cash resources, Local Education Agencies should develop a spending plan to eliminate their net cash resources in excess of the amount allowed by June 30, 2014. | Fully Implemented | North Monterey County Unified School District |
| 36. With regard to excess net cash resources, Local Education Agencies should submit a spending plan to CDE for approval by June 30, 2014. | Fully Implemented | Anaheim Union High School District |
| 37. With regard to excess net cash resources, Local Education Agencies should submit a spending plan to CDE for approval by June 30, 2014. | Fully Implemented | Bakersfield City School District |
| 38. With regard to excess net cash resources, Local Education Agencies should submit a spending plan to CDE for approval by June 30, 2014. | Fully Implemented | Los Banos Unified School District |
| 39. With regard to excess net cash resources, Local Education Agencies should submit a spending plan to CDE for approval by June 30, 2014. | Fully Implemented | North Monterey County Unified School District |
| 40. With regard to excess net cash resources, Local Education Agencies should submit a spending plan to CDE for approval by June 30, 2014. | Fully Implemented | San Bernardino City Unified School District |
| 41. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Bakersfield City School District |
| 42. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Elk Grove Unified School District |
| 43. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Long Beach Unified School District |
| 44. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Mendota Unified School District |
| 45. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Merced City School District |
| 46. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Napa Valley Unified School District |
| 47. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | North Monterey County Unified School District |
| 48. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Oakland Unified School District |
| 49. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Paramount Unified School District |
| 50. With regard to nonprogram foods, Local Education Agencies should create and implement a system to track their nonprogram foods costs and/or nonprogram foods revenues by June 30, 2014. | Fully Implemented | Ravenswood Unified School District |
| 51. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Bakersfield City School District |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
|---|--------------------------|---|
| 52. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Elk Grove Unified School District |
| 53. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Long Beach Unified School District |
| 54. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Mendota Unified School District |
| 55. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Merced City School District |
| 56. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Napa Valley Unified School District |
| 57. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | North Monterey County Unified School District |
| 58. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Oakland Unified School District |
| 59. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Paramount Unified School District |
| 60. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Ravenswood Unified School District |
| 61. With regard to nonprogram foods, Local Education Agencies should determine whether they are generating at least the minimum required amount of nonprogram foods revenues and, if they are not, make the adjustments necessary to generate in fiscal year 2014–15 the amount of nonprogram foods revenues needed to meet federal requirements. | Fully Implemented | Sweetwater Union High School District |
| 62. To ensure that the spending plans Local Education Agencies (LEAs) create to eliminate excess net cash resources in their cafeteria funds are adequate, effective, and fully executed, the California Department of Education (CDE) should, by July 1, 2015, begin requiring LEAs to develop a spending plan, or revise an existing spending plan if it will not fully reduce the entire excess, and submit it to CDE for approval within three months after the end of each fiscal year that their cafeteria funds have net cash resources above the federal limit. | Fully Implemented | California Department of Education |
| 63. To ensure that the spending plans Local Education Agencies (LEAs) create to eliminate excess net cash resources in their cafeteria funds are adequate, effective, and fully executed, the California Department of Education should, by July 1, 2015, make adjustments in the rate of reimbursement to an LEA under the child nutrition programs if that LEA cannot eliminate its entire excess net cash resources within a defined time frame. | Fully Implemented | California Department of Education |

Report Number 2013-045

Bureau for Private Postsecondary Education: It Has Consistently Failed to Meet Its Responsibility to Protect the Public's Interests (March 2014)

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 1. To ensure that it does not create unnecessary delays for institutions that desire to operate within the State, the Bureau for Private Postsecondary Education (bureau) should reduce its backlog of licensing applications by reviewing and streamlining the applications process. | Fully Implemented | Bureau for Private Postsecondary Education |
| 2. To ensure that it does not create unnecessary delays for institutions that desire to operate within the State, the bureau should develop a process for tracking the status of the applications it receives. | Fully Implemented | Bureau for Private Postsecondary Education |
| 3. To ensure that it does not create unnecessary delays for institutions that desire to operate within the State, the bureau should specify a time frame within which staff must process applications. | Fully Implemented | Bureau for Private Postsecondary Education |
| 4. To ensure that it does not create unnecessary delays for institutions that desire to operate within the State, the bureau should update its procedures to include the time frames for processing applications. | Fully Implemented | Bureau for Private Postsecondary Education |
| 5. To ensure that it does not create unnecessary delays for institutions that desire to operate within the State, the bureau should track the time its staff take to perform each step of the licensing process. | Fully Implemented | Bureau for Private Postsecondary Education |
| 6. To ensure that it does not create unnecessary delays for institutions that desire to operate within the State, the bureau should use available resources—such as visiting committees—to assist in processing the applications. | Fully Implemented | Bureau for Private Postsecondary Education |
| 7. To comply with state law, the bureau needs to establish a proactive program to identify unlicensed institutions. | Fully Implemented | Bureau for Private Postsecondary Education |
| 8. To ensure that the unlicensed institutions it identifies cease to operate, the bureau needs to use the enforcement mechanisms that state law provides for sanctioning unlicensed institutions and track all relevant information related to its enforcement actions against these institutions. | Fully Implemented | Bureau for Private Postsecondary Education |
| 9. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should establish a schedule that maps out its anticipated announced and unannounced inspection dates for each of the institutions it regulates, and ensure that the schedule is consistent with state law. | Fully Implemented | Bureau for Private Postsecondary Education |
| 10. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should prioritize its announced and unannounced inspections to focus on those institutions that have a higher risk of noncompliance. | Not Fully Implemented | Bureau for Private Postsecondary Education |
| 11. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should seek official clarification from its legal counsel and the federal government regarding whether it must conduct compliance inspections for educational institutions approved through accreditation by July 1, 2014. | Fully Implemented | Bureau for Private Postsecondary Education |
| 12. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should establish a mechanism for tracking the amount of time its staff take to complete each step of its announced inspection process. | Fully Implemented | Bureau for Private Postsecondary Education |
| 13. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should continue its efforts to streamline its announced inspection process in order to reduce redundancies and increase efficiency. | Fully Implemented | Bureau for Private Postsecondary Education |
| 14. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should evaluate periodically the reasonableness of the time frame it established for completing announced inspections. | Fully Implemented | Bureau for Private Postsecondary Education |
| 15. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should establish procedures and time frames for its unannounced inspection process. | Fully Implemented | Bureau for Private Postsecondary Education |
| 16. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should establish a mechanism for tracking the amount of time it takes to complete each step of its unannounced inspection process. | Fully Implemented | Bureau for Private Postsecondary Education |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 17. To comply with state law and to ensure that it effectively manages its inspections of institutions, the bureau should evaluate periodically the reasonableness of the time frame it establishes for completing unannounced inspections. | Fully Implemented | Bureau for Private Postsecondary Education |
| 18. To improve the quality of its inspections and related enforcement actions, the bureau should establish policies, procedures, and training for managers that include guidance on how to review inspection files and how to document evidence of their reviews. | Fully Implemented | Bureau for Private Postsecondary Education |
| 19. To improve the quality of its inspections and related enforcement actions, the bureau should assign the task of resolving notices to comply to the inspection managers, as originally designed. | Fully Implemented | Bureau for Private Postsecondary Education |
| 20. To improve the quality of its inspections and related enforcement actions, the bureau should monitor the status of its enforcement actions such as notices to comply weekly so that it can prevent delays in meeting mandated deadlines. | Fully Implemented | Bureau for Private Postsecondary Education |
| 21. To improve the quality of its inspections and related enforcement actions, the bureau should provide additional guidance to the inspectors on the distinction between minor and material violations and the related actions inspectors should take in response to identifying these violations. | Fully Implemented | Bureau for Private Postsecondary Education |
| 22. To reduce its backlog of unresolved complaints involving institutions, the bureau needs to establish benchmarks and monitor them to ensure that the additional staff it requested and the Department of Consumer Affairs' (Consumer Affairs) complaint program staff resolve the backlog as expeditiously as possible. | Resolved | Bureau for Private Postsecondary Education |
| 23. To ensure that it closes complaints in a timely manner, the bureau should analyze its process and establish a reasonable time frame for resolving them. | Fully Implemented | Bureau for Private Postsecondary Education |
| 24. To ensure that it closes complaints in a timely manner, the bureau should modify its policies and procedures to include the established time frame. | Fully Implemented | Bureau for Private Postsecondary Education |
| 25. To ensure that it closes complaints in a timely manner, the bureau should ensure that its staff adhere to the established time frame. | Fully Implemented | Bureau for Private Postsecondary Education |
| 26. To address issues that pose the most serious potential risk to, students, the bureau should ensure that staff follow its policies and, procedures for prioritizing complaints and identify the urgent, and high priority cases on the complaint log. In addition, the bureau, needs to establish a process for reviewing its staffs determination, of the priority of complaints and for tracking the priority levels. | Fully Implemented | Bureau for Private Postsecondary Education |
| 27. To ensure that staff identify and obtain sufficient evidence before closing complaints, the bureau should continue to work with Consumer Affairs to establish an investigative training program. | Fully Implemented | Bureau for Private Postsecondary Education |
| 28. To ensure that institutions provide prospective students with accurate data in their fact sheets and annual reports, the bureau should immediately direct its staff to review and retain documentation supporting the fact sheets during on-site inspections. | Fully Implemented | Bureau for Private Postsecondary Education |
| 29. To ensure that institutions provide prospective students with accurate data in their fact sheets and annual reports, the bureau should immediately train its staff how to calculate correctly the uniform data the institutions are to report in their annual reports and fact sheets in accordance with state law and regulations. | Fully Implemented | Bureau for Private Postsecondary Education |
| 30. To ensure that institutions provide prospective students with accurate data in their fact sheets and annual reports, the bureau should immediately improve its outreach and education efforts to institutions to ensure that the institutions comply with all applicable disclosure requirements. | Fully Implemented | Bureau for Private Postsecondary Education |
| 31. To process recovery fund claims within its 90-day goal, the bureau needs to track the information that will allow it to identify which steps in the process result in delays. When it identifies the delays in the process, the bureau should take steps to address them. | Fully Implemented | Bureau for Private Postsecondary Education |
| 32. To reduce the available balance in the recovery fund below the statutory limit of \$25 million, the bureau should continue its plans to address the collection of the recovery fund assessment. | Fully Implemented | Bureau for Private Postsecondary Education |
| 33. The bureau should implement and enforce policies, procedures, and sanctions to ensure that institutions submit to the bureau the recovery fund assessments that they collect from students so that the institutions are not unjustly enriched. | Fully Implemented | Bureau for Private Postsecondary Education |

Report Number 2013-124

Sexual Harassment and Sexual Violence: California Universities Must Better Protect Students by Doing More to Prevent, Respond to, and Resolve Incidents (June 2014)

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 4. The Office of the Chancellor should direct all of the universities within the CSU system to comply with the recommendations in this audit report. Also, to ensure that its universities are complying with Title IX requirements, the Office of the Chancellor should conduct routine Title IX reviews. When conducting these compliance reviews, the Office of the Chancellor should determine whether universities have implemented this report's recommendations. | Not Fully Implemented | California State University |
| 5. The Office of the President should direct all of the universities within the UC system to comply with the recommendations in this audit report. Also, to ensure that its universities are complying with Title IX requirements, the Office of the President should conduct routine Title IX reviews. When conducting these compliance reviews, the Office of the President should determine whether universities have implemented this report's recommendations. | Not Fully Implemented | University of California |
| 6. To help ensure that university faculty and staff do not mishandle student reports of incidents, all faculty and staff should receive training annually, consistent with their role, on their obligations in responding to and reporting incidents of sexual harassment and sexual violence. | Fully Implemented | California State University, Chico |
| 7. To help ensure that university faculty and staff do not mishandle student reports of incidents, all faculty and staff should receive training annually, consistent with their role, on their obligations in responding to and reporting incidents of sexual harassment and sexual violence. | Not Fully Implemented | San Diego State University |
| 8. To help ensure that university faculty and staff do not mishandle student reports of incidents, all faculty and staff should receive training annually, consistent with their role, on their obligations in responding to and reporting incidents of sexual harassment and sexual violence. | Not Fully Implemented | University of California, Berkeley |
| 9. To help ensure that university faculty and staff do not mishandle student reports of incidents, all faculty and staff should receive training annually, consistent with their role, on their obligations in responding to and reporting incidents of sexual harassment and sexual violence. | Not Fully Implemented | University of California, Los Angeles |
| 10. To help ensure that resident advisors handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness training, for resident advisors twice a year. | Fully Implemented | California State University, Chico |
| 11. To help ensure that resident advisors handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness training, for resident advisors twice a year. | Fully Implemented | San Diego State University |
| 12. To help ensure that resident advisors handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness training, for resident advisors twice a year. | Fully Implemented | University of California, Berkeley |
| 13. To help ensure that resident advisors handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness training, for resident advisors twice a year. | Fully Implemented | University of California, Los Angeles |
| 14. To help ensure that athletic coaches handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, annually for all athletic coaches. | Fully Implemented | California State University, Chico |
| 15. To help ensure that athletic coaches handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, annually for all athletic coaches. | Fully Implemented | San Diego State University |
| 16. To help ensure that athletic coaches handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, annually for all athletic coaches. | Fully Implemented | University of California, Berkeley |
| 17. To help ensure that athletic coaches handle incidents of sexual harassment and sexual violence appropriately, all universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, annually for all athletic coaches. | Fully Implemented | University of California, Los Angeles |
| 18. All universities should provide their education on sexual harassment and sexual violence to incoming students as close as possible to when they arrive on campus but no later than the first few weeks of their first semester or quarter. Further, universities should provide periodic refresher educational programs, at least annually, to all students on campus to ensure that they are aware of how to handle and report incidents of sexual harassment and sexual violence. | Not Fully Implemented | California State University, Chico |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 19. All universities should provide their education on sexual harassment and sexual violence to incoming students as close as possible to when they arrive on campus but no later than the first few weeks of their first semester or quarter. Further, universities should provide periodic refresher educational programs, at least annually, to all students on campus to ensure that they are aware of how to handle and report incidents of sexual harassment and sexual violence. | Not Fully Implemented | San Diego State University |
| 20. All universities should provide their education on sexual harassment and sexual violence to incoming students as close as possible to when they arrive on campus but no later than the first few weeks of their first semester or quarter. Further, universities should provide periodic refresher educational programs, at least annually, to all students on campus to ensure that they are aware of how to handle and report incidents of sexual harassment and sexual violence. | Not Fully Implemented | University of California, Berkeley |
| 21. All universities should provide their education on sexual harassment and sexual violence to incoming students as close as possible to when they arrive on campus but no later than the first few weeks of their first semester or quarter. Further, universities should provide periodic refresher educational programs, at least annually, to all students on campus to ensure that they are aware of how to handle and report incidents of sexual harassment and sexual violence. | Not Fully Implemented | University of California, Los Angeles |
| 22. All universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, for all student athletes on an annual basis. Further, the universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness, to all student members of fraternities and sororities on an annual basis. The universities should also determine which student organizations participate in activities that may place students at risk and ensure that they receive annual, supplemental training on sexual harassment and sexual violence, including rape awareness. Each of the trainings should be focused on situations the members of the respective student groups may encounter. | Fully Implemented | California State University, Chico |
| 23. All universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, for all student athletes on an annual basis. Further, the universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness, to all student members of fraternities and sororities on an annual basis. The universities should also determine which student organizations participate in activities that may place students at risk and ensure that they receive annual, supplemental training on sexual harassment and sexual violence, including rape awareness. Each of the trainings should be focused on situations the members of the respective student groups may encounter. | Fully Implemented | San Diego State University |
| 24. All universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, for all student athletes on an annual basis. Further, the universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness, to all student members of fraternities and sororities on an annual basis. The universities should also determine which student organizations participate in activities that may place students at risk and ensure that they receive annual, supplemental training on sexual harassment and sexual violence, including rape awareness. Each of the trainings should be focused on situations the members of the respective student groups may encounter. | Partially Implemented | University of California, Berkeley |
| 25. All universities should provide supplemental training on sexual harassment and sexual violence, including sexual assault, for all student athletes on an annual basis. Further, the universities should provide supplemental training on sexual harassment and sexual violence, including rape awareness, to all student members of fraternities and sororities on an annual basis. The universities should also determine which student organizations participate in activities that may place students at risk and ensure that they receive annual, supplemental training on sexual harassment and sexual violence, including rape awareness. Each of the trainings should be focused on situations the members of the respective student groups may encounter. | Not Fully Implemented | University of California, Los Angeles |
| 26. To ensure compliance with federal law and guidance, all universities should review their educational programs for incoming students and employees and modify them as needed, as outlined in the Reauthorization Act and the 2014 guidance issued by the OCR. | Fully Implemented | California State University, Chico |
| 27. To ensure compliance with federal law and guidance, all universities should review their educational programs for incoming students and employees and modify them as needed, as outlined in the Reauthorization Act and the 2014 guidance issued by the OCR. | Fully Implemented | San Diego State University |
| 28. To ensure compliance with federal law and guidance, all universities should review their educational programs for incoming students and employees and modify them as needed, as outlined in the Reauthorization Act and the 2014 guidance issued by the OCR. | Fully Implemented | University of California, Berkeley |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 29. To ensure compliance with federal law and guidance, all universities should review their educational programs for incoming students and employees and modify them as needed, as outlined in the Reauthorization Act and the 2014 guidance issued by the OCR. | Fully Implemented | University of California, Los Angeles |
| 30. To comply with state law, all universities must ensure the appropriate distribution of their written policy on sexual harassment to all university employees at the beginning of every academic year. | Fully Implemented | California State University, Chico |
| 31. To comply with state law, all universities must ensure the appropriate distribution of their written policy on sexual harassment to all university employees at the beginning of every academic year. | Fully Implemented | San Diego State University |
| 32. To comply with state law, all universities must ensure the appropriate distribution of their written policy on sexual harassment to all university employees at the beginning of every academic year. | Fully Implemented | University of California, Berkeley |
| 33. To comply with state law, all universities must ensure the appropriate distribution of their written policy on sexual harassment to all university employees at the beginning of every academic year. | Fully Implemented | University of California, Los Angeles |
| 34. All universities should appropriately post the university's policy on sexual harassment. The policy should be posted prominently in the university's main administrative building and in other areas on campus where notices are posted, including key locations such as residence halls and athletic facilities. Similarly, the notice of nondiscrimination should be posted prominently throughout the university. If, because of the length of the policy on sexual harassment, it is not effective to post it in its entirety, the universities should post summary information that explains how students can access the full policy. | Fully Implemented | California State University, Chico |
| 35. All universities should appropriately post the university's policy on sexual harassment. The policy should be posted prominently in the university's main administrative building and in other areas on campus where notices are posted, including key locations such as residence halls and athletic facilities. Similarly, the notice of nondiscrimination should be posted prominently throughout the university. If, because of the length of the policy on sexual harassment, it is not effective to post it in its entirety, the universities should post summary information that explains how students can access the full policy. | Fully Implemented | San Diego State University |
| 36. All universities should appropriately post the university's policy on sexual harassment. The policy should be posted prominently in the university's main administrative building and in other areas on campus where notices are posted, including key locations such as residence halls and athletic facilities. Similarly, the notice of nondiscrimination should be posted prominently throughout the university. If, because of the length of the policy on sexual harassment, it is not effective to post it in its entirety, the universities should post summary information that explains how students can access the full policy. | Fully Implemented | University of California, Berkeley |
| 37. All universities should appropriately post the university's policy on sexual harassment. The policy should be posted prominently in the university's main administrative building and in other areas on campus where notices are posted, including key locations such as residence halls and athletic facilities. Similarly, the notice of nondiscrimination should be posted prominently throughout the university. If, because of the length of the policy on sexual harassment, it is not effective to post it in its entirety, the universities should post summary information that explains how students can access the full policy. | Fully Implemented | University of California, Los Angeles |
| 38. To ensure that all incoming students receive education on sexual harassment and sexual violence, San Diego State and UC Berkeley should impose consequences, such as registration holds, on those not receiving the education. | Fully Implemented | San Diego State University |
| 39. To ensure that all incoming students receive education on sexual harassment and sexual violence, San Diego State and UC Berkeley should impose consequences, such as registration holds, on those not receiving the education. | Fully Implemented | University of California, Berkeley |
| 40. San Diego State should widely distribute its Title IX brochure to ensure that all students and employees are aware of how to handle incidents of sexual harassment and sexual violence. | Fully Implemented | San Diego State University |
| 41. Chico State, San Diego State, and UCLA should ensure that the content of the education on sexual violence they provide to incoming students covers the topics outlined in California Education Code, Section 67385.7(b). | Fully Implemented | California State University, Chico |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 42. Chico State, San Diego State, and UCLA should ensure that the content of the education on sexual violence they provide to incoming students covers the topics outlined in California Education Code, Section 67385.7(b). | Fully Implemented | San Diego State University |
| 43. Chico State, San Diego State, and UCLA should ensure that the content of the education on sexual violence they provide to incoming students covers the topics outlined in California Education Code, Section 67385.7(b). Although we recognize that state law requests, rather than requires, the UC system to provide this education, we believe doing so is important to better inform students. | Fully Implemented | University of California, Los Angeles |
| 44. UC Berkeley should follow through with its current plan to staff the confidential survivor advocate position by the start of the fall 2014 semester. | Fully Implemented | University of California, Berkeley |
| 45. To comply with state law, Chico State, San Diego State, and UC Berkeley must ensure the appropriate distribution of the university's written policy on sexual harassment to all incoming students at new student orientations. | Fully Implemented | California State University, Chico |
| 46. To comply with state law, Chico State, San Diego State, and UC Berkeley must ensure the appropriate distribution of the university's written policy on sexual harassment to all incoming students at new student orientations. | Fully Implemented | San Diego State University |
| 47. To comply with state law, Chico State, San Diego State, and UC Berkeley must ensure the appropriate distribution of the university's written policy on sexual harassment to all incoming students at new student orientations. | Fully Implemented | University of California, Berkeley |
| 48. San Diego State should identify an individual to serve as a resource advocate and to be a central point of contact and a confidential resource available to help students obtain the services needed when they experience an incident of sexual harassment or sexual violence. | Fully Implemented | San Diego State University |
| 49. The Office of the President should clarify in the UC policies that a complainant must have and be informed about the right to end the early resolution process at any time and request that his or her complaint be handled under the university's formal process. | Not Fully Implemented | University of California |
| 50. The Office of the President should clarify in the UC policies that if a university chooses to use the early resolution process, the Title IX coordinators and other university staff involved in resolving the complaint should have and document ongoing communication with complainants demonstrating their attempts to resolve the matter to mutual agreement of all relevant parties. | Fully Implemented | University of California |
| 51. The Office of the President should clarify in the UC policies that if university officials approve an extension to an investigative timeline, the extension should be restricted to a single extension of no more than 30 days, except in limited circumstances that are beyond the university's control. | Not Fully Implemented | University of California |
| 52. All universities should create and use a document to share with students that explains what students should expect from the complaint process. At a minimum, it should include an overview of the university's sexual harassment policy, the investigation process, relevant timelines, the legal standard that must be applied to the investigation, and issues related to confidentiality, as well as expectations regarding notification of case status updates and outcomes. | Fully Implemented | California State University, Chico |
| 53. All universities should create and use a document to share with students that explains what students should expect from the complaint process. At a minimum, it should include an overview of the university's sexual harassment policy, the investigation process, relevant timelines, the legal standard that must be applied to the investigation, and issues related to confidentiality, as well as expectations regarding notification of case status updates and outcomes. | Fully Implemented | San Diego State University |
| 54. All universities should create and use a document to share with students that explains what students should expect from the complaint process. At a minimum, it should include an overview of the university's sexual harassment policy, the investigation process, relevant timelines, the legal standard that must be applied to the investigation, and issues related to confidentiality, as well as expectations regarding notification of case status updates and outcomes. | Fully Implemented | University of California, Berkeley |
| 55. All universities should create and use a document to share with students that explains what students should expect from the complaint process. At a minimum, it should include an overview of the university's sexual harassment policy, the investigation process, relevant timelines, the legal standard that must be applied to the investigation, and issues related to confidentiality, as well as expectations regarding notification of case status updates and outcomes. | Fully Implemented | University of California, Los Angeles |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 56. All universities should ensure that the differences between an informal or early resolution process and a formal investigation process are clearly explained to ensure that students know what to expect from each process. Further, they should explain that students whose cases are being handled under an informal or early resolution process have the right to move to a formal process at any time. | Fully Implemented | California State University, Chico |
| 57. All universities should ensure that the differences between an informal or early resolution process and a formal investigation process are clearly explained to ensure that students know what to expect from each process. Further, they should explain that students whose cases are being handled under an informal or early resolution process have the right to move to a formal process at any time. | Fully Implemented | San Diego State University |
| 58. All universities should ensure that the differences between an informal or early resolution process and a formal investigation process are clearly explained to ensure that students know what to expect from each process. Further, they should explain that students whose cases are being handled under an informal or early resolution process have the right to move to a formal process at any time. | Not Fully Implemented | University of California, Berkeley |
| 59. All universities should ensure that the differences between an informal or early resolution process and a formal investigation process are clearly explained to ensure that students know what to expect from each process. Further, they should explain that students whose cases are being handled under an informal or early resolution process have the right to move to a formal process at any time. | Not Fully Implemented | University of California, Los Angeles |
| 60. All universities should provide regular updates on the status of their investigations to students filing or responding to complaints. Additionally, the universities should notify the students of the resolution of the complaints. To demonstrate that they took these actions, the universities should maintain appropriate records. | Fully Implemented | California State University, Chico |
| 61. All universities should provide regular updates on the status of their investigations to students filing or responding to complaints. Additionally, the universities should notify the students of the resolution of the complaints. To demonstrate that they took these actions, the universities should maintain appropriate records. | Fully Implemented | San Diego State University |
| 62. All universities should provide regular updates on the status of their investigations to students filing or responding to complaints. Additionally, the universities should notify the students of the resolution of the complaints. To demonstrate that they took these actions, the universities should maintain appropriate records. | Fully Implemented | University of California, Berkeley |
| 63. All universities should provide regular updates on the status of their investigations to students filing or responding to complaints. Additionally, the universities should notify the students of the resolution of the complaints. To demonstrate that they took these actions, the universities should maintain appropriate records. | Fully Implemented | University of California, Los Angeles |
| 64. To ensure that the universities conduct investigations as promptly as possible, they should regularly evaluate the timeliness of investigations in a systematic manner and ensure that they complete investigations within established timelines. | Fully Implemented | California State University, Chico |
| 65. To ensure that the universities conduct investigations as promptly as possible, they should regularly evaluate the timeliness of investigations in a systematic manner and ensure that they complete investigations within established timelines. | Fully Implemented | San Diego State University |
| 66. To ensure that the universities conduct investigations as promptly as possible, they should regularly evaluate the timeliness of investigations in a systematic manner and ensure that they complete investigations within established timelines. | Fully Implemented | University of California, Berkeley |
| 67. To ensure that the universities conduct investigations as promptly as possible, they should regularly evaluate the timeliness of investigations in a systematic manner and ensure that they complete investigations within established timelines. | Fully Implemented | University of California, Los Angeles |
| 68. To identify ways to better serve their students, all universities should create a summary of student incidents of sexual harassment and sexual violence reported to the various departments on campus. Each university should evaluate its summary data to identify trends specific to the demographics, as well as the timing, location, and frequency of incidents, to better inform its strategies to protect students and direct its outreach efforts. | Not Fully Implemented | California State University, Chico |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 69. To identify ways to better serve their students, all universities should create a summary of student incidents of sexual harassment and sexual violence reported to the various departments on campus. Each university should evaluate its summary data to identify trends specific to the demographics, as well as the timing, location, and frequency of incidents, to better inform its strategies to protect students and direct its outreach efforts. | Not Fully Implemented | San Diego State University |
| 70. To identify ways to better serve their students, all universities should create a summary of student incidents of sexual harassment and sexual violence reported to the various departments on campus. Each university should evaluate its summary data to identify trends specific to the demographics, as well as the timing, location, and frequency of incidents, to better inform its strategies to protect students and direct its outreach efforts. | Not Fully Implemented | University of California, Berkeley |
| 71. To identify ways to better serve their students, all universities should create a summary of student incidents of sexual harassment and sexual violence reported to the various departments on campus. Each university should evaluate its summary data to identify trends specific to the demographics, as well as the timing, location, and frequency of incidents, to better inform its strategies to protect students and direct its outreach efforts. | Not Fully Implemented | University of California, Los Angeles |
| 72. Chico State should ensure that it fully resolves all complaints that are reported to it and that it imposes appropriate discipline. | Fully Implemented | California State University, Chico |
| 73. San Diego State should implement its Sexual Violence Task Force and ensure that it includes participants such as high-level campus administrators, academic leaders, and student leaders. | Fully Implemented | San Diego State University |

Report Number 2013-123*California Community College Accreditation: Colleges Are Treated Inconsistently and Opportunities Exist for Improvement in the Accreditation Process (June 2014)*

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 1. To ensure that colleges receive consistent and fair treatment and are able to address deficiencies, the chancellor's office should work with the community colleges and request clearer guidance from the commission regarding what actions would allow for the full two-year period in which to remediate concerns and what actions would constitute good cause for extending the time an institution has to address deficiencies beyond two years. In doing so, the chancellor's office should also encourage the commission to specify in its policies those scenarios under which it would exercise the good cause exception so that institutions would have a better understanding of when they might reasonably expect additional time to address deficiencies. | Not Fully Implemented | Community Colleges Chancellor's Office |
| 2. To ensure that community colleges and the public are fully informed regarding the accreditation process, the chancellor's office should assist community colleges in communicating their concerns to the commission regarding its transparency and in developing proposals for improving the commission's transparency policies and practices. The chancellor's office should also encourage the commission to publish policies describing the role of its staff in the commission's decision-making processes. | Not Fully Implemented | Community Colleges Chancellor's Office |
| 3. To make certain that institutions receive fair treatment in appealing decisions that terminate their accreditation, the chancellor's office should work with the community colleges to advocate that the commission change certain aspects of its appeal process. Specifically, in keeping with the spirit of accreditation, when institutions have taken steps to correct deficiencies that led to the decision to terminate accreditation, the institutions should be allowed to have information on those corrections heard as evidence in their appeal. Further, the commission president's involvement in selecting the appeal panel's counsel should be revisited. | Not Fully Implemented | Community Colleges Chancellor's Office |
| 4. To strengthen institutions' understanding of what they must do to comply with standards, and to provide them with the opportunity to address certain issues that could jeopardize their compliance, the chancellor's office, in collaboration with the community colleges, should encourage the commission to develop formal opportunities for institutions to communicate with and receive feedback from the commission on institutional self-studies and other reports before a formal evaluation takes place. In doing so, the chancellor's office should consider the practices of other regional accreditors and identify those that would best meet the needs of California's community colleges. | Not Fully Implemented | Community Colleges Chancellor's Office |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 5. Community colleges, as members of the commission, should communicate their concerns about and ideas for improvement of training on the accreditation process to the commission. To provide assurance to colleges that they may suggest this information freely, the chancellor's office should coordinate communication between the commission and the colleges. Further, in order to build collegial relationships, engage new people in the accreditation process, and extend additional training to those already involved in accreditation, the chancellor's office should encourage the commission to develop an annual conference focused on accreditation and oversight. | Not Fully Implemented | Community Colleges Chancellor's Office |
| 6. To allow colleges flexibility in choosing an accreditor, the chancellor's office should remove language from its regulations naming the commission as the sole accreditor of California community colleges while maintaining the requirement that community colleges be accredited. | Fully Implemented | Community Colleges Chancellor's Office |
| 7. To allow colleges flexibility in choosing an accreditor, the chancellor's office should identify other accreditors who are able to accredit California community colleges or who would be willing to change their scopes to do so. | Not Fully Implemented | Community Colleges Chancellor's Office |
| 8. To allow colleges flexibility in choosing an accreditor, the chancellor's office should assess the potential costs, risks, and feasibility of creating a new independent accreditor. | Not Fully Implemented | Community Colleges Chancellor's Office |
| 9. The chancellor's office should monitor community colleges for issues that may jeopardize accreditation. To the extent that the chancellor's office believes it needs additional staff to accomplish this task, it should develop a proposal for the fiscal year 2015-16 budget cycle that identifies the specific activities it would undertake to find and correct issues that could lead to sanctions of the community colleges and identify the staffing level needed to conduct those activities. | Fully Implemented | Community Colleges Chancellor's Office |

| Report Number 2014-502 | | |
|---|--------------------------|---|
| <i>Commission on Teacher Credentialing—Follow-Up Review (July 2014)</i> | | |
| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
| 1. To make its strategic plan a more useful mechanism for accomplishing its mission, the Commission on Teacher Credentialing (commission) should ensure that, to the extent possible, its goals have timelines and are measurable. Further, the commission should periodically evaluate and track its progress towards meeting its goals. | Not Fully Implemented | Teacher Credentialing, California Commission on |

| Report Number 2012-603 | | |
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| <i>High Risk Update: State Agencies Credited Their Employees With Millions of Dollars Worth of Unearned Leave (August 2014)</i> | | |
| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
| 3. To correct the erroneous leave hours we identified in our analysis of the leave accounting system related to the CSU, CSU's Office of the Chancellor should work with the CSU campuses to review and take the appropriate action to correct the errors by January 2015. | Fully Implemented | California State University |

| Report Number 2014-135R | | |
|---|--------------------------|--|
| <i>Magnolia Science Academies: Although the Financial Condition of These Charter Schools Has Improved, Their Financial Controls Still Need to Be Strengthened (May 2015)</i> | | |
| 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 |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 2. To ensure the 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. | Pending | Magnolia Educational and Research Foundation |
| 7. To strengthen its contracting process, the Foundation should define who has authority to sign vendor agreements. | Pending | 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. | Pending | 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. | Pending | 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 |
| 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. | Pending | Magnolia Educational and Research Foundation |
| 13. To improve communication between the inspector general and the division, 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. | Pending | 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. | Pending | 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 |
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| 1. UC Davis should ensure that the 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. | Pending | University of California, Davis |
| 2. The department 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. | Pending | 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. | Pending | 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, 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. | Partially 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 |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
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| 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 |
|---|--------------------------|-------------------------------------|
| 2. 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 accurately reporting its crime statistics. | Fully Implemented | University of Redlands |
| 3. 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 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. | Pending | San Francisco State University |
| 5. 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 |
| 6. 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. | Pending | Stanford University |
| 7. 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. | Pending | 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. | Pending | 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 will undertake to ensure that it is reporting crime statistics consistently and accurately in its annual security reports. | Pending | 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. | Pending | 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. | Pending | 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. | Pending | San Francisco State University |

| RECOMMENDATION | STATUS OF RECOMMENDATION | ENTITY |
|---|--------------------------|--|
| 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. | Pending | 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, UCOP should finalize and implement its draft policy that will provide additional guidance and oversight to its institutions. | Pending | University of California |
| 19. To ensure that its respective institutions comply with the Clery Act, the 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. | Pending | 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 |
|--|--------------------------|------------------------------------|
| 2. To assist the 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 FCMAT's 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. | Pending | California 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. | Pending | California 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. | Pending | California Department of Education |

* The status of recommendations for audits issued between November and December 2015 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