

Regular Meeting
of the
FCMAT Board of Directors

June 27, 2010
10:00 a.m. – 1:00 p.m.

Silverado Resort
1600 Atlas Peak Road
Napa, California 94558
Vintners Court

AGENDA

June 27, 2010

**Regular Meeting of the
Fiscal Crisis and Management Assistance Team (FCMAT)
Governing Board**

**Silverado Resort, Napa CA
June 27, 2010
10:00 a.m. – 1:00 p.m.**

AGENDA

	<u>Report</u>	<u>Action or Information</u>
I. General Functions		
A. Call to Order	Oral	Action
B. Approval of Agenda	Written	Action
C. Approval of Minutes of April 11, 2010	Written	Action
D. Welcome from FCMAT's Administrative Agent <ul style="list-style-type: none"> • Board member Retirement – Nancy Carroll, Ocean View USD • Introduce new board member Don Carter - KHSD 	Oral	Information
E. FCMAT Executive Committee Report	Oral	Information
F. Public Participation <ul style="list-style-type: none"> • Time reserved for any person to address the FCMAT Board. The Chair may limit the time of participation. 	Oral	Information
G. Report from the California Department of Education	Oral	Information
H. Report from the Office of the Chancellor, California Community Colleges	Written	Information
I. Report from the CEO <ul style="list-style-type: none"> • State Budget Impacts – LEA's • FCMAT Newsletter 	Oral	Information
J. Ed Data Transition	Oral/Written	Information
K. FCMAT Annual Budget Report	Written	Information
L. California School Information Services (CSIS) <ul style="list-style-type: none"> • Quarterly Report • Update on Data Use, Access and Quality Discussion 	Oral/Written Oral	Information Information
M. BASC Common Message – July 2010 Budget Approvals	Written	Information

N. King City Final Court Decision Oral Information

O. Status of Key FCMAT Assignments Oral/Written Discussion

- Compton Community College Comprehensive
- Vallejo Unified School District Comprehensive
- West Fresno Comprehensive
- Travis Unified School District
- Evergreen Community College
- Peralta Community College
- King City

P. Directory Information Written Information
(Bylaws, Roster, 2010 Meeting Dates)

II. Board Members' Comments Oral Information

III. Agenda Items for Next Meeting Oral Information

Date and Location of Next Meeting:

Sunday, October 24, 2010

10:00 a.m. – 1:00 p.m.

Four Points Sheraton, San Rafael

IV. Adjournment

SECTION C

Minutes of the
Governing Board

April 11, 2010

**Minutes of the Regular Meeting of the
Fiscal Crisis and Management Assistance Team (FCMAT)
Governing Board
Hilton Torrey Pines, San Diego
April 11, 2010**

Present:

Christine Frazier..... Superintendent, KCSOS
 Joel Montero Chief Executive Officer, FCMAT
 Darline Robles, Los Angeles COE, Chair Los Angeles, Region 11
 Larry Powell, Fresno COE, Vice Chair Central Valley, Region 7
 Paul Tichinin, Mendocino COE..... North Coast, Region 1
 Sue Field, Bennett Valley USD North Coast, Region 1
 Gary Jones, Modoc COE Northeastern, Region 2
 Mary Sakuma, Junction USD Northeastern, Region 2
 Ric Teagarden, Yuba COE Capitol, Region 3
 Sherry Smith, El Dorado UHSD Capitol, Region 3
 Sheila Jordan, Alameda COE Bay, Region 4
 Nancy Kotowski, Monterey COE South Bay, Region 5
 Marc Liebman, Berryessa USD South Bay, Region 5
 Bill Draa, Banta ESD Delta Sierra, Region 6
 Stan Mantooth, Ventura COE Costa Del Sur, Region 8
 Randy Ward, San Diego COE Southern, Region 9
 Marc Ecker, Fountain Valley SD Southern, Region 9
 Jay N. Hoffman, Nuview USD RIMS, Region 10
 Gary Thomas, San Bernardino COE..... RIMS, Region 10
 Don Singer San Bernardino Community College District

Guests and Staff:

Anthony Bridges Deputy CEO, FCMAT
 Mary Barlow Deputy Administrative Officer, FCMAT
 Michelle Plumbtree..... Chief Management Analyst, FCMAT
 Bill Gillaspie Chief Management Analyst, FCMAT
 Hazel Fields Executive Secretary, FCMAT
 Frank Fekete..... Legal Counsel, FCMAT
 Russ Brawn Chief Operations Officer, CSIS
 Nancy Sullivan..... Administrator, CSIS
 Susie Lange California Department of Education
 Don Gatti..... BASC
 Gerry Riley..... LACOE
 John F. Von Flue..... Fiscal Intervention Specialist, FCMAT
 Marisa Ploog Fiscal Intervention Specialist, FCMAT
 Joe Silva Tuolumne COE
 Jud Jensen Lassen COE
 Tom Armelino..... Shasta COE

Excused:

Debra Bradley, Sausalito-Marín City SDBay Region 4
Dick Glock, Amador COE.....Delta Sierra, Region 6
Jose Gonzalez, Ballico-Cressey ESDCentral Valley, Region 7
Nancy Carroll, Ocean View SD.....Costa Del Sur, Region 8
Amy Enomoto-Perez, Rosemead SD.....Los Angeles, Region 11
Frederick HarrisAssistant Vice Chancellor, Calif. Community Colleges

General Functions:

The meeting was called to order at 10:00 a.m. by Chair, Darline Robles.

Approval of Agenda:

The motion to approve the agenda was made by Larry Powell and seconded by Sue Field.

Approval of Minutes of January 27, 2010:

A motion was made by Gary Thomas and seconded by Sherry Smith to approve minutes of the previous meeting. The minutes were approved with a minor correction.

Comments from FCMAT’s Administrative Agent:

Christine Frazier, FCMAT Administrative Agent, welcomed a new FCMAT Board Member. Mary Sakuma is Superintendent at Junction Elementary School District in Region 2, Northeastern. She is moving to Durham School District in July, but will continue her position on the FCMAT board, since the transfer is within the same Region.

FCMAT Executive Committee:

The Executive Committee approved a request to hire John F. Von Flue as Fiscal Intervention Specialist in the Bakersfield FCMAT office.

Report from the CEO:

Joel Montero introduced two new FCMAT Fiscal Intervention Specialists. Current budget conditions around the state have increased the demands and workload for FCMAT. The new employees will be in the field.

Marisa Ploog started with FCMAT in December, 2009. Marisa’s previous position was Assistant Superintendent, Administrative Services with Atwater Elementary School District. She has experience as a CBO at a School District and in private industry. She is a CPA, and will become a Certified Fraud Auditor. Marisa said she is honored to be part of FCMAT.

John Von Flue joined FCMAT on April 1, 2010. He worked at Lamont School District as Assistant Superintendent of Business and Personnel for the past eight years. He is a graduate of the CBO Mentor Project and is an ACSA council president. John is based in the Bakersfield office. His experience includes School District and private industry. He expressed appreciation to FCMAT, and is honored to be part of the Team.

The Second Interim Survey taken by FCMAT was presented in the form of a graph in the board materials. The informal survey asks County Offices to report preliminary, self-certified results

from districts in their county. Districts are growing more uncomfortable with the budgetary situation in the range of current plus two fiscal years, and see more challenges in future years. A question was asked by Marc Liebman about why qualified certifications seem to be going down. Joel answered that a qualified certification is budget issue and tends to tip to negative. Negative is a cash issue reflecting certification for current plus one yet out. Districts who certify negative will not be able to maintain cash. ARRA and categorical flexibility both built fund balance and may have kept many out of negative certification. Without ARRA funding, there has been a 25% increase in negative certifications. Qualified and negative certifications may have been more had it not been for stabilization funds. All ARRA funds allocated must be spent by Sept 2010. The landscape will be more difficult to navigate in 2013-14. An increase of 78-80% in qualified and negative certifications can be expected. The numbers are at a minimum level right now. The upcoming May Revise 2010 may have an effect on the figures. It could take until 2015-16 to regain an even footing. The impact of this budget issue will remain a while.

The spring edition of the FCMAT Newsletter outlines a trend in interim reporting of qualified and negative status. The numbers have increased over the last two years. 27 Districts are now on the FCMAT Watch List. Bill Draa asked if the watch list is based on the survey. The information is sometimes based on the preliminary reporting but at other times is based on information received from County Offices.

Requests for Special Education reviews have doubled, with 17 or more now in progress or requested.

The number of requests for AB139 Reviews has also recently doubled. These reviews are typically expensive to complete.

Even though work has increased and funds decreased, FCMAT remains fiscally solvent. The FCMAT Budget has an adequate reserve and there is no need to increase fees at this time.

Report from the California Department of Education:

Susie Lange told the board about some staffing changes at CDE.

There is a hiatus on CALPADS development until the first part of the program is stable. There will be no further build until the required fixes are complete. The next release is expected in approximately 2 weeks and will reflect more attention to development and testing. IBM has attended to and field tested 157 corrections in a two week period.

**CSIS Quarterly Report:
CALPADS Service Desk Implementation Status and CALPADS Data Use, Access and
Quality:**

CSIS Quarterly report was contained in the packet of materials furnished to all.

A discussion paper was included in the board packets outlining work done by FCMAT/CSIS staff to address issues brought up by Board Members. A focus group was formed after the January meeting that consisted of a cross section of 60 LEA's and individuals. They were asked what concerns they had and what would they like to relate to the FCMAT Board. Their concerns and recommendations were outlined in the discussion paper.

The Chair thanked Nancy Sullivan and team for their work on the project. Joel mentioned the responsibility of FCMAT to the field for data usage. FCMAT has an opportunity to play a significant role in the data collecting area.

Status of Key Assignments Report:

Various FCMAT staff members updated the Board on the status of current jobs, including:

- Compton Community College District Comprehensive
- Vallejo Unified School District Comprehensive
- West Fresno Comprehensive
- Westwood Unified School District
- Evergreen Community College
- CBO Mentor Project 7th cohort kick off session May 7-8 (board members invited)

King City Joint Union High School District

Public Participation:

There were no public comments.

Board Members' Comments:

Gary Jones expressed concern for an issue with the equitable allocation and distribution of property taxes by the Modoc County Treasurer. Modoc COE has separated its cash into an account that cannot be accessed for use by the County Treasurer.

Date and Location of Next Meeting:

Sunday, June 27, 2010

10:00 a.m. – 1:00 p.m.

Silverado Resort (Napa)

Adjournment:

The meeting was adjourned at 1:21 p.m.

SECTION H

REPORT FROM THE OFFICE OF THE
CHANCELLOR
CALIFORNIA COMMUNITY COLLEGES

Dear Colleagues:

Since my last update, there has been a flurry of activity in the state budget process. I want to take a few minutes to bring you up to speed on the most significant developments. The bottom line is that several different budget proposals have been released, leading to renewed budget discussions and deliberations. It will likely take the next couple weeks for the dust to begin to settle.

Legislative Analyst Responds to Governor's May Revision

On May 18, the Legislative Analyst's Office released its analysis of the Governor's May Revision. The LAO recommends rejection of two of the Governor's more controversial proposals—the elimination of CalWORKs and drastic reduction in child care programs. Instead, they recommend alternative spending reductions as well as revenue increases in order to close the \$19.1 billion budget gap. Highlights include:

- Due to a slightly more optimistic economic forecast, LAO estimates state revenues will be approximately \$1.4 billion higher than estimated by the Administration (\$400 million in 2009-10 and \$1 billion in 2010-11).
- LAO recommends that the Legislature Suspend Proposition 98. This proposal is primarily intended to eliminate legal uncertainty about the Proposition 98 minimum funding guarantee, rather than to create state budget savings. LAO provides a number of options under which the Legislature could provide various levels of funding for K-12 schools and community colleges.
- For the community colleges, LAO recommends reducing funding for Physical Education courses. Rather than reduce the funding rate for PE courses, as they have proposed in the past, this time LAO proposes limiting the amount of PE instruction by imposing district-level caps on the amount of FTES that can be claimed in PE. As part of this proposal, community college apportionments would be reduced by \$150 million. LAO estimates that this would result in a statewide reduction of 50 percent in PE instruction.

In response to this proposal, we have argued that the \$120 million in workload reduction that was included in the current year community college budget was aimed at reducing lower priority courses outside the areas of basic skills, CTE, and transfer and that is what the colleges are currently in the process of doing. It would thus be unfair and premature to cut the community colleges a second time, since it will not be until early fall that we have complete data on which course offerings were cut in 2009-10. While LAO's new PE proposal has not gained much traction since its release, it reflects the continued scrutiny that we will face concerning how we use our FTES funding. If the Legislature is forced to cut Proposition 98 spending, it is possible this proposal could gain steam.

- In addition, LAO continues to recommend that community college student fees be increased to \$40 per credit unit with the resulting revenues dedicated to: 1) funding 2.21 percent enrollment growth (thus saving the state \$126 million in General Fund resources compared to the Governor's budget); and 2) rejecting the Governor's proposal for a negative 0.38 percent COLA (at a cost of \$23 million). At this point, the fee increase proposal has not received much support in the Legislature. However, it is common for community college student fees to be a late hour negotiation as the overall community college budget package comes together.
- LAO recommends that the Legislature consider new revenue options, including: 1) extending temporary tax increases and delaying tax breaks adopted in February 2009; 2) eliminating certain tax credits, exemptions, and deductions; 3) increasing fees, including those paid by

community college students; and 4) increasing targeted taxes (Vehicle Licensing Fee and alcohol tax).

Assembly Speaker Unveils “California Jobs Budget”

On May 25, Assembly Speaker John Perez unveiled a “California Jobs Budget” representing Assembly Democrats’ plan to close the budget gap while also promoting job growth. The centerpiece of the proposal is a complex \$10.1 billion financing scheme that relies on borrowing against a future stream of oil severance tax revenues. The plan calls for using these funds to protect education and social services from deeper cuts while also making targeted investments to spur economic recovery. The single largest component is a proposed augmentation of \$5.9 billion in Proposition 98 funding (key community college features are outlined in the Assembly Budget Actions, in the next section). The Speaker’s Office estimates that this plan would preserve and create over 465,000 jobs.

Senate and Assembly Budget Actions

Late last week, the Senate and Assembly budget committees each took actions to close out their respective budget packages. In both houses, budget packages were adopted on partisan votes. These budget plans will now proceed to the Conference Committee for further deliberation. For the community colleges, highlights include:

Senate:

- ✓ \$126 million for enrollment funding (2.21 percent)
- ✓ Rejected negative COLA
- ✓ Rejected Governor’s proposed \$10 million cut to EOPS
- ✓ Rejected Governor’s proposed \$10 million cut to Part-Time Faculty Compensation
- ✓ Rejected Governor’s proposed \$20 million augmentation for SB 70 CTE programs
- ✓ Redirected \$3.8 million in Basic Skills categorical funds to establish a pot of incentive funding for districts that increase completion rates in Basic Skills courses.
- ✓ Modified funding formula for Financial Aid Administration categorical dollars to be based on number of Pell Grant recipients rather than BOG Waiver recipients.

Assembly:

- ✓ \$129 million for enrollment funding (2.26 percent)
- ✓ \$100 million augmentation for the Economic and Workforce Development program to support workforce training enrollments
- ✓ Rejected negative COLA
- ✓ \$383 million in one-time funding to fully pay the backlog of community college mandate claims (an additional \$983 million is provided for K-12 mandate claims)

Regards,

Erik Skinner

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SECTION J

ED DATA TRANSITION



Ed-Data Partnership Update June 2010

FCMAT/CSIS will assume responsibility for hosting the Ed-Data website on June 30, 2010 and for maintaining the site effective October 1, 2010. FCMAT/CSIS is actively working with the other Ed-Data partners, the California Department of Education, EdSource, and the Alameda County Office of Education, on this transition. The site has been hosted and maintained by the Alameda County Office of Education and this county office has been collaborating with FCMAT/CSIS to handoff responsibility for the site by the time Alameda exits the partnership at the end of September.

As FCMAT/CSIS becomes engaged in Ed-Data work, CSIS is sharing its processes for project management, change control, requirements management, testing, and problem management with the Ed-Data partners. The partners have expressed a desire to adopt these processes for the partnership. For the Board's information, FCMAT/CSIS is providing the Board an example of a process that FCMAT/CSIS is bringing to the partnership; this example is illustrative of the structure and documentation FCMAT/CSIS uses in its projects.

Ed-Data Website Change Control Process

for

**FCMAT/California School Information Services,
CDE and EdSource Partnership**

Version 0.5

June 10, 2010

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Revision History

Author	Date	Reason For Changes	Section	Version
C. Burns	2010.06.10	Updates from notes taken during meeting with EdSource & CDE: Corrected some release timing, corrected labels of data releases, added “refresh” process for corrected data (still need to identify specifically which releases will fall into this category). Added two new issues, resolved a couple. Noted that File Descriptions may be provided by the data source so that FCMAT/CSIS won’t be required to maintain them separately.	2,3,4	0.5
C. Burns	2010.06.02	Accepted track changes, added Data transformation rules to appendix.	Appendix	0.4
C. Burns	2010.05.30	Updated with feedback from KS, added DRAFT watermark, numerous grammatical improvements.	3	0.3
C. Burns	2010.05.26	Input the changes suggested by NS. Two are marked with track changes to make them stand out as we still need to confirm CDE’s role in the process.	3.2	0.2
C. Burns	2010.05.20	First Draft	All	0.1

DRAFT

1 Introduction

1.1 Background

The Ed-Data website (www.ed-data.k12.ca.us) is a website that at the present time is jointly developed and maintained by a partnership made up of the Fiscal Crisis & Management Assistance Team (FCMAT) (www.fcmat.org), California Department of Education (CDE) (www.cde.ca.gov), EdSource (www.edsource.org) and Alameda County Office of Education (ACOE) (www.acoe.org).

The CDE provides data content, testing services and direction on definitions of the data and its presentation. EdSource provides data content and written articles that describe the data. EdSource also provides analysis, direction and testing services. FCMAT provides funding and oversight, and ACOE hosts the website and develops software.

The partnership responsibility of hosting, developing and maintaining the website is moving to FCMAT/CSIS in 2010 (cutover period starting in May 2010, product hosting in June 2010 and production maintenance begins in October 2010).

The past procedures for maintenance and enhancement of the website have been somewhat informal and have evolved over the last 10-12 years that the partnership has been in place, as has the overall website/application.

FCMAT/CSIS wants to make the hosting/maintenance transition as smooth as possible and to that end needs to clearly define roles, responsibilities and process for updating and maintaining the Ed-Data website. The purpose of this document is to provide this definition of roles, responsibilities and outline the process for various aspects of the website maintenance.

1.2 Organization of This Document

The following sections of this document are organized to first provide definitions and second to delineate the process followed for the type of change being implemented.

- Section 2 – Definitions of the Categories of Maintenance
- Section 3 – Process Definitions
- Appendix A – Documentation Artifact Descriptions

2 Categories of Maintenance

There are three (3) categories of maintenance activities for the EdData website. Each of these categories is defined below along with approximate timing. Each of these categories has different timing expectations and will require slightly different processes to ensure that EdSource and CDE expectations are met. Following the definitions of these categories, the next section in this document outlines the process that will be used to implement changes.

2.1 EdSource Articles and Corrections Category

This type of maintenance occurs outside of major data releases and is routine. It includes publication or re-publication of website content that is authored by staff members at EdSource and CDE. There is no direct technical connection between the article content and the data release process, other than possible timing constraints.

Timing: The timing of these kinds of maintenance activities is un-predictable for the most part and is expected to be “on-demand” with the expectation of a very quick turnaround (within a week and possibly less).

2.2 Major Data Release Category

This type of maintenance happens several times throughout a school/fiscal year and includes data sets provided either by CDE or by EdSource. These cycles are very predictable and can be planned for with careful advance coordination by the partnership members. These data release cycles often include changes to the data structure from the data source (e.g. CDE adds some new columns to the STAR results). This type of change should be proposed and scheduled in advance so that appropriate changes to the website and the data loading process can be made. Additionally, there are changes that the partnership deems necessary to either a) modify the website functionality and/or b) adapt to the data source changes.

Timing: There are approximately a dozen data releases each year. The data releases come in groups (i.e. they are not spread evenly across a year). Each of the releases does come with a procedure for bringing the data into the system and an associated check list (test cases) for ensuring the data release is accurate and complete. This process is very similar to the periodic data collection process conducted multiple times per year by FCMAT/CSIS over the last 10 years.

Data Refreshes: Some data releases are known to have a “refresh” soon after the release is completed (within a few weeks). This is due to data corrections that are often made at the request of districts or counties.

2.3 Major Application Development Category

This type of maintenance is usually a large enhancement request or an entirely new application, such as the proposed new Charter School application.

Ed-Data Website Change Control Process

Timing: The timing of major system enhancements is fairly unpredictable. Whenever the partnership leaders decide that it's time to increase functionality in a major way for the Ed-Data website, much planning and resource allocation needs to occur. This is very common part of the FCMAT/CSIS change control process and should fit right in with the current process. FCMAT/CSIS employs Agile design and development practices which entail close collaboration with the end users of a software product throughout design, development, testing and deployment of the product.

DRAFT

3 Process Definitions

Each category of maintenance described above is listed here with discreet steps that describe how EdSource, CDE and FCMAT/CSIS coordinate maintenance activities. Along with the steps to be followed and the organization responsible, the documentation artifacts are listed. For descriptions of the documentation artifacts please refer to Appendix A.

3.1 Process for EdSource Articles and Minor Corrections

As described above, this type of maintenance happens when a new article is created or updated and the update does not coincide with one of the major data releases. The following steps should allow for a very quick response time in updating the website.

3.1.1 Process Steps

1. EdSource staff updates article(s) as needed in the Test environment (currently known as “beta site”) and asks CDE to review. This step is sometimes reversed as CDE updates an article and asks EdSource to review.
2. Article is reviewed and updated as needed.
3. EdSource staff adds a “To do list” item requesting that a page and/or section of the website be promoted from test to production. (the To Do list is an interim solution until FCMAT/CSIS completes installation of and migration to Numara Footprints™ Service Desk system).
4. The To Do list program sends an email to the CSIS configuration management team.
5. CSIS configuration management staff contacts EdSource (phone or email) and confirms scope of request.
6. CSIS promotes the new/updated pages into production.
7. CSIS notifies EdSource that the request has been fulfilled.
8. EdSource checks the production site and Closes the To Do list item.

3.1.2 Documentation Artifacts

1. To Do List entries
2. Email confirmations

3.2 Process for Major Data Releases

There are a number of major data releases defined for five (5) different timeframes as described in the following table:

Table 1 – Release Definitions

Release Definitions and Timeframes	
Release Month	Description
September	Growth API (Excel workbook from CDE) AYP (Excel workbook from CDE) PI (Title I - Excel workbook from CDE)
October	Enrollment and Staffing Profiles for School, District, County and State levels (database from CDE)
January	Teacher Salaries (J90 zip file from CDE format unknown) Teacher Experience (Excel workbook from CDE)

Release Definitions and Timeframes	
Release Month	Description
March	Financial Data (SACS database from CDE) Expenses Per ADA (Excel Workbook from CDE)
May	High School Dropout Rates, Graduation Rates SAT Scores (Database from CDE) Student Performance Data Base API (Excel Workbook from CDE)
Multiple	Election Results (Excel workbook from EdSource and/or Data Entry in Admin Module)

The process for a major data release is broken down into 4 areas as shown below. Refer to the release project plan and schedule for details on dates and dependencies. At the beginning of each school year, the partnership collaborates on developing the annual data release schedule. The schedule will include milestones and tasks that describe the creation/review/approval of a number of documents. These milestones and documents are broken down into four components of website maintenance as described below.

3.2.1 Requirements

The majority of the documentation artifacts are involved with defining the scope of change(s) and clearly defining the changes to ensure complete and accurate communications between the partnership entities. The steps and artifacts for requirements definition are listed in the table below. Each of the documents created will have an authoring task, review task and approval required. These details are listed in the release schedule. Please refer to Appendix A for a more detailed description of the documents.

Table 2 - Requirements Steps

Step	Document	Description
1.	Change Request	The partnership meets in advance of the data release to document any changes in the upcoming release. New or changed data elements, new or changed tables and changes to the accompanying website pages are documented in an “overarching” change request that defines the scope of maintenance activities for the data release. FCMAT/CSIS authors this document and assigns a number in the change request tracking system.
2.	High Level Requirements	The High Level Requirements document includes an overview of the release activities, a list of the changes, assumptions that are being made, issues that must be resolved, list of documents that must be updated and general guidelines and constraints (if any). FCMAT/CSIS authors this document, CDE and EdSource review and approve.
3.	Customer Requirements Forms	The Customer Requirements Form (CRF) is used to provide in-depth detail of the changes being requested. The Functional Requirement(s), Business Rules, detailed assumptions, preconditions, related changes, detailed issues, discreet data element definitions and other low level details are captured by FCMAT/CSIS and reviewed/signed off by CDE and EdSource.
4.	File Description	The File Description documents the physical attributes of data content from CDE or EdSource. Any changes or additions that occur to the data elements are documented here within the context of the files and records to be provided. FCMAT/CSIS creates and maintains the document; CDE and EdSource review and sign off on it.
5.	Data Exchange	The Data Exchange document defines the protocols and procedures to be used

Step	Document	Description
		between agencies' respective systems when transferring data. This document should rarely change but is included in a review cycle to ensure that all partners continue to be aware of the data transfer mechanisms.
6.	Data Transformation Rules	The Data Transformation document describes the business rules that are applied to the data (if any) prior to loading into the EdData website database. These rules are gleaned from the CRF's and made permanent in this document that describes all data transformations for all incoming data files. FCMAT/CSIS creates and maintains this document; CDE and EdSource review and signoff on it.
7.	Screen Designs	Data element changes may also require screen changes. In order to communicate the desired change in the screen appearance and/or functionality, existing screen shots are marked up to show what a revised screen will look like. The markups can be created by CDE, EdSource or FCMAT/CSIS and are reviewed together and signed off as part of the requirements process. The developer staff will be part of the markup/review process.
8.	Article Updates	Articles (new or updated) that accompany a data release are authored by EdSource as far in advance of the data release as is feasible. These articles are authored inside the EdData test website and reviewed by CDE prior to moving to production.

Requirements Artifacts:

- Change Request (CR)
- High Level Requirements (HLR)
- Customer Requirements Forms (CRF)
- File Description(s)
- Data Exchange Document
- Data Transformation Rules
- Screen Design Mockups

3.2.2 Development

The development process steps include creating and maintaining the data loading scripts (which may include data transformations), creating and maintaining screens, verifying the data content as received from CDE or EdSource matches the documentation by loading the data into the Development environment for unit testing.

Table 3 – Development Steps

Step	Activity	Description
1.	Create and/or Update Scripts	Data loading scripts must be updated to reflect any changes in the incoming data format. If there are new or changed data transformation rules, those too are updated in the loading scripts. Scripts are coded and unit tested by the developers.
2.	Create and/or Update Screens	For data element or file changes/additions, any screen changes that were specified must be coded and unit tested.
3.	Verify Data Release	The format and content of the data release is verified by the developer staff to ensure that it matches the documentation and the changes to the loading scripts that were made. This verification includes loading the newly released data into the development environment and confirms the unit testing results.

Development Artifacts:

- List of Promotable Code/Scripts
- Special deployment instructions (if any)

3.2.3 Testing

The testing process is a joint process shared among the partners. FCMAT/CSIS readies the test environment and CDE/EdSource completes the joint testing process to ensure that the updated website accurately reflect the changes specified in the requirements documents.

Table 4 – Testing Steps

Step	Activity	Description
1.	Promote script and screen updates to Test	Once the updated scripts and screen program code has been updated and unit tested, the development staff provides the updates to configuration management which promotes them to the Testing environment.
2.	Load Data into Test environment	The FMAT/CSIS testing / configuration staff use the new/changed scripts to load the data into the test environment.
3.	Smoke Test	The FMAT/CSIS testing / configuration staff run a series of pre-defined test cases to ensure the completeness and integrity of the test environment.
4.	Joint Test	The EdSource and CDE partners run a series of comprehensive test cases against the test environment to ensure that the new data release was loaded correctly and that any screen changes that were required are implemented according to design.

Testing Artifacts:

- Defect Reports (as needed)
- Joint Testing Summary (one each from CDE and EdSource)

3.2.4 Implementation

Implementation is also a shared responsibility among the partners. FCMAT/CSIS deploys the changes to the production website and the partners jointly ensure the production website accuracy and appearance.

Table 5 – Implementation / Deployment Steps

Step	Activity	Description
1.	Redirect	When the partnership agrees that the joint testing was successful, the testing / configuration staff at CSIS puts up the Redirect (“under construction”) page in lieu of the EdData home page.
2.	Promote Scripts, Screens and articles to production	The updated scripts and screens are promoted to the production website by the FCMAT/CSIS testing and configuration staff. New and updated articles are pushed to the production web site.
3.	Load Data into Production	The FCMAT/CSIS testing and configuration staff load the new data into the production database(s).
4.	Smoke Test	The FMAT/CSIS testing / configuration staff run the same series of pre-defined test cases to ensure the completeness and integrity of the production environment. FCMAT/CSIS notifies CDE and EdSource that the website is ready for joint acceptance testing and provides a URL to the test site.

Step	Activity	Description
5.	Joint Acceptance Test	The EdSource and CDE partners run a series of comprehensive test cases against the test environment to ensure that the new data release was loaded correctly and that any screen changes that were required are implemented according to design. This is a duplication of the testing effort done while testing in the test environment
6.	Remove Redirect	When the joint acceptance testing is successfully completed, CDE and EdSource notify FCMAT/CSIS and the new home page for EdData is put in place of the “under construction” redirect.

Implementation Artifacts:

- Joint Acceptance Test Summary Report
- Updated Website

3.2.5 Refresh

For some data releases, a pure data refresh will occur following the data release. This is due to corrections that are made to the data at CDE. For those data releases, there is never any corresponding development work to be done, merely the loading of the refreshed data. The refresh steps are nearly identical to the Implementation steps above but do not include the promotion of any scripts or screens. It’s a pure data refresh.

Table 6 – Data Refresh

Step	Activity	Description
1.	Redirect	When a data refresh notice comes from CDE to FCMAT/CSIS, the site is taken offline for the data reload.
2.	Load Data into Production	The FCMAT/CSIS testing and configuration staff load the new data into the production database(s).
3.	Smoke Test	The FCMAT/CSIS testing / configuration staff run a series of pre-defined test cases to ensure the completeness and integrity of the production environment. FCMAT/CSIS notifies CDE and EdSource that the website is ready for joint acceptance testing and provides a URL to the test site.
4.	Joint Acceptance Test	The EdSource and CDE partners run a series of test cases against the test environment to ensure that the new data release was loaded correctly.
5.	Remove Redirect	When the joint acceptance testing is successfully completed, CDE and EdSource notify FCMAT/CSIS and the new home page for EdData is put in place of the “under construction” redirect.

3.3 Process for Major Application Development

The process for requesting, planning and implementing a major enhancement to the website mimics the current process that CSIS has been using and evolving. This process includes the same documentation artifacts and activities involved in the Data Release process described in the previous section of this document.

Ed-Data Website Change Control Process

EdSource and CDE will work with FCMAT/CSIS to define a major enhancement to the EdData website in terms of defining the goals, functionality required, scope, look and feel and detailed behaviors for each of the new application's screens.

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4 Issues

The following are questions that arose during the development of this document. This section may be deleted once each issue has been resolved.

4.1 Help screens

Who maintains the help screens on the EdData website? Is this an “authoring” function the same as articles that are associated with the data or is this a development function that is undertaken by FCMAT/CSIS?

Resolution: TBD

4.2 EdSource screens Duplicated in EdData

There are a number of screens that appear to be hosted on the EdData site that also appear on the EdSource.org website. Are these duplicates or somehow magically appear in both places? If duplicated, who maintains the EdData copies?

Resolution: Not really duplicated. Frames are used to reference another website’s content. Not an issue.

4.3 Operations Manual

Does FCMAT/CSIS maintain an Operations Manual for the EdData website? If so, what department will be responsible for the creation and maintenance of the document? If not, where will the data loading instructions be maintained and what department will maintain the information? Where the information and/or the Operations Manual will be stored (i.e. what folder/subfolder will hold this information in SharePoint)?

Resolution: TBD

4.4 VSTS Project

Is the EdData website source to be maintained in the FCMAT/CSIS Visual Studio Team System™? If not where is the source code maintained and version controlled?

Resolution: Yes, the Ed-Data website source code and scripts will be maintained as a project within VSTS. The library has already been established but won’t be “official” until complete responsibility has been transferred to FCMAT/CSIS (due in October 2010).

4.5 Scheduled Refreshes (data release corrections)

Several Data Releases are known in advance to include a second set of data that contains corrections to the original data. We need to know which releases these are so that they can be planned for.

Resolution: TBD

4.6 Desire for Earlier Change Planning

The current process for Ed-Data updates includes an extraordinarily short timeline between notification of data changes and the changes to the website going into production; sometimes in a matter of only a few weeks. FCMAT/CSIS would prefer to learn about upcoming changes in the data releases in a much earlier timeframe so that the changes can be clearly defined, specifications can be updated, test cases can be developed and the whole release process planned in more detail.

Resolution: FCMAT/CSIS will work with CDE to determine the sources of the data and those departments that control the changes to the data. An attempt will be made to establish a communications channel that facilitates earlier notification of upcoming changes.

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Appendix A – Documentation Artifacts

Change Request (CR)

Change Requests are used by FCMAT/CSIS to authorize and track software development activities. The “overarching” type change request is used to identify a project (e.g. Spring Data Release). Detailed change requests are used to track individual requirements listed in the High Level Requirements (HLR) document. The change request numbers are assigned by the change order tracking system and recorded in the HLR for cross referencing.

High Level Requirements (HLR)

The High Level Requirements document records the overall definition of a project, the individual requirements (which determines the scope of the development effort), assumptions upon which the requirements depend, and known issues.

Customer Requirement Form (CRF)

There is one CRF for each requirement listed in the HLR. The CRF records detail information about the requirement including what current processes are (if any exist), the gap between current process and desired automated functionality, assumptions, preconditions, business rules, issues and recommended testing criteria.

File Description

The File Description document includes definitions for each of the files, records and fields that are sent from one entity to the other. The physical characteristics of the file and field are listed in the physical order that the records are organized within the file being described. This document may be provided by the data source so that FCMAT/CSIS doesn't have to maintain it.

Data Exchange

The Data Exchange document defines the protocols and procedures that are used to affect the transfer of data between systems.

Data Transformation Rules

The Data Transformation Rules describe how the CDE provided data is split apart, parsed and otherwise manipulated to produce the database tables inside the Ed-Data website. This document serves as the mapping documentation from source to destination for each data element (or in reverse from the website back to the source).

Screen Designs

Screen Designs include a picture of the proposed screen, the list of controls (buttons, boxes, images, etc) on the screens and the behavior exhibited for each control. Navigation between screens may also be included. Business rules regarding the formatting and sorting of data content are included as needed.

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SECTION K

FCMAT ANNUAL BUDGET REPORT

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

CSIS Operational

	Unaudited Actuals 2008-09	Working Budget 2009-10	Projected Budget 2010-11
Beginning Balance	\$ 1,620,065.00	\$ 2,357,436.00	\$ 1,330,047.00
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All other Federal	\$ 1,114,000.00	\$ 1,042,200.00	\$ 2,000,000.00
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 5,145,002.00	\$ 5,229,047.00	\$ 3,899,000.00
Local	\$ -	\$ -	\$ -
Fees & Contract	\$ (42,155.00)	\$ 128,927.00	\$ 20,000.00
Site Transfers		\$ -	\$ -
Total Revenues	\$ 6,216,847.00	\$ 6,400,174.00	\$ 5,919,000.00
Expenditures			
Certificated Salaries	\$ 8,285.00	\$ 113.00	\$ -
Classified Salaries	\$ 3,205,647.00	\$ 3,471,332.00	\$ 3,753,867.00
Employee Benefits	\$ 946,603.00	\$ 991,595.00	\$ 1,099,970.00
Supplies	\$ 48,080.00	\$ 119,087.00	\$ 80,000.00
Contracts/Services	\$ 1,270,861.00	\$ 2,730,436.00	\$ 2,265,210.00
Equipment	\$ -	\$ 115,000.00	\$ 50,000.00
Other Outgo	\$ -	\$ -	\$ -
Total Expenses	\$ 5,479,476.00	\$ 7,427,563.00	\$ 7,249,047.00
Net Increase/Decrease	\$ -	\$ (1,027,389.00)	\$ (1,330,047.00)
Ending Balance	\$ 2,357,436.00	\$ 1,330,047.00	\$ -

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

Management Assistance

	Unaudited Actuals 2008-09	Working Budget 2009-10	Projected Budget 2010-11
Beginning Balance	\$ 936,534.00	\$ 1,427,393.00	\$ 195,343.00
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 2,583,812.00	\$ 2,445,000.00	\$ 2,445,000.00
Local	\$ 19,470.00	\$ -	\$ 5,000.00
Fees & Contract	\$ 1,210,044.00	\$ 802,235.00	\$ 800,000.00
Site Transfers	\$ 148,045.00	\$ (723,330.00)	\$ -
Total Revenues	\$ 3,961,371.00	\$ 2,523,905.00	\$ 3,250,000.00
Expenditures			
Certificated Salaries	\$ 243,753.00	\$ 384,888.00	\$ 247,668.00
Classified Salaries	\$ 1,264,842.00	\$ 1,235,586.00	\$ 1,167,541.00
Employee Benefits	\$ 419,697.00	\$ 449,338.00	\$ 424,867.00
Supplies	\$ 35,239.00	\$ 62,742.00	\$ 60,000.00
Contracts/Services	\$ 1,355,120.00	\$ 1,426,475.00	\$ 1,353,317.00
Equipment	\$ 31,596.00	\$ 5,758.00	\$ -
Other Outgo	\$ 120,265.00	\$ 191,168.00	\$ 191,950.00
Total Expenses	\$ 3,470,512.00	\$ 3,755,955.00	\$ 3,445,343.00
Net Increase/Decrease	\$ -	\$ (1,232,050.00)	\$ (195,343.00)
Ending Balance	\$ 1,427,393.00	\$ 195,343.00	\$ -

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

Professional Development

	Unaudited Actuals 2008-09	Working Budget 2009-10	Projected Budget 2010-11
Beginning Balance	\$ 367,072.00	\$ 193,265.00	\$ -
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 965,000.00	\$ 914,000.00	\$ 914,000.00
Local	\$ 62,767.00	\$ 55,288.00	\$ 80,000.00
Fees & Contract	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ (56,773.00)	\$ -
Total Revenues	\$ 1,027,767.00	\$ 912,515.00	\$ 994,000.00
Expenditures			
Certificated Salaries	\$ 49,721.00	\$ 48,963.00	\$ 48,963.00
Classified Salaries	\$ 130,026.00	\$ 122,969.00	\$ 115,396.00
Employee Benefits	\$ 41,656.00	\$ 43,112.00	\$ 43,512.00
Supplies	\$ 11,573.00	\$ 20,000.00	\$ 15,000.00
Contracts/Services	\$ 925,279.00	\$ 819,768.00	\$ 713,119.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 43,319.00	\$ 50,968.00	\$ 58,010.00
Total Expenses	\$ 1,201,574.00	\$ 1,105,780.00	\$ 994,000.00
Net Increase/Decrease	\$ -	\$ (193,265.00)	\$ -
Ending Balance	\$ 193,265.00	\$ -	\$ -

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

AB 139 Reimbursements

	Unaudited Actuals 2008-09	Working Budget 2009-10	Projected Budget 2010-11
Beginning Balance	\$ 858,000.00	\$ 858,000.00	\$ -
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ 122,968.00	\$ 590,868.00	\$ 539,622.00
Other State	\$ 66,165.00	\$ 267,132.00	\$ 147,378.00
Local	\$ -	\$ -	\$ -
Fees & Contract	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ (858,000.00)	\$ -
Total Revenues	\$ 189,133.00	\$ -	\$ 687,000.00
Expenditures			
Certificated Salaries	\$ 38,256.00	\$ 39,170.00	\$ 39,170.00
Classified Salaries	\$ 16,761.00	\$ 4,463.00	\$ -
Employee Benefits	\$ 10,364.00	\$ 9,477.00	\$ 8,008.00
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 784.00	\$ 214,022.00	\$ 100,200.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 122,968.00	\$ 590,868.00	\$ 539,622.00
Total Expenses	\$ 189,133.00	\$ 858,000.00	\$ 687,000.00
Net Increase/Decrease	\$ -	\$ (858,000.00)	\$ -
Ending Balance	\$ 858,000.00	\$ -	\$ -

Fiscal Crisis Management Assistance Team
2008-09 Unaudited Actuals
2009-10 Estimated Actuals
2010-11 Projected Budget

Consolidated Sites

	Unaudited Actuals 2008-09	Working Budget 2009-10	Projected Budget 2010-11
Beginning Balance	\$ 20,447,700.00	\$ 21,775,810.00	\$ 7,743,166.00
Revenues			
Pass Through Federal			
All other Federal	\$ 42,834.00		
Pass Through State	\$ 20,091,292.00	\$ 3,949,942.00	\$ 115,000.00
Other State	\$ 1,725,993.00	\$ 1,786,672.00	\$ 1,385,971.00
Local			\$ 42,000.00
Fees & Contract	\$ 532,133.00	\$ 566,000.00	\$ 212,795.00
Site Transfers	\$ (172,560.00)	\$ (843,419.00)	
Total Revenues	\$ 22,219,692.00	\$ 5,459,195.00	\$ 1,755,766.00
Expenditures			
Certificated Salaries	\$ 23,571.00	\$ 24,585.00	\$ 24,585.00
Classified Salaries	\$ 316,384.00	\$ 341,852.00	\$ 194,608.00
Employee Benefits	\$ 114,359.00	\$ 121,247.00	\$ 43,102.00
Supplies	\$ 7.00	\$ 7,255.00	\$ 1,750.00
Contracts/Services	\$ (187,118.00)	\$ 1,397,608.00	\$ 4,862,519.00
Equipment	\$ 33,087.00	\$ -	\$ -
Other Outgo	\$ 20,591,292.00	\$ 17,599,292.00	\$ 615,000.00
Total Expenses	\$ 20,891,582.00	\$ 19,491,839.00	\$ 5,741,564.00
Net Increase/Decrease	\$ 1,328,110.00	\$ (14,032,644.00)	\$ (3,985,798.00)
Ending Balance	\$ 21,775,810.00	\$ 7,743,166.00	\$ 3,757,368.00

Sites Include:

CSIS Project Management
CSIS Pass Through Grant
Audit Appeals
FCMAT Community College
Regional Teams

CSIS Special Projects
Comprehensive Reviews
Ed Data Partnership
FCMAT Reserve
AB 1200 COE Reimbursements

SECTION L

CALIFORNIA SCHOOL INFORMATION SERVICES

(CSIS)



FCMAT/California School Information Services Program Status Report FY2009-10 Fourth Quarter – June 2010

Introduction:

The California School Information Services (CSIS) Program, administered by the Fiscal Crisis and Management Assistance Team (FCMAT), was created to address a variety of challenges faced by local education agencies (LEAs) in the management and exchange of public school student, staff and institutional information in California. This report provides a summary of FCMAT/CSIS accomplishments for mid April, 2010 to mid June 2010. The body of the report contains three sections, one focused on completed and ongoing FCMAT/CSIS work related to the California Longitudinal Pupil Achievement Data System (CALPADS); a second focused on other on-going FCMAT/CSIS projects; and a final section noting projects recently initiated and future projects being considered by FCMAT/CSIS.

Summary of FCMAT/CSIS CALPADS Accomplishments this Quarter:

During the past quarter, FCMAT/CSIS continued to implement the *Transition Plan for CSIS Support of CALPADS* and make preparation for CALPADS its highest priority, consistent with the FCMAT Board approved *Transition Policy for CSIS Support of CALPADS*. The *Transition Plan* includes three goals intended to prepare local education agency (LEA) for CALPADS, support their utilization of CALPADS, and provide subject matter expertise to the California Department of Education (CDE) in its development of CALPADS; those goals are: 1) CALPADS successfully meets all of its objectives, 2) FCMAT/CSIS is prepared to deliver effective future support and maintenance of CALPADS, and 3) FCMAT/CSIS continues to support SSID assignment and maintenance and electronic State Reporting until CALPADS is successfully implemented. All work related to transferring SSID responsibility to CALPADS is complete. Highlights of FCMAT/CSIS' work on the first two goals are summarized below by those *Transition Plan* goals.

1. **CALPADS successfully meets all of its objectives:** Work this quarter included continuing to assist CDE and IBM with the implementation of CALPADS Fall 1 functionality as well as providing input into the design and development of CALPADS. FCMAT/CSIS continued assisting in CALPADS testing, teaching CALPADS training courses and staffing question and answer calls.

Implementation of Fall 2 functionality (teacher demographics, staff assignments, student course enrollment, and English Learner services data) is scheduled for Fall 2010. CSIS will be assisting with testing the software and training LEAs on this new functionality.

FCMAT/CSIS, CDE and IBM also continue to collaborate on the CALPADS Service Desk. Between October 4, 2009 and June 11, 2010, the Service Desk received 14,103 requests. Of those, 13,486 have been closed. LEAs with an enrollment of 1,000 or fewer students have until June 24, 2010 to certify their enrollment, graduate and dropout data. As of June 11, 2010, 163 or 17.4% of the 936 LEAs required to certify by June 24 have finished the certification process.

2. **FCMAT/CSIS is prepared to deliver effective future support and maintenance of CALPADS:** During the past quarter, FCMAT/CSIS continued work to update FCMAT/CSIS procedures to align with the Information Technology Infrastructure Library (ITIL). FCMAT/CSIS managers continue to implement individual training plans for staff.

Summary of Other FCMAT/CSIS Accomplishments this Quarter:

During April 2010 to June 2010, FCMAT/CSIS continued work on the Best Practices Cohort, Direct Certification, Address Validation, Academic Records Transfer and the Ed-Data website, and also participated in Budget hearings. Final payouts were made for the Best Practices Cohort Project. FCMAT/CSIS continued to support Direct Certification and will do so through the match at the end of June. FCMAT/CSIS also collaborated with the California Community Colleges and Edustructures to promote the use of the CSIS Transcript Center to send electronic transcripts to postsecondary institutions. Work to transfer the Ed-Data website to FCMAT/CSIS servers is going well and the site will be hosted by CSIS at the end of June. FCMAT will be solely responsible for maintenance of the site as of October 1, 2010.

The May revise and subsequent Budget hearings supported an additional allocation to FCMAT/CSIS of \$1.7 million, providing CSIS with the same level of funding as the current fiscal year. Although less than requested in the *Transition Plan*, this level of funding is sufficient for FY10-11 since CALPADS is currently behind schedule.

Summary of New Projects and Consideration for Future Work:

In the upcoming months, FCMAT/CSIS will continue efforts consistent with its program mission and the *Transition Plan* in support of LEAs. Future projects will include work to replace the FCMAT and CSIS websites with a new website that addresses all components of FCMAT, leverages current web technologies, and is more responsive to clients' needs.

SECTION M

BASC COMMON MESSAGE
JULY 2010 BUDGET APPROVALS

2010 May Revision Update for CCSESA BASC District
Fiscal Oversight Common Message
Talking Points to County Office of Education CBOs
2010-11 Budgets and Related MYPs
May 28, 2010 – Final

BACKGROUND

Since May 2008, County Office Chief Business Officials have been working with various statewide educational organizations to craft common messages and to advise school districts on assumptions for budget and interim reports. Our goal is to have as consistent a county office message as possible to school districts. This edition provides guidance for the 2010-11 Budget and related MYPs and reflects the 2010-11 Governor's May Revision Budget.

The Governor continues to acknowledge that the State is in a serious fiscal crisis. The May Revision Budget has a shortfall of \$19.1 billion for 2010-11, slightly smaller than the \$19.9 billion shortfall in the January budget. The Governor proposes to eliminate this shortfall through \$12.4 billion in expenditure reductions, \$3.4 billion in additional federal revenues, and \$3.4 billion in borrowing funds shifts, asset sales, and surcharges. No new taxes are being proposed.

For 2010-11, the Prop 98 guarantee has fallen to \$48.4 billion. The Governor has stated that education continues to be "protected" in this May Revision budget. It is important to note that "protected" does not mean that school districts will be spared reductions. **In fact, school funding as proposed by the Governor in the May Revision is \$4.1 billion below what Proposition 98 calls for. The Governor proposes a negative 0.39% cost-of-living adjustment (COLA), to the revenue limit and a negative 0.38% to certain categorical programs and an additional ongoing reduction of 3.85% to each school district's undeficitated base revenue limit (BRL). Depending upon the school district BRL, this can range from approximately \$225/ADA to \$280/ADA. This replaces the fixed dollar reduction per ADA by type of school district (\$191/ADA for elementary school districts, \$201/ADA for unified school districts, and \$231/ADA for high school districts) proposed in January. About \$2.5 billion was taken from education in the January 2010 Budget and this remains unchanged with the May Revision.**

The good news is that the Governor has dropped the proposal that the ongoing revenue limit reduction be targeted at central administration. School districts now have local discretion over the implementation of the cuts.

The Governor's Proposed 2010-11 May Revision Budget provides his last set of budget proposals to the Legislature and many changes will take place prior to the adoption of an actual 2010-11 State Budget. School districts are cautioned to be conservative with the development of the 2010-11 Budget. **It is possible that the total amount of reductions in the Governor's May Revision Budget is the best case scenario and future changes could produce further reductions to education.** There are several significant factors that warrant such caution:

- Given that there are significant financial and political downside risks to the Governor's 2010-11 May Revision Budget, the risk of further education cuts in the final adopted budget outweigh the potential for any augmentations for K-12 education.
- The Governor's 2010-11 May Revision Budget is predicated upon some very uncertain revenue increases and expenditure reductions. For example, the proposed budget assumes the Federal Government will provide \$3.4 billion in unrestricted federal funding to California.

- Many of the proposed expenditure reductions are similar to ones proposed last year and not enacted. It is anticipated that the Legislature will have considerable difficulty in agreeing to the reductions as many of the State's social welfare programs have been eliminated or severely reduced.
- ARRA funds are one-time revenues and must be spent by September 30, 2011. Additionally, the State is no longer impacted by the federal maintenance of effort requirements as of June 30, 2011.
- There are some signs of a US economic recovery, but California lags far behind. Unemployment is 12.6% compared to 9.9% for the US as a whole.
- 2010 is a major election year. There is uncertainty as to whether a State Budget will be enacted prior to or after the November, 2010 election.
- There are possibilities of court challenges over the proposed reductions such as CalWORKS and state worker pay cuts.

2010-11 BUDGETS

Revenue Limit and Categorical Reversion

The 2010-11 May Revision Budget specifies the deficit factor for revenue limits for 2009-10 and 2010-11 as defined in the following table.

	2009-10	2010-11
Statutory Cost of Living Adjustment (COLA)	4.25%	(0.39%)
K-12 Deficit	18.355% (0.81645)	18.355% (0.81645)
County Office Deficit	18.621% (0.81379)	18.621% (0.81379)

The (0.39%) COLA translates into the following per ADA amounts:

School District Type	2010-11 Statutory COLA (0.39%)
Elementary	(\$24)
High School	(\$29)
Unified	(\$25)

In addition, pursuant to ABX4 3 (Chapter 3/2009/10, all school districts including basic aid were required to make a one-time reduction to the 2009-10 revenue limit income of \$252.99 per average daily attendance (ADA). This \$252.99 per ADA reduction in 2009-10 was for the \$1.516 billion needed to restore the categorical reductions taken in 2008-09.¹ This reduction is not continued in 2010-11.

However, for 2010-11, the May Revision Budget proposes an ongoing cut of \$1.5 billion. Currently, the Department of Finance (DOF) is proposing to implement this cut by applying a 3.85% reduction to each school district's (including basic aid school districts) undeficitated base revenue limit. This equals

¹ In order to reduce the Proposition 98 funding level without having to suspend Proposition 98, the Legislature captured \$1.6 billion in categorical funds unallocated, unexpended, or not liquidated in 2008-09. With the exception of High Priority Schools Grant, which is eliminated in 2008-09, \$1.5 billion is restored in 2009-10. Per Section 5 of ABX4 3, apportionments for school districts, county offices, and charter schools are reduced on a one time basis in 2009-10 by an equivalent amount to fund the \$1.5 billion categorical restoration.

approximately \$225/ADA to \$280/ADA and will be an ongoing reduction. Once the reduction has been calculated, subtract this amount from the deficated base revenue limit. As a result, any reduction in the deficit factor will not reduce this cut. In other words, this would be an ongoing reduction and would not diminish even if the deficit factor is fully eliminated in the future.

Please note that the May Revision does not contain this specific application for the \$1.5 billion reduction. This is the DOF's current suggestion and therefore, could change in form prior to adoption of a State Budget.

However, we recommend that you use these figures to align your local budget with the Governor's May Revision proposals. From this starting point, it is then appropriate to make further adjustments, based on your assessment of the risks of further reductions that may be adopted by the Legislature as it deliberates the various proposals submitted by the Governor. As noted in the Background to this common message, there are a number of downside risks to the May Revision proposal that could warrant further reductions.

In addition, in developing your local budget for 2010-11, you should acknowledge the unique circumstances in your school district. Some factors could include the size of your current reserve, enrollment trends, and one-time revenues or expenditures that expire in the budget year. These and other factors would warrant adjustments, either up or down, from the starting point of the Governor's May Revision Budget.

We again caution school districts that there are likely to be more changes before a State budget is enacted and there could be additional cuts to Education.

We recommend that school districts use the School Services of California (SSC) dartboard, which was updated based on the Governor's 2010-11 May Revision Budget, in the development of the 2010-11 Budget and the related MYPs for 2011-12 and 2012-13. We strongly agree with SSC's Dartboard footnote that suggests that COLAs for 2011-12 may not be funded. Therefore, it is essential that school districts budgeting for positive COLAs on the MYP should have a contingency plan in place in the event that the COLAs are not funded.

As an additional note of caution, school districts should carefully review their revenue limit projections. Due to the deficits and changes in both property taxes and State aid, it is possible that a school district might temporarily shift in or out of basic aid status. Basic aid school districts were also subject to the estimated \$252.99 per ADA one-time reduction from their categorical funding in 2009-10. This amount was deducted from a basic aid school district's State categorical aid in 2009-10, exclusive of Special Education, After School Education and Safety Program (ASES), Quality Education Investment Act (QEIA), and child care and development funding.

In recognition of the drop in assessed values and decreases in Statewide property tax projections, the Governor's May Revision Budget does not propose reductions for basic aid school district funding for 2010-11. However, the 2009 Budget Act did include a "fair share" of 5.81% to be implemented in the 2010-11 fiscal year based on the Second Principal Apportionment base revenue limit for 2009-10.

Applying further fair share reduction as currently identified in the 2009-10 State Budget to 2010-11, the Legislature could decide that basic aid school districts would be subject to the \$1.5 billion ongoing reduction of approximately 3.85%.

Please note that the reduction, however, cannot violate the California Constitution (Section 6 of Article IX) requirement that the State provide at least \$120 per ADA, or \$2,400 per school agency, whichever is greater (Education Code Section 41975). Thus this creates in essence a floor in which a basic aid school district would always be left with at least the \$120/\$2,400 constitutionally protected funding under this calculation and would not have to lose additional funding once that level is reached.

Special Education

Special Education AB 602 funding has a negative COLA of (0.38) %. Growth is funded at \$3.6 million or \$463.67/ADA.

The AB 602 Special Disabilities Adjustment (SDA) appropriation was included in the 2009-10 Budget, but the necessary statutory language to provide the authority to calculate and disburse the funds was not included in the budget trailer bill. CDE has apportioned these funds to date, but Legislation is required by July to fix this problem or CDE will take back the allocation from the affected SELPAs. Similar language will also be required for 2010-11 in order for CDE to disburse the SDA funds.

Another special education issue of critical importance is the proposal to suspend AB 3632 (Chapter 1747/1984). The legislation mandated county mental health agencies to provide services to children with disabilities. The Governor has proposed to suspend approximately \$52 million in funding for this mandate. This allocation was provided directly to county mental health agencies. If this proposal is enacted, it is likely that the cost of providing these services will shift to school districts and COEs as they are the "payer of last resort" for services specified in a student's Individualized Education Program (IEP). School districts should discuss this with their SELPA and fiscally plan for this action.

State Fiscal Stabilization Funds (SFSF)

K-12 schools are entitled to \$3.1 billion under the SFSF, with \$2.9 billion already received, and \$2.6 billion currently distributed to K-12 education.

Another \$.3 billion will soon be distributed to K-12 schools, for a total Phase I allocation of \$2.9 billion (approximately \$500 per student).

The remaining \$.2 billion has not been received from the federal government.

However, school districts should not budget any remaining additional SFSF allocations until the actual cash apportionment is received.

Please note that all ARRA funds must be expended by September 30, 2011. Therefore, no ARRA funds can be shown as a beginning balance or as revenue for the 2012-13 MYP.

Quality Education Investment Act of 2006 (QEIA)

The May Revision does not address the revenue source for QEIA funding for 2010-11. This will need to be addressed with the enactment of a State Budget.

QEIA is also extended one more year to 2014-15 to fully meet the State's obligation for QEIA.

K-3 Class Size Reduction

Previously, K-3 Class Size Reduction (CSR) funding was based on grade levels included in the school district's application. ABX4 2 caps the funding for eligible K-3 CSR at the total number of classes rather than grade levels on the application as of January 31, 2009. Local educational agencies (LEAs) may claim an Option One (full-day) class in lieu of an Option Two (half-day) class. The districtwide cap is calculated based on the total number of Option One and Option Two classes, making no distinction in type. **In other words, LEAs may choose to have an Option One class in place of a previous Option Two class.**

The Governor has not proposed any additional flexibility for CSR for 2010-11. School districts will receive \$1,067 per pupil for a full day and \$533 per pupil for a half day based on the application of the (0.38%) COLA. The penalties are still in place through 2011-12 as follows:

CSR Graduated Penalties	
Class Size	2008-09 to 2011-12
Up to 20.44	No penalty
20.45 to 21.44	5% penalty
21.45 to 22.44	10% penalty
22.45 to 22.94	15% penalty
22.95 to 24.94	20% penalty
24.95 or more	30% penalty

School districts must note that the education code provides for maximum class size limits as follows.

- Kindergarten: Average of 31:1, with no class exceeding 33
- Grades 1-3: Average of 30:1, with no class exceeding 32
- Grades 4-8: Average of 29.9:1 or the school district's average number of pupils per teacher in 1964, whichever is greater.

If a school district exceeds these limits, there will be a loss of the revenue limit funding for every student over these limits.

Also note that the May Revision continues to assume that school districts will not access \$340 million in K-3 CSR funding for 2009-10 and \$550 million in 2010-11. If the actual apportionments for CSR funding require some or all of these amounts, the Legislature will need to increase the K-3 CSR appropriations or deficit the per pupil incentive allocations.

Note that the CSR flexibility ends as of June 30, 2012 one year earlier than the Tier III flexibility. This is a different sunset date than the Tier III categorical program flexibility which ends on June 30, 2013. For the 2012-13 MYP, school districts must return to 20:1 class sizes in order to receive the incentive funding.

Transportation

Home to School Transportation and Special Education Transportation funding is reduced by 19.84% in 2009-10 based on the 2007-08 funding level. For 2010-11, the negative COLA adjustment of (0.38%) is applied.

Instructional Materials

ABX4 2 extends the suspension of the Instructional Materials requirement from 2009-10 through 2012-13 and postpones the State Board of Education's adoption cycle for an equivalent time-frame. **Therefore, school districts will not be required to purchase materials under the adoption schedule for 2009-10 through 2012-13. However, if new adoption materials are purchased, they must be made available to all pupils for whom they are intended and must be approved standards aligned materials. Please note that school districts must annually hold a public hearing and adopt a resolution certifying sufficiency of textbooks per EC 60119 as in previous years.**

Lottery

Please note that Lottery funding will be calculated in the same manner as prior years, with the exception that through 2012-13, the following programs will be funded based on 2007-08 ADA rather than the prior year ADA.

- Adult Education
- Regional Occupational Center and Programs (ROC/P)

Per the letter from CDE, dated May 4, 2010, the current projection for 2009-10 is \$110.00 per ADA (unrestricted) and \$16.00 per ADA (Prop. 20). Per the SSC dashboard, the rates for 2010-11 are estimated to be \$111.00 per ADA (unrestricted) and \$14.50 per ADA (Prop. 20).

On April 8, 2010, the Legislature passed AB142 (Chapter 13 / 2010) which requires that not less than 37% of the total annual revenues from the sale of lottery tickets to be distributed to education.

BASIC AID FAIR SHARE BUDGET REDUCTIONS

Section 37 of ABX4 2 reduces categorical funding for basic aid school districts in 2010-11 by the amount that is proportionate to the revenue limit reduction implemented for non-basic aid school districts. The amount of categorical reduction is equal to the basic aid school district's 2009-10 fiscal year total base revenue limit subject to the deficit factor, calculated as of the 2009-10 fiscal year certified second principal apportionment, multiplied by 5.81 percent. This amount shall be deducted from a basic aid school district's State categorical aid in 2010-11, exclusive of Special Education, After School Education and Safety Program, QEIA, and CCDF. The deduction can not violate the California Constitution (Section 6 of Article IX) requirement that the State provide at least \$120 per ADA, or \$2,400 per school agency, whichever is greater (E.C. 41975).

The May Revision updates are:

- 5.81 percent fair share reductions associated with the 2009-10 fiscal year will still be taken in 2010-11.
- Categorical funds are not subject to the continuous appropriation. Thus the timing of when the State will recover fair share funds from basic aid school districts are not known until a State budget gets adopted and categorical funds are appropriated. However, the CDE will take funds at the earliest possible opportunity. When preparing cash flows, assume funding from the state will not be distributed until the 5.81% fair share amount has been recovered.
- **The May Revision does not mention additional fair share reductions for basic aid school districts in 2010-11 (or additional reductions in 2010-11 to be taken in 2011-12). This is because the Department of Finance recognizes assessments have decreased and statewide property tax projections, including those of basic aid school districts, have been lowered. The May Revision is an updated proposal from the Governor and we should expect further details and potential changes during the Legislative process.**

CATEGORICAL FLEXIBILITY AND PUBLIC HEARING ON TIER III FLEXIBILITY

ABX4 2, Education Code Section, 42605, paragraph (c) (2) and (3) requires an annual public hearing on the proposed use of funds for the Tier III Categorical Programs. Paragraph 2 was amended to read,

*(2) As a condition of receipt of funds, the governing board of the school district or board of the county office of education, as appropriate, at a regularly scheduled open public hearing shall take testimony from the public, discuss, approve or disapprove the proposed use of funding, and make **explicit** for each of the budget items in paragraph (2) of subdivision (a) the purpose for which the funds will be used.*

The term "explicit" has now been added to the code, but is not defined in code! BASC has had numerous discussions on this term. Attachment A is an analysis prepared by Jim Thomas and Don Gatti of this new requirement. **We recommend that school districts review the board agenda and minutes from their public hearing to ensure compliance with the new language. It is also strongly suggested that each school district immediately request that their independent auditor review the Board agenda and minutes to ensure compliance with the audit guide and the education code requirements.** If necessary, school districts may want to hold another public hearing on the Tier III categorical flexibility.

For 2010-11, categorical flexibility remains as currently enacted with no additional expansion or flexibility at this time. The negative COLA adjustment of (0.38%) is applied to all State categorical programs including Special Education. Tier III flexibility continues through 2012-13.

Please note that school districts have until June 30, 2010, the ability to sweep restricted ending balances as of June 30, 2008. These include balances from Adult Education, Deferred Maintenance, Pupil Transportation Equipment, California High School Exit Exam (CAHSEE), Targeted Instructional Improvement Block Grant, and Instructional Materials. If the school district does not sweep these restricted program balances by June 30, 2010, the remaining funds must be expended in accordance with the original program requirement if not automatically unrestricted. The SACS software has provided for the accounting treatment for these sweeps.

AS A REMINDER:

The Enacted 2009-10 California State Budget and SBX3 4, Chapter 12, Statutes of 2009 authorized school districts to use funding received from the State for Tier III programs, for any educational purpose, to the extent permitted by federal law. The flexibility to use funds from these programs is authorized for five years from 2008-09 through 2012-13 by Education Code 42605.

School districts also need to watch for any legislation like SB1298 that could change the programs in the Tier III flexibility category.

Although fiscal year 2012-13 is some years off, school districts need to continually be aware of this sunset date and its impact, particularly if these funds are being utilized to mitigate any unrestricted general fund structural deficit. The Legislature has yet to comment on the use of these funds beyond the sunset date of June 30, 2013.

MANDATED COSTS

For several years, the Governor and Legislature has deferred funding of the mandated costs obligations. As a result the California School Boards Association (CSBA) and a coalition of school districts filed suit against the State in order to force the funding of the mandate or its elimination. In December 2008, the Superior Court in San Diego County ruled in favor of CSBA and the school districts. The State has filed an appeal and therefore deferrals could continue pending a decision by the Court of Appeals. A ruling on this appeal could take up to 18 months.

The Governor's Proposed 2010-11 State Budget cites the court's ruling and proposes to fund only two mandates.

- Chapter 1/1999 – High School Exit Exam
- Chapter 161/1993 – Interdistrict and Intradistrict Attendance

All other mandates are proposed for suspension except for Chapter 498/1983 – Science Graduation Requirements. Per the Governor, this Mandate is funded elsewhere in the budget and therefore, does not have to be reimbursed.

If the suspensions are enacted, the services for the mandates would not have to be provided by school districts.

The final list of mandates to be continued will not be finalized until a State budget is signed by the Governor. **Therefore, at this time it is recommended that school districts budget to continue the required services and budget revenue on a cash basis.**

Also note that the payback of the Special Education mandate equaling \$4.51 per 1999/2000 P-2 ADA expires as of June 30, 2011. Revenue must not be budgeted beyond this date.

AB 851

AB 851, Chapter 374 signed by the Governor on October 11, 2009, makes adjustments to school district base revenue limits beginning with the 2010-11 fiscal year.

Beginning in 2010-11, the revenue limit add-ons for meals for the needy pupils and incentives to increase beginning teacher salaries will be converted to a combined per ADA amount using 2007-08 as the base year, with cost of living increases for the budget year. **In addition, the adjustments for the Orange County bankruptcy proceedings (EC Section 42238.21), and inter-district transfers (EC Section 42238.22) will be based on the funding received in 2007-08 fiscal year divided by the school district's average daily attendance (ADA) with increase by COLA in subsequent years. This adjustment will be implemented in 2010-11.**

The adjustment to the meals for the needy pupils was intended to be revenue neutral. However, there are winners and losers based on increases or decreases to case loads for these programs. Clean up legislation is required to ensure it is revenue neutral. AB 2366 is currently being heard in the Assembly. However, this bill only defers the implementation date for the meals for needy pupils add-on until 2013-14.

CASH MANAGEMENT

Apportionment Deferrals

In addition to the deferrals that were enacted in 2009-10, ABX8 14 allows the State of California to defer up to \$2.5 billion dollars at three specific times within the 2010-11 fiscal year that must be repaid in full by April 29, 2011. On March 30, 2010, pursuant to Government Code section 16326(a), the Controller, Treasurer, and Director of Finance specified that the plan is to defer the following payments:

- The July 2010 payment will be deferred for 60 days, in the amount of \$2.5 billion. The entire July advance principal apportionment payment will be deferred as a part of this \$2.5 billion along with approximately 31% of the prior year deferrals from February and June 2010.
- The October 2010 payment will be deferred as a part of this \$2.5 billion.
- The March 2011 payment will be deferred and paid on April 29, 2011, in the amount of \$2.5 billion.

However, ABX8 14 also gives the State Controller, State Treasurer, and Director of Finance the authority to shift the three deferrals to the prior month or delay until the subsequent month. Any authorized change would require a 30-day legislative notification.

Please refer to the tables below for a complete list of 2009-10 and 2010-11 deferrals. Note that approximately \$5 billion in payments are being delayed from one fiscal year to the next. Please refer to Attachment B for a graphic illustration of the apportionment deferrals.

K-12 Deferral Amount	2009-10 Timeframe
\$1.0 Billion	July 2009 to December 2009
\$1.5 Billion	August 2009 to October 2009
\$1.0 Billion	November 2009 to January 2010
\$2.0 Billion	February 2010 to July 2010
\$679 Million	April 2010 to August 2010
\$1.0 Billion	May 2010 to August 2010
\$1.4 Billion ²	June 2010 to July 2010
Total: \$8.6 Billion (\$5 Billion across fiscal years)	

K-12 Deferral Amount	2010-11 Timeframe
\$2.5 Billion ³	July 2010 to September 2010
\$2.5 Billion	October 2010 to January 2011
\$2.0 Billion	February 2011 to July 2011
\$2.5 Billion	March 2011 to April 2011
\$679 Million	April 2011 to August 2011
\$1.0 Billion	May 2011 to August 2011
\$1.4 Billion ⁴	June 2011 to July 2011
Total: \$12.6 Billion (\$5 Billion across fiscal years)	

Also note that changes in property valuations can significantly affect cash flow. Also, the change in status from a Revenue Limit school district to a Basic Aid school district will impact the receipt of cash from monthly to primarily in December and April.

Apportionment Schedule

In addition to deferrals, ABX4 16 has significantly changed the schedule for the principal apportionment and the special purpose apportionment and added a schedule for Education Code (EC) Section 42605 budget items (Tier III Categorical Programs). Please refer to the following table for an example of the change in apportionment schedule with the deferrals described in the section above (note that a negative amount includes funds being deferred to a different timeframe, a positive amount shows funds being restored from a prior deferral). ABX4 16 Section 3 also specifies an apportionment schedule for EC

² 100% of the June P-2 Principal Apportionment is deferred to July (estimated to be \$1.4 billion).

³ This includes the deferral of 31% of the 2009-10 P-2 payment, which will be paid in September 2010; LEA's should receive 69% of their 2009-10 P-2 payment in July 2010.

⁴ 100% of the June P-2 Principal Apportionment is deferred to July (estimated to be \$1.4 billion).

42605 budget items (Tier III Categorical Programs). In light of the reduced and deferred apportionments and change in timing of distribution of funds from the State, a great deal of emphasis must be placed on cash flow analysis and monitoring. **County Offices should be prepared to work with their school districts on cash borrowing options and meet with their County Treasurer regarding assistance that can be provided by the Treasurer's Office.**

Principal Apportionment Monthly Payment Schedule Comparison										
Estimated 2010-11 New AB/SB X8 5 Schedule***										
Month	2009-10 (SBX4 -16) Monthly Payment Schedule	2009-10 Monthly Payment Schedule with Deferrals**	2009-10 Monthly % Shortfall/ Excess	2009-10 Cumulative % Shortfall/ Excess	Monthly Payment Schedule with Deferrals	Monthly % Shortfall/ Excess	Cumulative % Shortfall/ Excess	Change in Cumulative % Shortfall/ Excess	Prior Year P-2 Appt further deferred	
July	**	5.0%	1.0%	-4.0%	-4.0%	0.0%	-5.0%	-5.0%	-1.0%	12.0%
August	**	5.0%	0.0%	-5.0%	-9.0%	5.0%	0.0%	-5.0%	4.0%	7.5%
September	**	9.0%	9.0%	0.0%	-9.0%	14.0%	5.0%	0.0%	9.0%	5.8%
October		9.0%	14.0%	5.0%	-4.0%	0.0%	-9.0%	-9.0%	-5.0%	
November		9.0%	4.5%	-4.5%	-8.5%	9.0%	0.0%	-9.0%	-0.5%	
December		9.0%	13.0%	4.0%	-4.5%	9.0%	0.0%	-9.0%	-4.5%	
January		9.0%	13.5%	4.5%	0.0%	18.0%	9.0%	0.0%	0.0%	
February		9.0%	0.2%	-8.8%	-8.8%	0.2%	-8.8%	-8.8%	0.0%	
March		9.0%	9.0%	0.0%	-8.8%	0.0%	-9.0%	-17.8%	-9.0%	
April		9.0%	6.0%	-3.0%	-11.8%	15.0%	6.0%	-11.8%	0.0%	
May		9.0%	4.5%	-4.5%	-16.3%	4.5%	-4.5%	-16.3%	0.0%	
June		9.0%	0.0%	-9.0%	-25.3%	0.0%	-9.0%	-25.3%	0.0%	
Subsequent Year										
July			17.8%		-7.5%	17.8%		-7.5%	0.0%	
August			7.5%		0.0%	7.5%		0.0%	0.0%	

* Does not include past deferrals
 **Does not include July 09 overpayment % and subsequent adjustments in Oct. and Dec.
 ***Disregards \$2.5 Billion Dollar Limit

We have always stressed the importance of maintaining appropriate reserves. **These cash management challenges make it even more imperative that we consider reserve levels greater than the minimums required within the State's Criteria and Standards.** Reserves are especially critical in order to meet cash flow needs that guarantee the ability to adequately meet payrolls and other obligations.

RESERVE FOR ECONOMIC UNCERTAINTIES

The revised 2009-10 Enacted Budget lowers the minimum reserve requirement levels for economic uncertainties to 1/3 the percentage level adopted by the State Board as of May 1, 2009. However, school districts are required to make progress in the 2010-11 fiscal year to return to compliance with the specified standards and criteria adopted by the State Board. ABX4 2 also restores the requirement for the 2011-12 fiscal year to the percentage adopted by the State Board as of May 1, 2009. **We believe that the percentages established in the Criteria and Standards for reserves prior to the current Enacted Budget are the BARE MINIMUM.** Moreover, once the minimum reserve levels are reduced, it would take budget reductions of twice the amount of the lowered reserve levels to fully restore the reserve by 2011-12.

County offices of education (COEs) and basic aid school districts are advised to maintain reserves much greater than the State required minimum because they do not have the prior year

ADA protection provided to school districts under Education Code 42238.5, whereby revenue limit funding is based on ADA for either the current or prior fiscal year, whichever is greater.

NEGOTIATIONS

When considering a multi-year contract, school districts need to be very flexible and have appropriate contingency language, such as basing compensation increases on “funded COLA” or “effective COLA”. Also recognize that there may be different COLAs and deficits for revenue limits versus categorical programs and this should be considered during negotiations.

It is also important to note that several of the Governor’s proposals could impact other contract language in addition to COLA language. School districts need to consider this as they negotiate changes to collective bargaining agreements.

NEW AB 1200 PROVISIONS

A new AB 1200 provision is in effect for fiscal year 2009-10 only. The Education Budget Trailer Bill ABX4 2 (Chapter 2/2009) specifies that COEs do not have the authority to assign a qualified certification *if* the problem in the third year is substantially due to the loss of ARRA funds.

This was intended to limit the COE authority. **This is no longer in effect for the review of the 2010-11 school district budgets.** However, this is only one of many indicators of fiscal stability. Consider all tools available such as the FCMAT Predictors of School Agencies Needing Intervention as you complete your analysis. Attached is exhibit C from Orange COE. This can be used with your school district to generate the School Board’s commitment to budget reductions for the out years of the multi-year projection.

SUMMARY

We recognize that these are extraordinary economic times and it is difficult to gauge the future. School district budgets should be managed with a great degree of conservatism over the next few years. In these times of great economic and budgetary uncertainty, school districts need reserves that are much greater than the minimum.

We understand how difficult it is for school districts to deal with the increased pressures, significantly reduced funding, apportionment deferrals, and the uncertainty associated with a volatile economy. It is important that school districts be proactive through developing contingency plans that allow the most flexibility possible. School districts are advised to follow through with planned budget reductions for 2010-11 and begin planning now for necessary reductions in 2011-12 and 2012-13. While planning necessary budget reductions for 2011-12 and 2012-13, school districts can also develop program or expenditure restoration priorities if more revenues become available.

SECTION 0

STATUS OF KEY FCMAT ASSIGNMENTS



FCMAT PROJECT TRACKING REPORT

FCMAT utilizes a Job Management Tracking (JMS) software program to monitor the status of all on line requests and current projects. ***The report is summarized by project type and is for information purposes only.***

Onsite Fiscal Assistance

Job #	Client	Review Types	Date Requested	Status
771	Benicia Unified School District	Budget Development	06/09/2009	In progress
816	North Santa Cruz County SELPA\Soquel Union Elementary	Other	09/24/2009	Exit letter
810	Ross Valley School District	Cash Flow	10/05/2009	In progress
812	Martinez Unified School District	Budget Development Budget Explorer Cash Flow	11/29/2009	In progress
819	Dixon Unified School District	Budget Explorer	01/14/2010	In progress
835	FAME Public Charter School	Other	05/05/2010	In progress
833	Ivy Academia Entrepreneurial Charter School	Other	05/18/2010	In progress

Management Assistance Pursuant to Education Code 42127.8

Job #	Client	Review Types	Date Requested	Status
710	Solano County Office of Education - Travis USD	Fiscal Advisor Fiscal Expert	06/25/2008	In progress
712	Vallejo City Unified School District	Fiscal Expert	06/30/2008	In progress
778	Emery Unified School District	Org & Staffing Reorganization	05/13/2009	In progress
791	Elk Grove Unified School District	Special Education	06/22/2009	In progress
787	Oxnard School District	Facilities Project Management Multi-Year Projection/Forecast Org & Staffing Technology	07/09/2009	Final issued
776	John Swett Unified School District	On-Site Support	07/10/2009	Exit letter
779	San Diego Unified SD	Budget Development Org & Staffing Training	07/17/2009	In progress
824	Marin County Office of Education	Special Education	08/26/2009	Draft issued
789	Irvine USD	Payroll Technology	08/26/2009	11/4
804	Dixie School District	Transportation	09/17/2009	Final issued
795	Mountain Empire Unified SD	Technology	09/22/2009	Exit letter

797	Petaluma City Schools	Technology	09/29/2009	Draft issued
811	Sierra Unified School District	Special Education	10/07/2009	Final issued
794	King City MA	Management Assistance	10/07/2009	In progress
809	Palmdale Elementary School District	Food Services	11/23/2009	Draft issued
801	Placer Hills Union School District	Special Education	12/04/2009	Final issued
8103	CCCCO - San Jose Evergreen Community College District	Fiscal Review	12/18/2009	In progress
821	San Bernardino County Office\West End SELPA	Special Education	01/04/2010	Draft issued
818	Enterprise Elementary School District	Reorganization	01/14/2010	Draft issued
817	Fairfield Suisun	Technology	01/26/2010	Exit letter
820	Oroville Union High School District	Special Education	02/10/2010	Exit letter
832	Santa Clara County Office of Education	Purchasing & Warehouse	02/25/2010	In progress
830	Fairfield-Suisun SD	Special Education Transportation	03/05/2010	Exit letter
825	River Delta Unified School District	Transportation	03/05/2010	Draft issued
827	Montebello Unified School District	Budget Development Fiscal Advisor Fiscal Expert Fiscal Review Multi-Year Projection/Forecast	03/10/2010	Exit letter
834	Washington Unified School District	Transportation	03/16/2010	6/28
828	Santa Barbara School Districts	Child Development	03/22/2010	In progress

New Requests for Management Assistance

Job #	Client	Review Types	Date Requested	Status
N/A	Mountain View Los Altos UHSD	Org & Staffing Technology	12/16/2009	Draft Study Agreement
N/A	Escondido Union School District	External support Fiscal Expert	02/23/2010	6/1
N/A	Marin County Office of Education	Other Sp. Programs	03/01/2010	3 studies
N/A	Santa Barbara School Districts	Special Education	03/04/2010	Draft Study Agreement
N/A	Madera Unified School District	Other	03/05/2010	Draft Study Agreement
N/A	Lodi Unified School District	All	04/30/2010	
N/A	Albany Unified School District	Technology	05/05/2010	6/21
N/A	Farmersville USD	Other	05/11/2010	
N/A	North Inland SELPA	Budget Development Multi-Year Projection/Forecast Special Education	05/12/2010	7/21
N/A	Lompoc Unified School District	Maint & Oper/Facilities Org & Staffing	05/19/2010	6/28
N/A	Las Virgenes Unified	Technology	05/19/2010	
N/A	Mojave Unified School District		05/21/2010	
N/A	San Diego County Office of Education	Workshop	05/27/2010	
N/A	St Helena Unified School Dist	Fiscal Review	06/05/2010	
N/A	St Helena Unified School Dist	Budget Development	06/05/2010	
N/A	Santa Clara COE		06/08/2010	
N/A	Ivy Academia Charter School	Fiscal Advisor	06/14/2010	

SECTION P

DIRECTORY INFORMATION

**FISCAL CRISIS and MANAGEMENT ASSISTANCE TEAM (FCMAT)
GOVERNING BOARD
BYLAWS**

Adopted March 18, 1999

Revised and Adopted March 13, 2003, March 11, 2004, March 20, 2006

ARTICLE I

Name

This organization shall be known as the Fiscal Crisis and Management Assistance Team (FCMAT) Governing Board.

ARTICLE II

Role and Functions of the Governing Board

Section 1: General Purpose

The general purpose of the Governing Board is to provide policy direction and broad operational guidance to the County Office that has been selected to operate FCMAT. In performing this general purpose, the Governing Board will work cooperatively with the County Office to enable the County Office to perform satisfactorily its duties under its contract with the California Department of Education and to insure performance of FCMAT's statutory and contractual duties.

Section 2. Specific Duties

The specific duties of the Governing Board, as determined by statute and the contract between the State and the County Office of Education that serves as Administrative/Fiscal Agent, are to:

- A. Implement the organizational structure provided by the County Office as the operational framework for the Team
- B. Select Team members based on recommendations of the County Office
- C. Develop criteria for and prioritize requests for assistance, including requests from the SPI, in cooperation with the Team
- D. Develop standardized formats for reports
- E. Develop, in cooperation with the Team, and distribute rates for onsite personnel costs and travel costs incurred by the Team
- F. Define fiscal emergency
- G. Determine the amount of revenues, within statutory limits, to be allocated for

contract services to assist school districts and county offices that have a fiscal emergency

- H. Approve the California School Information Services (CSIS) Plan/Data Directory
- I. Determine the training required to comply with the purpose of FCMAT
- J. Approve any payments to the CDE, from available funds, to reimburse the CDE for actual administrative expenses incurred in the review of the budgets and fiscal conditions of school districts and county offices
- K. Establish procedures for board members to obtain reimbursement of expenses from the members' respective agencies such as travel and per diem
- L. Perform additional tasks as assigned to the Governing Board by statute or state contract.

Section 3: Advisory Function

The Governing Board provides advice on issues brought to the Board by board members, the Administrative Agent or the Team. Items for Board review can be placed on the agenda of quarterly meetings of the Board and/or considered by the Executive Committee of the Board in order to respond to issues on a timely basis. Issues for Board/Committee advice should relate to the purposes for which FCMAT was established and should generally meet the following criteria:

- A. The issue is of significant importance to FCMAT
- B. The issue is consistent with the purpose of the organization
- C. Action on the issue will not compromise the neutrality and independence of FCMAT.

Section 4: Informational Function

The Board functions as an avenue of communication and information among school districts, county offices of education, community colleges, charter schools, the administrative agent and the Team. This function can be accomplished by written/electronic means, as well as during scheduled meetings. The purpose of this function is to insure the relevance and accuracy of information with which FCMAT is working, and to enhance the collaborative efforts of FCMAT.

Section 5: Preserving FCMAT's Independence and Objectivity

In discharging its general and specific duties, the Governing Board will insure that FCMAT

is kept free from real or perceived interference or conflicts of interest that might impair its independence and objectivity.

ARTICLE III
Executive Committee

An Executive Committee of the Board shall be established for the purpose of conducting the business of the Board as needed to respond to issues in a timely manner, and to review issues in preparation for regularly scheduled Board meetings. The Executive Committee shall be composed of the chair, immediate past chair, vice-chair, two district superintendents selected by the Board, Chancellor of the California Community Colleges or his or her designee serving as a member of the Board, the Administrative Agent and the chief executive officer of FCMAT.

The Executive Committee will convene as needed and determined either by the chair, the Administrative Agent, or the CEO.

ARTICLE IV
Role and Functions of the Administrative and Fiscal Agent

Section 1: General Purpose

The general purpose of the County Office selected by the State as Administrative and Fiscal Agent is to provide immediate supervision of the Team and operate all aspects of FCMAT in accordance with the terms of its contract(s) with the State of California and applicable statutes.

Section 2: Specific Duties

The specific duties of the County Office, as determined by statute and its contract with the State, are to:

- A. Provide fiscal crisis intervention when requested by School Districts, County Offices of Education, the Board of Governors of the California Community Colleges or when assigned by the SPI.
- B. Provide management assistance to School Districts, County Offices of Education, Community Colleges (CC) and Charter Schools when requested or assigned
- C. Provide workshops and in-service training to School Districts, County Offices of Education, Community Colleges and Charter Schools staffs
- D. Conduct site reviews and studies, on request or assignment
- E. Serve as fiscal advisor, on assignment

- F. Assist county superintendents in performance of audits or reviews under Education Code Section 1241.5, on request
- G. Act as a resource for innovative and effective solutions to School Districts, County Offices of Education, Community Colleges and Charter Schools fiscal management and business operation problems
- H. Operate the California School Information Systems (CSIS) as directed and funded by the State
- I. Recruit, screen, and recommend Team members to the Governing Board
- J. Evaluate Team members
- K. Discharge all FCMAT personnel functions
- L. Negotiate employee and independent contractor contracts in accordance with the terms of the state contract
- M. Review and approve all external reports and submit copies to the CDE
- N. Recommend standardized format reports to the Governing Board
- O. Recommend criteria for services and service priorities to the Governing Board
- P. Assist the Governing Board in the development of rates to be charged for onsite personnel and travel costs incurred by Team members
- Q. Market Team services
- R. Provide staff support to the Governing Board
- S. Perform additional tasks as assigned to FCMAT by statute or state contract.

ARTICLE V

Composition of the Board

- Section 1. The Governing Board is composed of twenty five (25) members who function according to statutes. The members consist of one representative from the California Department of Education, and one county and one district superintendent from each of the eleven service regions established by the California County Superintendents Educational Services Association (CCSESA), the Chancellor of the CCC or his or her designee, and one member of a community college district governing board chosen by the chancellor.

- Section 2. County superintendents shall serve a two-year term, staggered so that one-half of the Directors are elected in any one year. Directors in odd numbered regions will be elected in even numbered years.
- Section 3. District superintendents' initial terms were staggered in one, two, and three-year terms. District superintendents serve three-year terms after their staggered term expires. The community college district governing board member serves a three-year term.
- Section 4. Each board member shall select an alternate from his/her region to serve in his/her absence.
- Section 5. The board shall elect a chairperson to conduct meetings and a vice chair to conduct meetings in the chairperson's absence.
- Section 6. The chairperson and vice chair shall be county superintendents that serve a term of two years.
- Section 7. The FCMAT board shall appoint a replacement for any member who may be unable to perform his/her duties due to resignation or other inability for the remainder of his/her term. A concurrence of two-thirds (2/3) of the board will confirm this appointment. The appointee may be the regional alternate.

ARTICLE VI
Nominations and Elections

- Section 1. The State Department representative and Chancellor of the CCC or his or her designee shall serve a continuing term. County superintendents shall be nominated by CCSESA and district superintendents shall be nominated by the Association of California School Administrators (ACSA) in October of each year. The community college district governing board member is chosen by the chancellor.
FCMAT will notify CCSESA, ACSA and the Chancellor of expiring terms.
- Section 2. Elections shall be held in October. New board members will begin their terms in January of the next year.

ARTICLE VII
Meetings

- Section 1. Regular meetings shall be held on a quarterly basis.
- Section 2. Special meetings may be called when deemed necessary by the California Department of Education, Administrative Agent, FCMAT

CEO, or Board Chairperson.

Section 3. A quorum consists of thirteen (13) members.

Section 4. The Administrative Agent, FCMAT CEO, and designated staff shall attend meetings of the Board of Directors.

Section 5. Meetings shall be conducted in accordance with the Bagley-Keene Act relating to open meetings.

ARTICLE VIII
Finances

Section 1. Allowable expenditures are the actual and necessary costs of travel, lodging and meals of the board member. Expense claims and receipts shall be submitted to the FCMAT secretary for processing.

Section 2. Fiscal control shall be in accordance with AB 1200 and the contract limitations established by the California Department of Education.

ARTICLE IX
Dissolution

The board shall continue in existence until it is dissolved upon the effective date of the repeal of the statutory authority which created the board, or upon the effective date of any statutory amendment which so substantially alters that authority as to require the creation of a different board or governance structure.

ARTICLE X
Rules of Order

The board shall act upon majority vote of the quorum.

ARTICLE XI
Amendments

Any amendments to these Bylaws may be adopted at a regularly scheduled meeting by a two-thirds (2/3) vote of those members in attendance at the meeting at which amendments are considered for approval. Written notice shall be given to board members at least two weeks prior to the meeting.

FCMAT BOARD OF DIRECTORS INFORMATION

COUNTY SUPERINTENDENTS

Paul Tichinin (Term Expires: 12/31/11)
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2010 FCMAT Board Meeting Dates

FCMAT Board Meetings are scheduled for the following dates/locations:

Wednesday, January 27, 2010
10:00 a.m. – 12 noon
Hyatt, Monterey

Sunday, April 11, 2010
10:00 a.m. – 1:00 p.m.
Hilton Torrey Pines (San Diego)

Sunday, June 27, 2010
10:00 a.m. – 1:00 p.m.
Silverado Resort (Napa)

Sunday, October 24, 2010
10:00 a.m. – 1:00 p.m.
Four Points Sheraton, (San Rafael)