

# FCMAT

FISCAL CRISIS & MANAGEMENT  
ASSISTANCE TEAM

## Annual Report 2018-19



Michael H. Fine, Chief Executive Officer

Mary C. Barlow, Administrative Agent  
Office of Kern County Superintendent of Schools

<http://www.fcmat.org>



# **Fiscal Crisis and Management Assistance Team**

## **Annual Report 2018-19**

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# Foreword

Thank you for your interest in the Fiscal Crisis and Management Assistance Team's 2018-19 Annual Report. This report presents an overview of the activities of the FCMAT organization for the past fiscal year. The Annual Report also gives the FCMAT board and staff an opportunity to reflect on the accomplishments of the previous year and to be reminded of the priorities and services planned for the years ahead.

Just as change is a constant in the fiscal and operation workings of California's educational agencies, FCMAT must adapt to changing needs in the field. One of those was a justified interest by state policy-makers in greater transparency and accountability of local educational agencies' (LEAs') finances. In the 2018-19 budget act, FCMAT was tasked with being more proactive in providing preventive assistance

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***FCMAT was tasked with being more proactive in providing preventive assistance to districts showing signs of fiscal distress.***

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to districts showing signs of fiscal distress. As a result of the five identified triggers for this "automatic engagement," FCMAT updated our long-used Fiscal Health Risk Analysis (FHRA) tool for use as the initial mechanism to highlight a district's areas of fiscal risk. As the year ended, we had completed six FHRA reports, conducted fieldwork for four others, and had one pending. (Additionally, three more K-12 and one community college FHRA were

completed by request and not through the automatic engagement strategy.) The results of these analyses have helped to inform districts and those that support them as they strive toward more sustained fiscal stability. Completing the first round of these analyses and reports also creates an opportunity for us to reflect on the tool and process and make informed adjustments as we proceed into the next year of work and additional assistance.

In September 2018, Governor Brown signed Assembly Bill (AB) 1840, which set in motion a significant change in how insolvent districts are administered following receipt of a state emergency appropriation. The prior state-centric system was reinvented to provide that the applicable county superintendent now has primary responsibility for the administration/operations of an externally governed district, and the county superintendent has additional oversight responsibilities for locally governed districts with assigned state trustees. FCMAT and its county superintendent partners have embraced these changes and worked collaboratively with the affected districts and the California Collaborative for Educational Excellence to implement the necessary changes and scaled intervention assistance. Additionally, AB 1840 provided Inglewood USD and Oakland USD with the opportunity for three years of short-term financial recovery resources based on analysis and study conducted annually by FCMAT.

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***AB 1840 set in motion a significant change in how insolvent districts are administered following receipt of a state emergency appropriation.***

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Within the realm of fiscal oversight, FCMAT has developed a new AB 1200 Fiscal Oversight professional learning program primarily directed to county office of education employees with responsibility for supporting districts, including reviewing and analyzing the various fiscal reports. We are excited to launch

this new training program in September 2019. The curriculum is the newly updated Fiscal Oversight Guide used across the state by county superintendents and their staffs.

The topic of charter schools has occupied a significant amount of time for policymakers this year, with new legislation to update the authorization, appeal and oversight of charter schools pending before the Legislature as this report is being prepared. FCMAT has had the opportunity to provide policymakers with thoughts and ideas on opportunities to strengthen charter school authorization and oversight, including a more thorough understanding of the fiscal impacts charter programs have on local districts.

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***Assisting LEAs with fiscal challenges  
is at the heart of our mission, and  
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regard even more.***

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We continue to provide professional learning to both authorizers and charter schools when requested, often covering the Charter School Accounting and Best Practices Manual that we released in 2017.

The transparency and oversight of district finances, whether for traditional public schools or charter schools, and early warning signs of fiscal distress that promote appropriately scaled inter-

vention are critical to the fiscal stability and solvency of the institutions tasked with the most important work in our communities – educating and supporting our youth. This becomes even more important given the forecasted change in revenue trends in the near term, while many expenditure categories continue to trend in the opposite direction. Assisting LEAs with fiscal challenges is at the heart of our mission, and we will focus our efforts in this regard even more.

The organization of this annual report reflects our continued efforts to fully integrate the FCMAT and California School Information Services (CSIS) organizations. This effort is clearly evident in the joint project to vision, develop and launch the new Projection-Pro multiyear planning and cash flow application. It is also evident in a thoughtful rebranding of both the FCMAT and CSIS logos and their presence on the web with the launch of a new interactive CSIS website and the launch of the new FCMAT website. Each of these projects drew upon the collective FCMAT/CSIS team. Speaking of the CSIS team, they have been focused on improving data systems, like CALPADS and Ed-Data, and continuing to align and bring transparency to accountability data used in the California School Dashboard. This year, they undertook significant work in redesigning and streamlining the CALPADS user interface as well as updating the underlying technology for improved performance and reliability. The CSIS team's work on the Standardized Account Code Structure (SACS) software replacement effort gained full steam, with the obligation for the first year of deliverables met and a skeleton of the new application demonstrated to the California Department of Education (CDE).

We have never been more prepared to provide quality assistance to the field, and key to that is the outstanding FCMAT staff who are working on behalf of the K-14 education community. The support of the FCMAT board and our public- and private-sector partners is essential to the success of our endeavors.



Michael H. Fine  
Chief Executive Officer



# FCMAT Organization

In 1992, county offices of education were invited to apply to be the administrative agent for the Fiscal Crisis and Management Assistance Team. Four county offices submitted responses, and the Kern County Superintendent of Schools was chosen to be the administrative agent of FCMAT. A 25-member Board of Directors has statutory responsibility for a variety of decisions related to the team, and is an active, engaged and important component of FCMAT.

## FCMAT Agency

The team is headed by a Chief Executive Officer. All FCMAT staff members are employees of the Kern County Superintendent of Schools Office. One of FCMAT's premier services is the California School Information Services, which is based in Sacramento and like FCMAT, was created by the California Legislature.



Michael Fine joined FCMAT in 2015 as chief administrative officer, providing day-to-day supervision of operations. He was named chief executive officer effective July 1, 2017, succeeding Joel Montero.

Mike started his career in public education as director of fiscal services for the Newport-Mesa Unified School District and was assistant superintendent when he left that position in 2002 to work for the Riverside Unified School District. He served as the deputy superintendent of business and governmental relations from 2002-2015, and also as interim superintendent for the district in 2013-14.

Mike has a bachelor's degree in business administration from California State Polytechnic University, Pomona, and a master's degree in public administration from California Baptist University. He has a certificate of governmental and nonprofit accounting from the University of California, Riverside, and a certificate in school business management from the Association of California School Administrators (ACSA).

He brings a comprehensive knowledge of the governance and operational areas of public schools to his position with FCMAT.

## Administrative Agent

Dr. Mary Barlow was appointed as Kern County Superintendent of Schools (KCSOS) in 2017, after serving as associate superintendent for two years. She was elected to a new four-year term in June 2018. She provides leadership for the county office operated programs and the supporting divisions for 47 Kern County school districts serving more than 190,000 students.

Mary earned her bachelor of arts in psychology at California State University, Bakersfield in 1994. She went on to earn her multiple subject teaching credential, a master's degree in educational management, and an Ed.D. in organizational leadership from the University of LaVerne.

Mary has served as a teacher, director of children and family services, and superintendent. During her tenure as superintendent of the Kernville Union School District, the district was named a California Distinguished School, Title I Academic Excellence District. She joined KCSOS



in 2009 as the deputy administrative officer for FCMAT. In 2012, Mary was appointed as assistant superintendent of administration, finance & accountability for KCSOS.

She is a board member of the following organizations: California County Superintendents Educational Services Association (CCSESA), WestEd, Cross Agency Statewide System of Support, ACSA Region XI, ACSA State Superintendency Council, California School Boards Association Superintendency Council, and the Region 8 Lead Educational Committee.

Mary serves her local community in a variety of capacities, including the Kern County Juvenile Justice Coordinating Council, the Kern Economic Development Council, the Kern County Network for Children, California

Living Museum Foundation, and several other organizations.

## FCMAT Board

Gayle Garbolino-Mojica was elected as Placer County Superintendent of Schools on June 6, 2006, and is serving her fourth term.

Ms. Garbolino-Mojica is a graduate of the University of California, Davis. She received her teaching credential from Cal Poly San Luis Obispo and an administrative credential and master's degree in educational administration and leadership from California State University, Sacramento. Ms. Garbolino-Mojica was a teacher,



assistant principal and program specialist with the Western Placer Unified School District, and principal and subsequently superintendent of the Colfax Elementary School District.

Ms. Garbolino-Mojica promotes public education on a statewide level as a commissioner with the Advisory Commission on Charter Schools for the State Board of Education and as chair of the FCMAT Board. She chairs the CCSESA Federal Task Force and is their representative to the national Association of Educational Services Agencies Federal Advocacy Committee. She is the past treasurer of CCSESA.

Regionally, Ms. Garbolino-Mojica advocates for public education and Placer County through her work on the Valley Vision Executive Board, the Greater Sacramento Economic Council Board, and the Align Capitol Region Board

of Directors. She is past president of KidsFirst, and a member of Class XIV of the American Leadership Forum-Mountain Valley Chapter.

Ms. Garbolino-Mojica is the daughter of former Roseville Mayor Gina Garbolino and retired Superior Court Judge James D. Garbolino, and has two sons – Jack and Max.

# FCMAT Background

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## FCMAT's Mission

The mission of the Fiscal Crisis and Management Assistance Team is to help California's LEAs fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT operates within the context of several areas of the California Education Code, primarily those sections having to do with Assembly Bill (AB) 1200 and AB 2756 oversight (EC 42127.1-.8, EC 41326, EC 41327), AB 1200 and AB 1840 (EC 41320, EC 41325), and AB 1115 California School Information Services (EC 49080). The team can assist county offices of education in understanding their fiscal monitoring duties as required by AB 1200, sometimes suggesting specific methods of carrying out the oversight responsibilities. FCMAT also provides management studies for school districts, county offices of education, charter schools and community colleges that request them. FCMAT develops and delivers statewide professional learning for school business officials.

## The Role of FCMAT

Those who contributed to the formation of AB 1200 recognized that expanding the responsibility and authority of monitoring agencies was not enough. A statewide resource focusing on fiscal and management guidance was needed to assist monitoring agencies in the performance of their tasks and to assist educational agencies that request help in school business management and related areas. Therefore, AB 1200 called for the creation of a Fiscal Crisis and Management Assistance Team. The mission of FCMAT is to help LEAs fulfill their financial and management responsibilities by providing expedient fiscal advice, management assistance, training and other related school business services. This can occur under several different circumstances. For example, if a county office reviews and disapproves a school district's annual budget, that county office may call upon FCMAT to examine the district's financial records, assist in developing an approvable budget and/or provide other operational recommendations that will ensure fiscal stability. In addition, FCMAT can respond directly at the request of a school district, county office, charter school or community college that may seek advice to improve management practices, business policies and procedures or organizational structure. The state, in its monitoring role, also can ask for FCMAT's assistance.

## How FCMAT was Established

AB 1200 created FCMAT in 1991. The bill specified that one county office of education would be selected to administer the team. In the spring of 1992, all county offices of education were notified of the opportunity to apply to be the administrative agent for FCMAT. The selection, as required by law, was made by the Superintendent of Public Instruction and the Secretary of Child Development and Education.

The office of the Kern County Superintendent of Schools was selected to administer FCMAT and signed a contract with the governor's office to administer the team in June 1992. Overseeing the establishment and revision of policies for the agency is the FCMAT Board of Directors.

## How CSIS was Established

In 1999, AB 1115 created the California School Information Services to build the capacity of LEAs to implement and maintain comparable, effective, and efficient pupil information systems to support their daily program needs, assist LEAs in improving the outcomes of pupils, and promote the use of information for educational decision-making by school site, district office and county staff; enable the accurate and timely exchange of pupil transcripts between LEAs and to postsecondary institutions; and assist LEAs to transmit state and federal reports electronically. The initial legislation assigned responsibility to administer CSIS to FCMAT.

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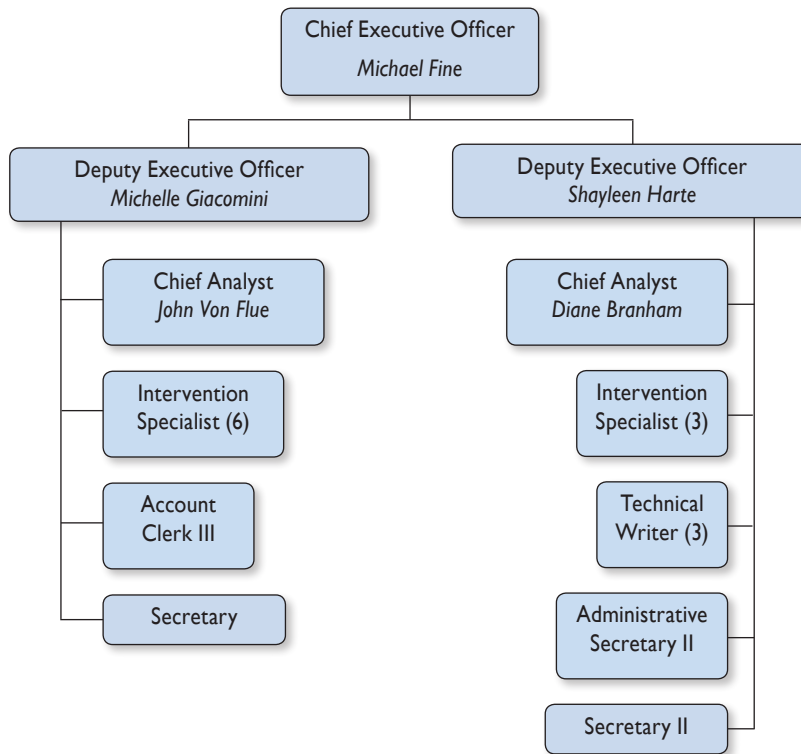
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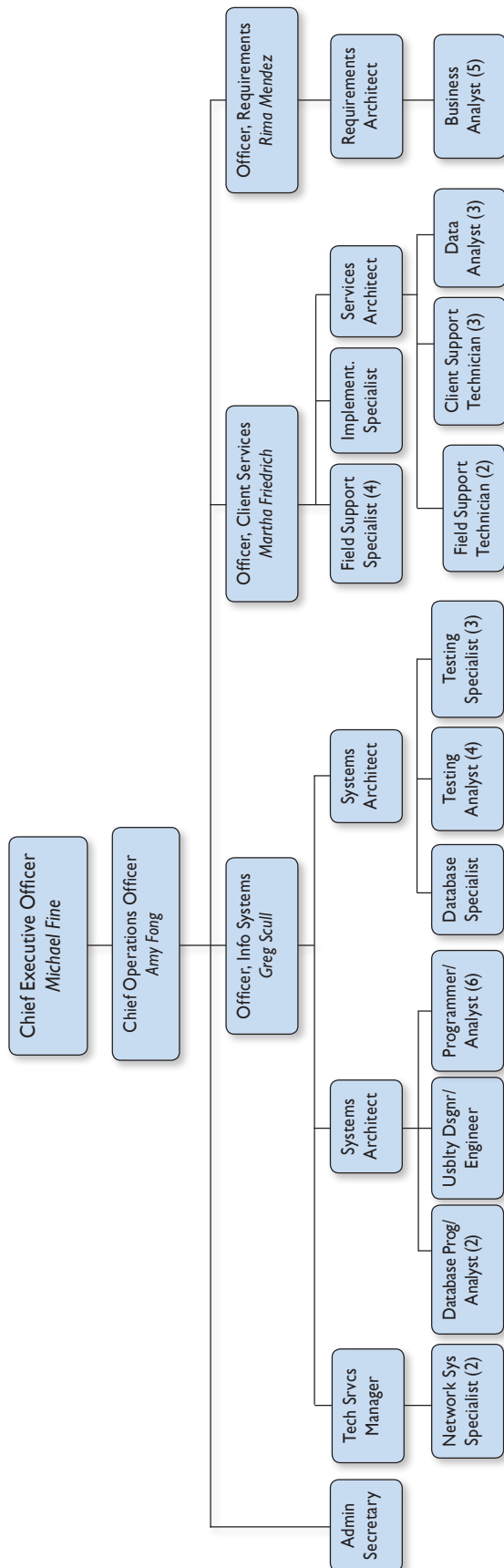
# FCMAT Organizational Structure



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# Fiscal Status of California Education

FCMAT's chief executive officer annually delivers a status report to the education budget subcommittees of the state Legislature on the state of fiscal oversight and district solvency. This report focuses on the general fiscal health of LEAs and also attempts to identify continuing and emerging issues that will have a fiscal effect on California's school districts, county offices of education, community colleges and charter schools.

## Fiscal Health

Historically, FCMAT has not engaged with districts without being invited by the district or county superintendent. Beginning with the 2018-19 year, FCMAT was tasked with being more proactive in providing preventive assistance to districts showing signs of fiscal distress. FCMAT identified triggers for this "automatic engagement" strategy and updated our Fiscal Health Risk Analysis (FHRA) tool for use as the initial mechanism to highlight areas of fiscal risk within a district. The identified triggers are:

- disapproved budget
- negative interim report certification
- three consecutive qualified interim report certifications
- downgrade of an interim report certification by the county or CDE
- designation as a lack of going concern

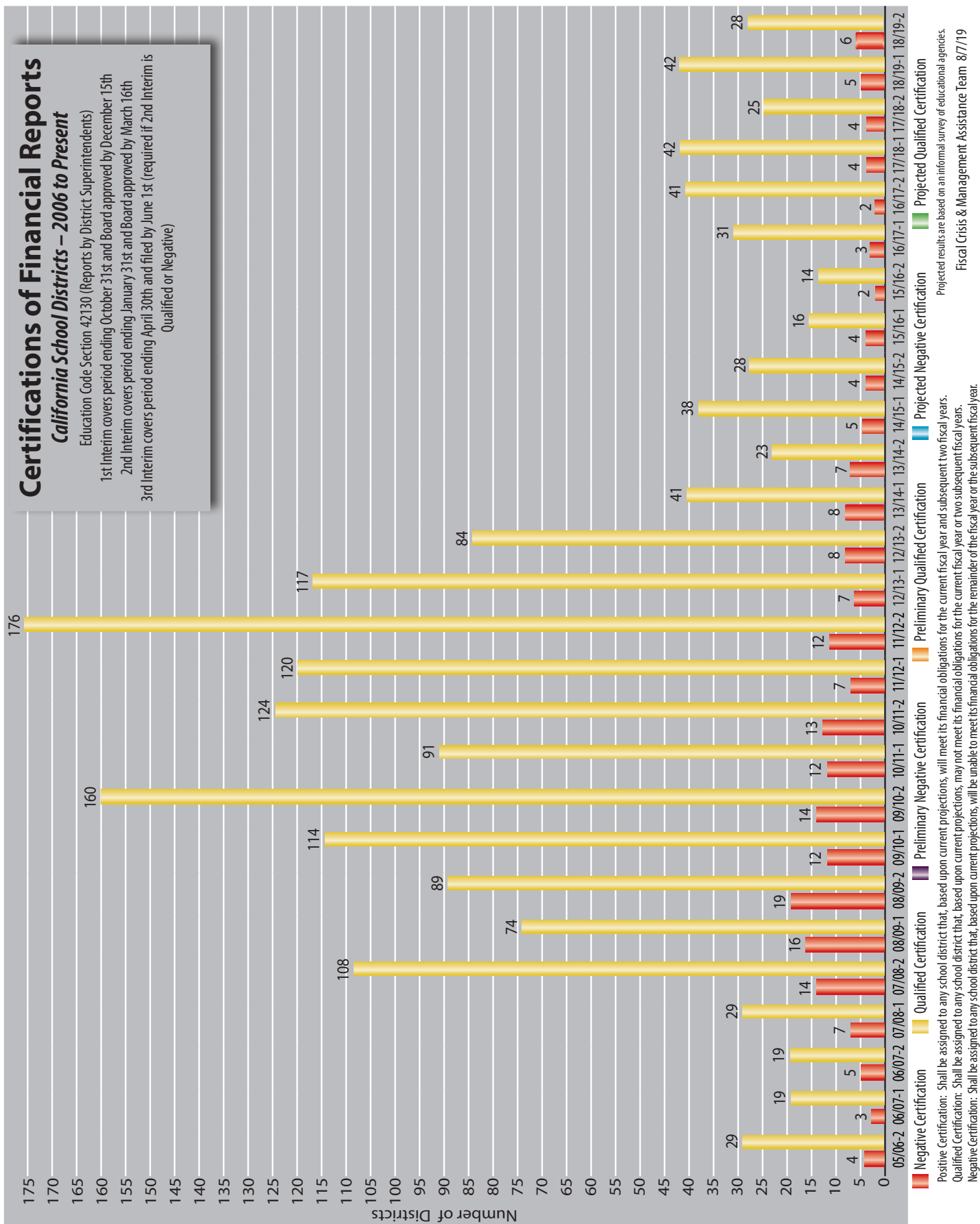
The tracking and reporting of interim report certifications are well publicized. However, the tracking and reporting of budget disapprovals, downgrades in interim certifications and designations of lack of going concern are not as well known. FCMAT believes that each of these indicators is an important data point in the life of an LEA. To that end, beginning with 2018-19, FCMAT began tracking such information and will continue to do so as an integral part of its efforts to assist LEAs in preserving their fiscal stability.

Each LEA is required to file two reports during the fiscal year indicating the status of its financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due in mid-March for the period ending January 31. The filing includes a self-certification by the district's board of education and then affirmed or changed by the analysis performed by the respective county superintendent. A positive certification indicates that the district is able to meet its financial obligations for the current and two subsequent years. A qualified certification indicates that the district may not be able to meet its financial obligations for the current and two subsequent years. A negative certification indicates that the district will not meet its financial obligations for the current and one subsequent year.

As indicated in the chart on the following page, the number of districts that certified qualified for the second interim reporting period of 2018-19 reflected an increase from the respective numbers for the same period of 2017-18. The number of qualified districts dropped by 30% between the 2018-19 first interim and second interim report periods. This is a direct response to a favorable January budget proposal by the new governor (which was followed by even more positive funding commitments in the May Revision and the final Adopted Budget Act for 2019-20). The number of qualified certifications is directly related to the state budget, whereas the number of negative certifications (which historically has been flat but recently increasing) is influenced by a variety of long-term issues in a district. The negative certification list includes one county office of education, which is unusual.

## Certifications of Financial Reports California School Districts – 2006 to Present

Education Code Section 42130 (Reports by District Superintendents)  
1st Interim covers period ending October 31st and Board approved by December 15th  
2nd Interim covers period ending January 31st and Board approved by March 16th  
3rd Interim covers period ending April 30th and filed by June 1st (required if 2nd Interim is  
Qualified or Negative)



## Second Interim Budget Certifications 2018-19

Negative Certification	
County	District or COE
Amador	Amador County Office of Education
Butte	Feather Falls Union Elementary
Kern	Southern Kern Unified
Riverside	Alvord Unified
Sacramento	Sacramento City Unified
San Diego	Sweetwater Union High

Qualified Certification	
County	District or COE
Alameda	Newark Unified
Alameda	Oakland Unified
Amador	Amador County Unified
Calaveras	Calaveras Unified
Contra Costa	Pittsburg Unified
El Dorado	Camino Union Elementary
El Dorado	Gold Trail Union Elementary
Humboldt	Klamath-Trinity Joint Unified
Kern	North Kern Vocational Training Center

Qualified Certification (cont.)	
Los Angeles	Duarte Unified
Los Angeles	Inglewood Unified
Los Angeles	Los Angeles Unified
Los Angeles	San Gabriel Unified
Marin	Bolinas-Stinson Union
Riverside	Coachella Valley Unified
Sacramento	Twin Rivers Unified
San Diego	Bonsall Unified
San Diego	Mountain Empire Unified
San Diego	Oceanside Unified
San Diego	San Ysidro Elementary
San Luis Obispo	Coast Unified
San Luis Obispo	Paso Robles Joint Unified
San Mateo	Cabrillo Unified
Santa Clara	Alum Rock Union Elementary
Shasta	Cascade Union Elementary
Shasta	Gateway Unified
Solano	Vallejo City Unified
Sonoma	Cotati-Rohnert Park Unified

## First Interim Budget Certifications 2018-19

Negative Certification	
County	District
Amador	Amador County Office of Education
Butte	Feather Falls Union Elementary
Kern	Southern Kern Unified
Sacramento	Sacramento City Unified
San Diego	Sweetwater Union High

Qualified Certification	
County	District or COE
Alameda	Newark Unified
Alameda	Oakland Unified
Alameda	Piedmont City Unified
Amador	Amador County Unified
Calaveras	Calaveras Unified
Contra Costa	Pittsburg Unified
El Dorado	Camino Union Elementary
El Dorado	Gold Trail Union Elementary
Humboldt	Klamath-Trinity Joint Unified
Kern	Lost Hills Union Elementary
Kern	North Kern Vocational Training Center
Los Angeles	Burbank Unified
Los Angeles	Duarte Unified
Los Angeles	Glendale Unified
Los Angeles	Inglewood Unified

Qualified Certification	
Los Angeles	Los Angeles Unified
Los Angeles	Monrovia Unified
Marin	Larkspur Corte-Madera Elementary
Napa	Pope Valley Union Elementary
Riverside	Alvord Unified
Riverside	Coachella Valley Unified
Riverside	Riverside Unified
Sacramento	Robla Elementary
San Bernardino	Yucaipa-Calimesa Joint Unified
San Diego	Bonsall Unified
San Diego	Mountain Empire Unified
San Diego	Oceanside Unified
San Diego	San Ysidro Elementary
San Luis Obispo	Paso Robles Joint Unified
San Mateo	Cabrillo Unified
San Mateo	San Carlos Elementary
Santa Clara	Alum Rock Union Elementary
Santa Clara	Berryessa Union Elementary
Santa Clara	Franklin-McKinley Elementary
Shasta	Cascade Union Elementary
Shasta	Gateway Unified
Solano	Vallejo City Unified
Sonoma	Cotati-Rohnert Park Unified
Sonoma	West Sonoma County Union High
Tulare	Terra Bella Union Elementary
Tuolumne	Curtis Creek Elementary

While less visible, other assessment outcomes are equally important. County superintendents have the choice to approve, conditionally approve or disapprove a district's budget. The initial determination must be made by September 15 of each year and occurs after a thorough review of the adopted budget, multiyear financial projections, cash flow, the standards and criteria and the district's Local Control and Accountability Plan, which are submitted by July 1.

<b>Disapproved Budget</b>	
County	District
Calaveras	Calaveras USD
Sacramento	Sacramento City USD
San Diego	Sweetwater Union HSD

Consistent with FCMAT's practice, FCMAT performed a fiscal health risk analysis for each of the districts with disapproved budgets.

Districts with qualified interim report certifications over the past year are reflected in the charts on page 13. FCMAT has identified that one of the leading indicators of the state's early warning oversight system for LEAs is a qualified status. In most cases, districts with qualified status require minor intervention from their county superintendent and return to positive status relatively quickly. FCMAT considers higher risk districts to be those that maintain a qualified status for three or more consecutive interim reports (generally over an 18-month period) without sufficient improvement to regain positive certification. However, FCMAT understands that there are many variables for qualified districts and exercises considerable judgment based on input from the county superintendent as to whether to automatically engage to perform a Fiscal Health Risk Analysis.

<b>Three Consecutive Qualified Certifications</b>		
County	As of First Interim 2018-19	As of Second Interim 2018-19
Alameda	Oakland USD	Oakland USD
Calaveras	Calaveras USD	Calaveras USD
El Dorado	Gold Trail Union ESD	Gold Trail Union ESD
Humboldt	Klamath-Trinity JUSD	Klamath-Trinity JUSD
Los Angeles	Inglewood USD	Inglewood USD
Riverside	Coachella USD	Coachella USD
San Diego		Bonsall USD
San Diego	Oceanside USD	Oceanside USD
Santa Clara	Alum Rock Union ESD	Alum Rock Union ESD
Shasta	Cascade Union ESD	Cascade Union ESD
Shasta	Gateway USD	Gateway USD

The county superintendent (and the CDE) have the authority to change the district's interim report certification if the analysis warrants a different designation. This change is commonly referred to as a downgrade; for example, from positive to qualified or qualified to negative. FCMAT considers a downgrade of an interim certification by the county superintendent as a significant indicator of fiscal stability concerns

given that it is contrary to the district's own self-assessment. The final determination by the county superintendent (or CDE for a county office) is reported and tracked.

<b>Downgraded Certification</b>			
County	District	Period	Resulting Status
Alameda	Oakland USD	First Interim	Qualified
Amador	Amador COE	First Interim	Negative
Marin	Larkspur-Corte Madera ESD	First Interim	Qualified
Riverside	Riverside USD	First Interim	Qualified
Alameda	Oakland USD	Second Interim	Qualified
Riverside	Alvord USD	Second Interim	Negative
Sacramento	Twin Rivers USD	Second Interim	Qualified

Finally, the county superintendent may designate a district as a lack of going concern pursuant to Education Code 42127.6. For all intents and purposes, this designation is essentially equivalent to a negative certification of an interim report. The distinction is that a negative certification is assigned at one of two interim reports during the year and the lack of going concern may be designated at any time during the year based on new information, a change in conditions or other concerns about the district's financial health.

<b>Lack of Going Concern Designation</b>		
County	District	Date Designated
Los Angeles	Lennox SD	May 2019
Riverside	Alvord USD	November 2018

Each of the assessments and determinations made by the county superintendent is based on data for the current and two subsequent years – a three-year window. While concerns about current year indicators should receive the utmost attention, projected trends cannot be ignored.

In each case – budget disapproval, interim report certification as qualified or negative, or lack of going concern – county superintendents have an obligation to provide a combination of assistance and oversight to the district to help alter the trend and move the district toward a more fiscally stable environment. The intervention tools available to county superintendents are varied but limited. In all cases, the most timely and successful interventions start with the district recognizing it has a problem and fully cooperating with its most important partner: the county superintendent.

The current oversight system (AB 1200 process) has both required and discretionary elements. We commonly call this the art and science of AB 1200. County superintendents have discretionary authority within their oversight and intervention role. However, the current system is built on a premise that the district and county superintendent are cooperating with one another, sharing accurate and timely data, and on a mutual course to rebuild fiscal stability in the district.

## Challenges

Responsibility for fiscal stability lies first and foremost with the district's governing board. Careful attention to forecasts and trends is critical, including both statewide factors and local considerations. During the positive funding environment of the past seven years, districts have had opportunities to resolve structural deficits. If structural deficits remain, the challenge to resolve the deficit and strengthen the district's fiscal stability will only grow. The projected increases in revenue from the Local Control Funding Formula (LCFF) will not completely mitigate potential insolvency issues in school districts as they align Local Control Accountability Plans (LCAPs) with resources and account for slowing revenue growth, impacts from collective bargaining settlements, declining enrollment, and increasing costs associated to serving students.

Multiple national economic indicators point to a softening economy. Examples of these indicators include the inverted yield curve, interest rate reductions, trade tensions and slowing global economic growth. While near historic highs, California's fiscal health index has declined for four consecutive months, led by a weakening housing market, while most other indicators are stagnating. These conditions present challenges to the ability of LEAs to sustain ongoing programs, cover cost of living adjustment (COLA) if not higher-than-COLA increases, and maintain reserves.

It is during these transitional periods – moving from strong year-over-year revenue growth to a slower growth pattern – that diligence around multiyear financial planning, strong cash management practices and managing reserve levels is essential. District governance teams and county superintendents must insist on timely, accurate reporting supported by strong analytical techniques from district business office staff.

Additional fiscal and policy issues – both locally and statewide – that require attention in the near term include:

- Declining enrollment
- The number and nature of fiscally distressed districts
- Local reserve levels
- Public employee pension costs
- Employee health benefit costs
- Statewide system of school support
- Property and liability insurance affordability and coverage access
- Special education reforms

# FCMAT/CSIS Strategic Plan 2018-2021

FCMAT is positioned to provide efficient, cost effective assistance to LEAs in support of their work to ensure resources are most efficiently targeted to achieving student success and maintaining fiscal stability and solvency. The FCMAT organization continues to evolve to meet the increased demand for services. Management assistance, consisting of LEA reviews and written reports for numerous operational areas, continues to be a fundamental and integral FCMAT service. At the same time, FCMAT has increased its offerings to LEAs for professional and product development opportunities.

As public education changes and evolves through the legislative and policy process and the economic cycle, FCMAT strives to anticipate these changes and adjust its services accordingly by positioning its resources and setting goals to meet the needs of LEAs.

The following FCMAT objectives and action steps provide the organization a 2018-2021 focus and path forward to meet the demands from the field.

## **Develop, implement and maintain new and updated software products and services**

- Release Projection-Pro (multiyear and cash flow projection software) and its related professional learning and user reference materials
- Replace Job Management System to meet current technological and functional needs
- Continue to support and update K-12's LCFF and the Community Colleges' Student Centered Funding Formula (SCFF) calculators
- Develop and release the SACS software replacement platform for the California Department of Education
- Develop and implement a new tool to assist LEAs in monitoring special education metrics

## **Update:**

After a multiyear visioning, development and testing effort, on August 19, 2019 FCMAT released Projection-Pro for use by the general LEA community. Included in the first version of the application was an online user reference manual. Projection-Pro was developed in collaboration with CSIS. Training sessions have been scheduled across the state beginning in October and continuing into spring 2020, with many sessions close to full capacity.

Exploration of available off-the-shelf project management, expense tracking and billing software applications continues to replace the current Job Management System used to manage our internal functions.

During 2018-19, FCMAT, in partnership with the California Community Colleges Chancellor's Office and others, released the SCFF Calculator for use by California's community colleges. Updates, enhancements, and responses to help desk inquiries are routinely made for both the LCFF and SCFF Calculators.

CSIS completed security modifications to facilitate the upcoming collection of special education data in CALPADS; designed new screens throughout the system to be more intuitive, easy to use, and meet accessibility requirements; and completed changes in the underlying technology so that CALPADS could use the performance and reliability benefits of cloud infrastructure.



The first year of development on the new SACS software replacement platform has been completed and demonstrated. Requirements, development and testing continues on track toward a spring 2021 delivery on the long-awaited software.

At the close of the 2018-19 fiscal year, development was 90% complete on a new tool for monitoring special education metrics. Release of the product is anticipated before year end 2019.

**Provide professional learning opportunities that equip FCMAT's clients with the skills, knowledge, and strategies needed to assist in maintaining fiscal solvency and accountability, as well as maximize knowledge of emerging topics**

- Collaborate with other entities whenever possible to offer professional learning in modes that expand FCMAT's audiences
- Conduct a needs assessment and evaluate the possibility of expanding the Chief Business Official (CBO) Mentor Program to include a mentor component for first-year CBOs
- Develop and implement a fiscal oversight professional learning program for county offices, expanding to other audiences
- Assess local data management capacity, and design professional learning opportunities tailored to meet clients' needs

**Update:**

FCMAT continues to provide an array of workshops and professional learning opportunities, both on our own and in partnership with other public and private partners. The guiding principle for our workshop development and delivery is alignment and furtherance with our mission focusing on fiscal stability, solvency, and fraud prevention. There continues to be high demand for FCMAT workshops on Associated Student Body and booster club best practices.

FCMAT continues to offer one of the three CBO preparation programs that lead to a chief business official certification. Additionally, we provide extensive resources to the other two programs. FCMAT, along with our partners at the California Association of School Business Officials, University of Southern California and School Services of California are in dialogue to ensure that the three preparation programs are aligned and offer value-added experiences for participants that prepare them for the new comprehensive examination required to achieve CBO certification.

In September 2019, FCMAT officially launched its AB 1200 Fiscal Oversight Workshop that will be offered in every region around the state targeted to county office of education employees who have responsibility for supporting districts, including reviewing and analyzing the various fiscal reports they submit. The workshop and materials were tested in four county offices of education in spring 2019 and include an extensive update to FCMAT's Fiscal Oversight Guide, which was published in June 2019.

CSIS professional learning and support also evolved, incorporating a new User Manual for CALPADS, a learning management system and increased video content. The new platform coupled with new virtual meeting technology facilitates a more interactive delivery that integrates workbooks, videos and group discussions and enables CSIS to assess learning as well as curate courses and resources tailored to indi-



vidual clients' needs. These strategies, along with continued presentations and speaking engagements, help LEAs understand how data are used for state and federal reporting so they can align operational resources and processes.

### **Increase and improve service and/or access to services and resources**

- Expand the consistency and variety of services and products offered to California's community colleges
- Attract and retain the highest-qualified staff to support client's expectations
- Support LEAs in their reconciliation of accountability data and use of assessment or accountability data in CALPADS
- Improve the opportunities for clients and public users to interact with the organization by implementing new branding initiatives and expanding the organization's webpages

#### **Update:**

During 2018-19 FCMAT introduced updated brand identities for both FCMAT and CSIS, and CSIS introduced a new web presence. FCMAT launched its new web presence in September 2019.

CSIS resolved 18,755 service tickets, and developed and delivered new courses in support of CALPADS. To prepare for collecting special education data through CALPADS in fall 2019, CSIS assisted in providing clear and timely information through 19 CALPADS flashes, two CALPADS information meetings, biweekly meetings with student information and special education system vendors, and presentations at seven county offices of education as well as a variety of professional and vendor conferences.

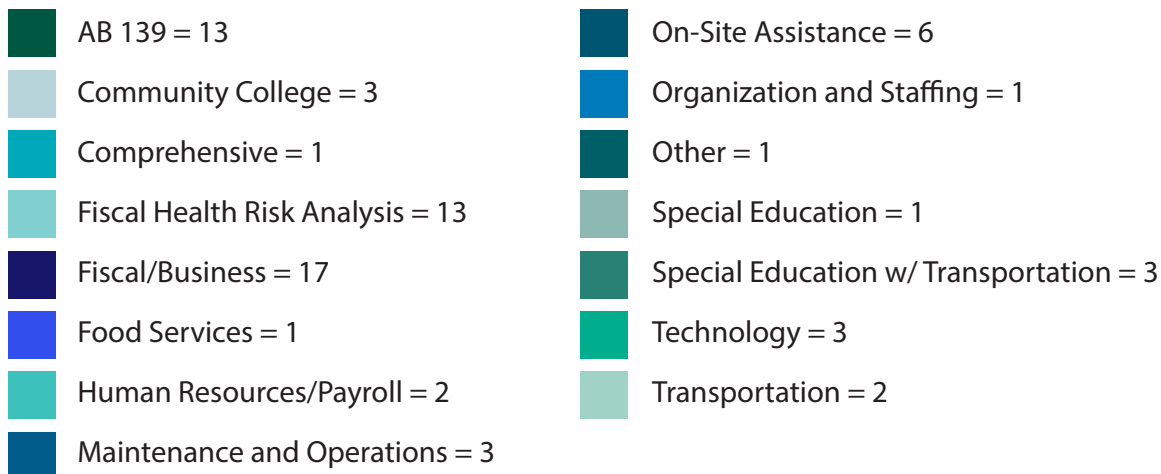
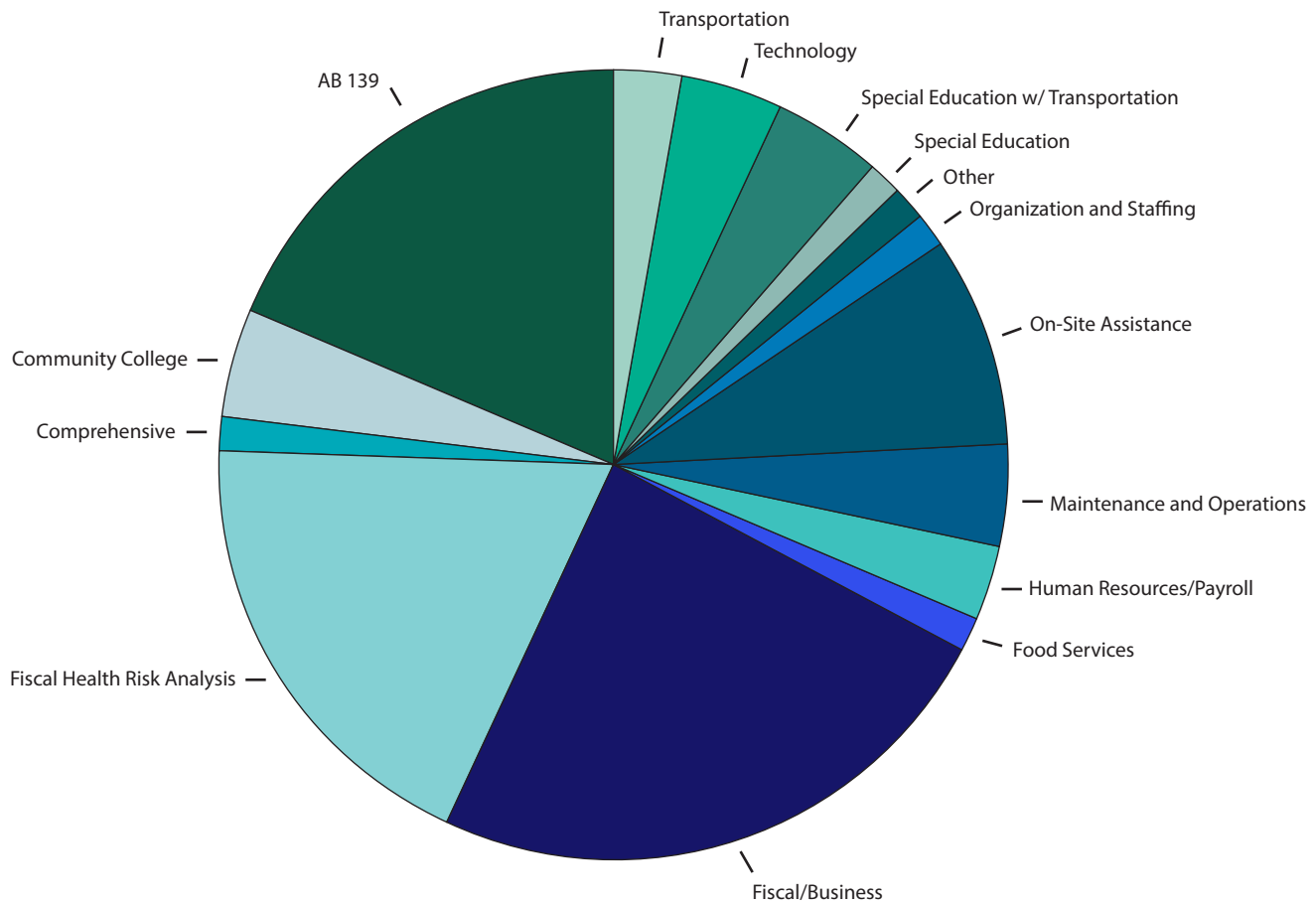
### **Deliver recognized expertise to education partners by exploring and implementing an expanded cradle-to-career longitudinal student data system**

- Actively engage with educational partners to establish collaborative partnerships and provide responsive leadership in collecting, using and reporting data

#### **Update:**

The Legislature has established a new cradle to career (or P20) data workgroup that includes representation from partner organizations across the preschool, K-12, community college, and post-secondary public and private college spectrum to help vision and plan for a new data sharing system. The enabling legislation created two seats on the workgroup for FCMAT/CSIS to provide technical and field operations perspective and expertise.

# Types of Reviews for Fiscal Year 2018-19



# FCMAT/CSIS Trend Analysis

A review of the 2018-19 fiscal year shows a decrease in the number of studies that FCMAT engaged in, from 88 in 2017-18 to 70 in 2018-19. As previously discussed, with the passage of the 2018-19 Budget Act, FCMAT was assigned additional duties related to proactive and preventive assistance to districts showing signs of fiscal distress. The related Fiscal Health Risk Analysis (FHRA) studies involved almost all field staff, with the work completed in more expedited timelines to offer the most value for districts. This critical work, along with the extensive AB 1840 analyses related to both Inglewood and Oakland unified school districts, impacted the organization's ability to take on additional studies. AB 139 extraordinary audits, which had hit an all-time high of 18 in 2017-18, continued to be a large part of FCMAT's work with 13 in 2018-19, with most focused on traditional school districts. Business and fiscal engagements continue to be the core FCMAT work, increasing from 21 the previous year to 34 in 2018-19. This included work such as processes and procedures for budget development and monitoring, multiyear financial projections, cash flow analysis, and fiscal health risk analysis.

***Business and fiscal engagements continue to be the core FCMAT work, increasing from 21 the previous year to 34 in 2018-19.***

FCMAT continues to provide needed on-site technical assistance to LEAs. This is an opportunity for our team to quickly respond to an LEA's need, provide on-site assistance and leave it in an improved condition. Some of this work has been about building capacity of those in the field as well as creating meaningful relationships that can continue beyond the initial assistance. On-site technical assistance is a strength of our organization, with our staff being a highly valued resource to the field. We anticipate that FCMAT will continue to offer technical assistance as a priority service.

FCMAT's statewide assistance includes the development of Projection-Pro: a free online software application capable of multiyear financial and cash flow projections. This new service was released in August 2019 and can be used by school districts, county offices, charter schools and oversight agencies. Statewide training will begin in October 2019. FCMAT worked directly with the California Community College Chancellor's Office to help in the development and release of the Student Centered Funding Formula

***FCMAT's statewide assistance includes the development of Projection-Pro: a free online software application.***

(SCFF) calculator. We will continue to support and maintain the SCFF Calculator, the LCFF Calculator, LCFF Calculator Caveats, LCFF Listserve subscription, LCFF and ASB Online Help Desks, Ed-Data, CALPADS Reports and LCFF Self-Paced Training links.

During 2018-19, FCMAT staff continued to provide a variety of professional learning workshops statewide in a number of areas.

These offerings were provided in response to specific requests from the field as well as staff continuing to monitor the needs of the education community.

The 2018-19 offerings included a newly developed workshop offered at four COEs supporting their oversight responsibilities. Because COEs have experienced significant turnover of business office staff who monitor and analyze district budgets and financial transactions, these regional workshops focus on

steps, processes and techniques for budget adoption, LCAP approval, budget review committees, going concern, interim reporting, response and appeal procedures, public disclosure requirements, annual audit requirements, AB 1840, possible FHRA assistance, and fiscal accountability and independence. More of these workshops are planned across the state by CCSESA region in 2019-20.

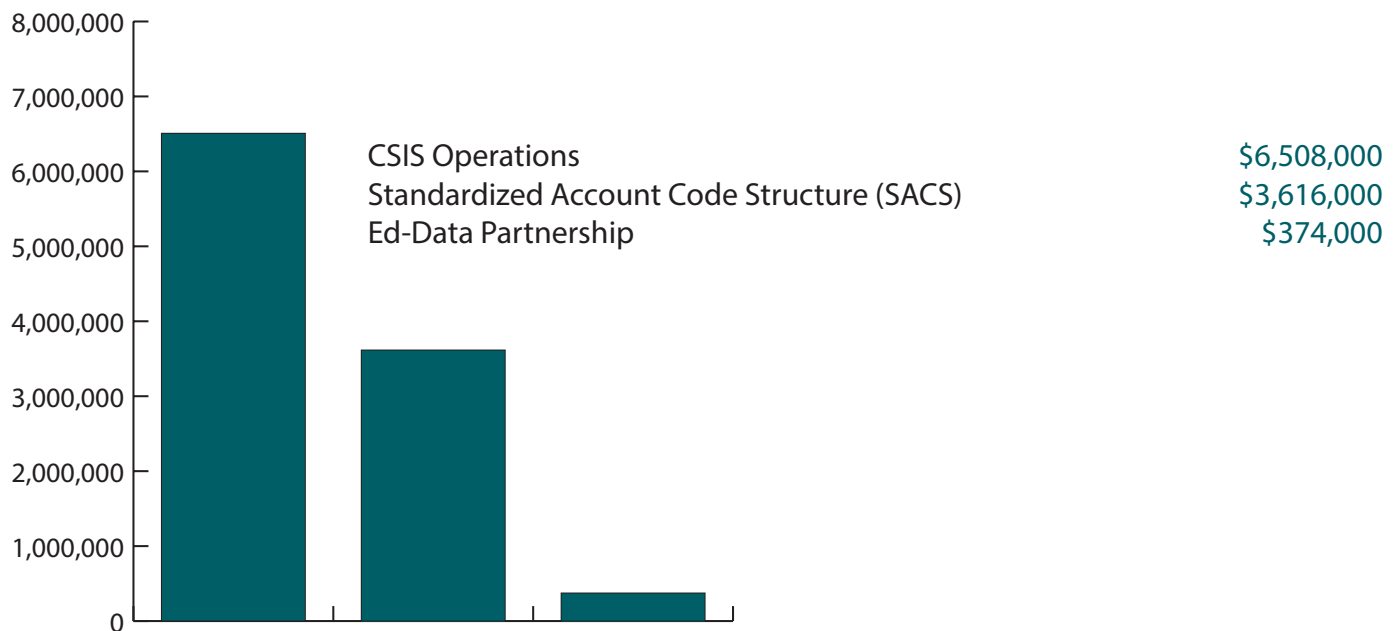
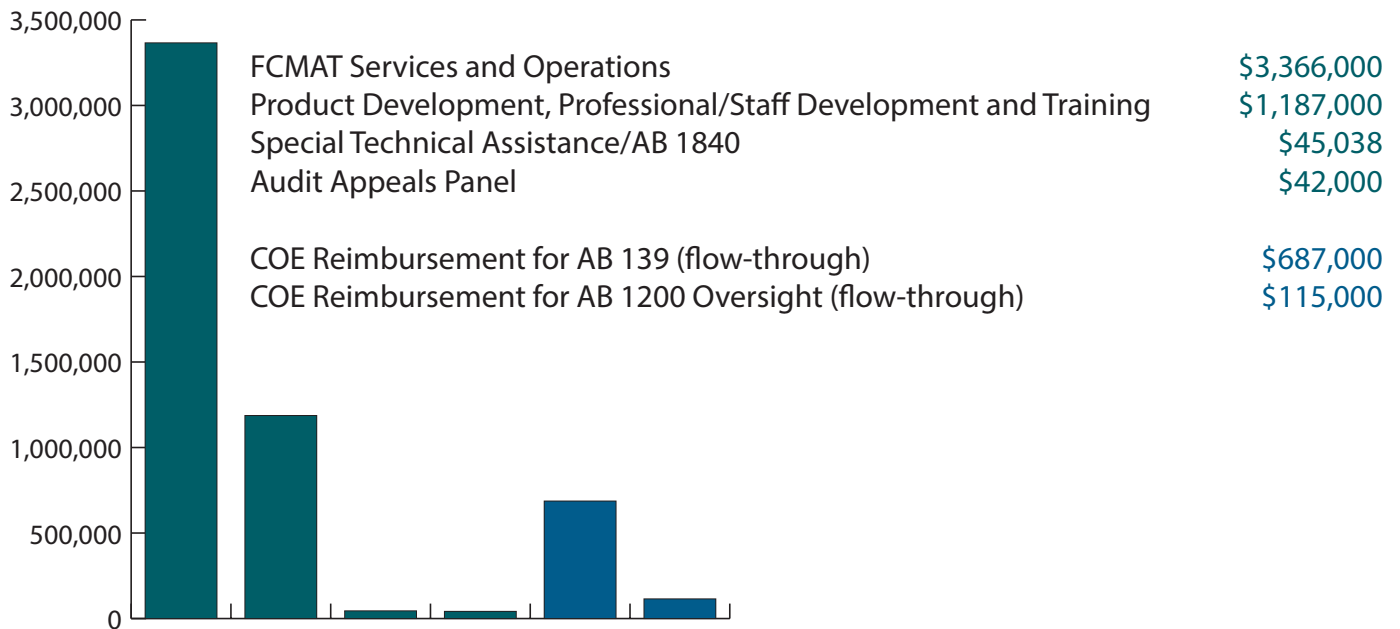
Additional trainings this year included 32 Associated Student Body (ASB) workshops focusing on information school leaders need to legally account for these funds while maintaining fiscal accountability, legal compliance, transparency and accuracy in student body accounts; four workshops focused on meeting district responsibilities effectively when working with booster clubs, foundations, auxiliary groups and other parent-teacher organizations; three workshops specifically designed for superintendents and top administrators offered through School Services of California to assist in their understanding of the critical aspects of an LEA's finances to improve policy decisions; five presentations on the Charter School Accounting and Best Practices Manual, which contains information on recommended, required and best practices for charter school administrators and operators as well as charter authorizers; five Accounts Payable workshops offered through the California Association of School Business Officials emphasizing the overall role of accounts payable staff in LEA management, including budget, internal controls, and vendor relations; and a variety of presentations around the state in numerous K-14 venues on the many fiscal topics that FCMAT staff encounter daily.

FCMAT will continue to offer a wide variety of professional learning subjects and programs in the 2019-20 fiscal year and will continue to modify offerings based on the needs of the field as well as current requirements in K-14 education.

In the area of data systems and data management, CSIS received positive feedback about the interactive style and hands-on components of newer offerings and expects to continue to expand multimedia learning offerings. The number of new CALPADS LEA administrators has grown from 319 of 2,360 (14%) in the previous year to 588 of 1,829 (32%) in 2018-19, resulting in a need for more resources for beginners.

Based on recent trends, FCMAT's priorities will continue to be focused on business, fiscal, and data governance issues affecting school districts, county offices, charter schools, and community colleges; multiyear financial projections; cash flow analysis; budget development and monitoring; AB 139 extraordinary audits; fiscal health risk analysis; professional learning and product development.

## FCMAT/CSIS Appropriations for Fiscal Year 2018-19



## Professional Learning

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FCMAT's professional learning services continue to evolve to help California's LEAs identify, prevent and resolve financial, operational and data management challenges as well as help build capacity in school business leadership by providing fiscal advice, management assistance, training and other related school business services.

Professional learning includes regional and entity-specific workshops; various leadership preparation programs; written resources, manuals and guides; and product development. FCMAT staff continues to develop, deliver and partner with other organizations in quality professional learning for county offices, K-12, community college and charter school personnel. FCMAT's professional learning offerings are determined based on needs in the field and are adjusted annually. FCMAT utilizes professional learning resources to develop and deliver training programs, manuals and guides, tool kits and software to the field.

Although FCMAT received a state appropriation of \$1,187,000 in 2018-19 for professional learning, additional staff and financial resources are allocated to this area so FCMAT can continue to provide responsive leadership and guidance to the field. Some of FCMAT's workshops are provided at a nominal fee to ensure all costs are covered. Product development and training, leadership preparation program support and written resources are provided at no charge, with few exceptions.

FCMAT recognizes that professional learning is critical throughout school employees' employment so they can be successful and meet the complex requirements of their jobs. At the same time, the employment pool of experienced, qualified chief business officials (CBOs) continues to decline. There are many smart and interested candidates for CBO roles, but leadership skills and experience can be key missing elements. FCMAT offers workshops, tools and leadership preparation programs to help CBOs keep pace with the current needs and requirements involved in K-14 education.

FCMAT constantly monitors and continues to add to and edit its product and professional learning offerings to meet the ongoing needs of the education community. The support of public- and private-sector partners is essential to the success of our professional learning endeavors.

As part of the 2018-19 state budget appropriation, \$50,000 was to provide full-day fiscal oversight training to county office staff statewide to assist in strengthening the fiscal oversight of K-12 districts. County offices have experienced significant turnover of business office staff who monitor and analyze district budgets and financial transactions. FCMAT provided four test workshops in spring 2019 to present developed materials and allow time for adjustment prior to statewide delivery.

Eleven workshops have been scheduled across the CCSESA regions during fall 2019. During the workshops, FCMAT will walk attendees through the important steps, processes and techniques that are essential for county offices to provide successful fiscal oversight to LEAs. Topics will include budget adoption, LCAP approval, budget review committees, going concern, interim reports, response and appeal procedures, public disclosure requirements, annual audit requirements, AB 1840, fiscal risk health analysis, fiscal accountability and independence. FCMAT's Fiscal Oversight Guide, updated June 2019, will be the backbone of the training.

## Professional Learning Utilizing FCMAT Staff

FCMAT staff continue to speak on an array of pertinent school business-related topics statewide in a variety of K-14 venues when requested. In addition, staff provide face-to-face workshops on a variety of topics in half-day or full-day formats throughout California either directly through FCMAT or through partnering with other organizations. Topics are annually reviewed and updated based on latest developments in educational finance areas. These presentations are well received, and attendees share that because of their attendance they better understand the topic discussed.

The following workshops are offered at minimal fees to recover costs, and all workshop materials are developed and produced by FCMAT staff:

- Associated Student Body (ASB)
- Booster Club Training
- Charter School Accounting, Oversight and Best Practices

## Professional Learning Partnering with Outside Agencies

FCMAT partners with outside agencies and the private sector to provide training and information to California's educational agencies. Partnering involves sharing financial and staff resources, and includes the following:

- California County Superintendents Educational Services Association (CCSESA), Business and Administration Steering Committee (BASC), External Services Subcommittee (ESSCO), County Office Finance Subcommittee (COFS) and Technology and Telecommunications Steering Committee (TTSC): Annual and AB 1200 conferences and committees
- California Association of Directors of Activities (CADA): Associated Student Body Training
- School Services of California (SSC): May Revision and Unraveling the Mysteries of School Finance for Administrators workshops
- California Association of School Business Officials (CASBO): Accounts Payable and School Business 360 (formerly CBO Boot Camp) workshops
- ASBWorks: Associated Student Body Training
- Charter Authorizers Regional Support Network (CARSNet): Steering Committee and Charter Oversight workshops
- Technical Assistance and Professional Development (TAPD) Grant: Steering Committee

## Leadership Preparation

FCMAT recognizes the importance of leadership preparation and participates in a variety of programs, providing staff or financial resources to lower the cost to attendees. FCMAT's goal is to continue to instruct district administrative positions, including chief business officials, to better understand and perform their jobs and to learn essential leadership skills, as well as better understand the demands and the wide range of areas covered, so they can be better equipped for the job.



FCMAT either operates or is closely affiliated with all of the statewide leading CBO preparation programs, which are yearlong commitments, by providing staff instructors or assisting financially to lower the cost to selected individuals. Most FCMAT staff members are involved in these important leadership preparation programs in some manner, whether as curriculum leaders, presenters or facilitators.

These comprehensive leadership preparation courses that FCMAT supports in many ways include:

- FCMAT's CBO Mentor Program
- University of Southern California School Business Management Certificate Program
- California Association of School Business Officials CBO Training Program
- Coalition of Adequate School Housing School Facilities Leadership Academy
- California Educational Technology Professionals Association, Chief Technology Officer Mentor Program
- Association of California School Administrators School Business Academy

## **Written Publications and Tools**

FCMAT continues to maintain, update and add to its library of publications and tools that help assist LEAs in their many responsibilities, expand overall knowledge, and provide guidance on legal issues and best practices.

These include the following:

- Accounting Controls Risk Analysis
- Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference
- Charter School Accounting Manual and Best Practices Manual
- Charter School Annual Oversight Checklist
- County Office of Education (COE) Fiscal Procedural Manual (updated in 2018-19)
- Fiscal Alerts
- Fiscal Health Risk Analysis, K-12 (updated in 2018-19)
- Fiscal Health Risk Analysis, Community College (updated in 2018-19)
- Fiscal Oversight Guide (updated in 2018-19)
- Indicators of Risk or Potential Insolvency, K-12 (updated in 2018-19)
- Indicators of Risk or Potential Insolvency, Community College (updated in 2018-19)
- LCFF Calculator and Help Desk
- SCFF Calculator and Help Desk
- Standards for Comprehensive Reviews (updated in 2018-19)

## **Certificated Salaries and Benefits Project (J-90)**

Every spring, every school district and county office of education in California is given the opportunity to complete an optional form entitled Salary and Benefit Schedule for the Certificated Bargaining Unit (Form J-90). This form, which continues to be supported by FCMAT, requests salary schedule information,



employee placement on the salary schedules by full-time equivalents, bargaining unit bonuses paid for selected services, salaries and days of service for school principals and superintendents, and health and welfare benefits by carrier with amounts paid by the district or county office per employee. This data is useful to California school districts and county offices, employee bargaining units, school consulting agencies, academic institutions and state policy makers. The California Department of Education additionally uses this material for completing specified information required for the School Accountability Report Card (Education Code Section 41409.3). Although responses are voluntary, the 2017-18 J-90 report includes 836 district and county office responses, which is 83.43% of school districts and county offices of education, representing 96.95% of the state's non-charter ADA.

FCMAT partners with School Services of California, the California Department of Education, the California Federation of Teachers and the California Teachers Association in this effort.

## Product Development

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### Local Control Funding Formula and the LCFF Calculator

In October 2013 FCMAT partnered with members of the Business and Administration Steering Committee to help guide the educational community in estimating state funding under the new Local Control Funding Formula (LCFF), which became effective July 1, 2013. Since then, the calculator has improved each year to better meet the revenue projection needs of school districts and charter schools.

The FCMAT development team continues its efforts to enhance the calculator to meet the ongoing needs of the education community. In 2018-19, FCMAT released two major versions of the calculator, aligning with the release of historical data and updated assumptions necessary to complete projections. Minor modifications were made in alignment with full statewide implementation, signaling the end of the transitional formula for all school districts and charter schools. Major modifications to align with the CDE's LCFF full statewide implementation exhibits are planned for release in Spring 2020.

### Student Centered Funding Formula and the SCFF Calculator

In January 2019, FCMAT partnered with the California Community Colleges Chancellor's Office and Cambridge West Partnership (CWP) to help guide community colleges in estimating state funding under the new Student Centered Funding Formula (SCFF), which became effective July 1, 2018. The new formula reallocates district funding between student enrollment, supplemental need and success measures.

During the first half of 2019, the initial calculator model, developed by CWP prior to the formation of the partnership, was expanded to project:

- Stability, restoration and growth calculations needed to accurately project full-time equivalent student (FTES),
- basic allocation funding based on college or center type and the FTES enrolled at each location, and
- hold harmless protections.

Additionally, pages were added for instructions, considerations and limitations, assumptions, summary and graphs. The prefilled data in the calculator was updated for 2018-19 First Principal Apportionment (P1).

Version 20.2, published in early July 2019, updated prefilled data for the 2018-19 Second Principal Apportionment (P2).

### Projection-Pro and Budget Explorer

In collaboration with CSIS, FCMAT continued development on Projection-Pro, the newly designed multi-year and cash flow projection software, throughout 2018-19. Initial field testing concluded in early 2018-19, and work began on improving performance, calculation results, automated testing and other identified areas of functionality.

A second round of field testing occurred between May 13 and June 17, 2019. With the response from the field positive, FCMAT approved the initial point release date of August 19, 2019 and transition to a continuous delivery release schedule following the initial release.

Throughout 2018-19, FCMAT continued to support Budget Explorer by providing updated assumptions. Budget Explorer was retired as of July 14, 2019.

## **Standardized Account Code Structure (SACS) System Replacement Project**

The Budget Act of 2016 appropriated Proposition 98 funding for the CDE to initiate the procurement of a replacement SACS system. In July 2016, the CDE requested letters of interest and the Fiscal Crisis and Management Assistance Team (FCMAT)/California School Information Services (CSIS), through its administrative agent, the Kern County Superintendent of Schools, responded to that request. FCMAT/CSIS spent much of 2017 developing and working on a proposal for the replacement of the SACS system. In June 2018, FCMAT/CSIS was selected to partner with the CDE to develop the SACS system replacement (SSR). The primary objective of this multiyear project is to create a web-based application customized to the K-12 financial reporting workflow that eliminates the use of unsupported and obsolete technologies. In 2018-19, CSIS received appropriations to begin work.

The SSR scope of work for 2018-19 included four deliverables: the project management plan, project work plan, detailed system design, and technical architecture. The project began in June 2018 with the onboarding of business analysts, project management and independent oversight staff. Development and testing staff were added to the project when enough requirements had been analyzed to begin planning work packages in three-week intervals. In late summer 2018, the SSR project's technical team started drafting the Detailed System Design document and Technical Architecture document to reflect the team's intent to use modern architecture patterns and software to address current SACS workflow inefficiencies at the local and state levels, multiple layers of fiscal oversight, burdensome system maintenance activities, and reliance on incompatibilities with current technology that jeopardize the ability of the CDE and LEAs to continue to perform their statutorily required fiscal oversight and reporting functions.

Throughout much of fiscal year 2018-19, the project's business analysts worked diligently to decompose, document, manage, and reach agreement on the CDE's business needs and SSR requirements. Using the California Department of Technology Requirements Traceability Matrix (RTM) as a guideline, the business analysts created an RTM to track SSR requirements from beginning to end. The business analysts actively maintain the matrix to ensure the system satisfies the specified requirements. The system design consolidates the four components of the existing SACS system into separate activities within one web-based application, introduces automation, accommodates charter school financial reporting and streamlines numerous manual processes involved with collecting, reviewing, and disseminating LEA financial data. A skeleton of the final product was completed in June 2019. The technical team will continue to use an automated testing infrastructure to continuously test and verify the quality of the system as it is delivered. CSIS completed all four deliverables for 2018-19 on time, and the CDE completed its approvals as scheduled.

## Software and Services

### California Longitudinal Pupil Achievement Data System (CALPADS)

CSIS continues to focus on improving CALPADS and increasing access to and use of high-quality data. In 2018-19, CSIS supported LEAs in completing the CALPADS submissions listed below. These submissions require LEA staff time to upload the data, resolve errors, verify reports and certify the data.

Submission Name	Data Submitted
Fall 1	Student enrollment, graduates, dropouts, English Language Acquisition status, immigrant counts, eligibility for free or reduced-price meals (FRPM), foster youth and unduplicated count of students who are FRPM eligible, English learners and/or foster youth
Fall 2	Student course enrollment, staff assignments and full-time equivalents, and English learner services
End of Year 1	Course completion and career technical education participants, concentrators and completers
End of Year 2	Program eligibility/participation, homeless students and military families
End of Year 3	Student discipline, student absence summary and cumulative enrollment
Cohort	Four year Adjusted Cohort Graduation Rate

To build local capacity, CSIS refocused its training efforts in 2018-19 to assess local data management capacity related to school information systems and aligned learning opportunities to improve data quality with specific consideration to the variety of clients served and their settings. CSIS found that data management expertise among LEAs fell into three groups: beginner, needs some guidance, and experienced. CSIS redesigned training delivery to be more interactive by introducing the Bridge learning management system and Zoom meeting technology. CSIS incorporated tools such as hands-on tasks, workbooks, templates, quizzes, and video presentations to enhance skill-building and knowledge retention. In-person, instructor-led courses and curated resources in the learning management system complement easy access to publicly available videos and self-paced trainings for a multichannel, capacity-building approach. Developing and producing training content was a major undertaking in 2018-19 because all CALPADS screens were completely redesigned and workflows changed to be more streamlined.

CSIS continues to support the CDE and LEAs in understanding data population, collection, and reporting issues, including identifying necessary changes, analyzing business processes, and documenting/clarity CALPADS system requirements. CSIS completed analysis on 199 change requests and 41 issues. CSIS provided technical assistance to the CDE and LEAs on the initial English Language Proficiency Assessments for California testing transition to Educational Testing Service and collaborated with the CDE on the transition of special education data collection from CASEMIS to CALPADS. The extensive nature of this work required completion of impact analysis, design excerpts, and updated specifications for every area within the CALPADS application, which included:

- Four new file formats (SPED, SSRV, STSE, PSTS)
- Four new operational data store extracts and rejected records extracts
- 14 new security roles for LEA level and SELPA level
- 28 new code sets and seven new valid code combos
- Approximately 218 new input validations
- Approximately 19 new certification validation rules
- 17 new reports for certification and monitoring
- Updates to all existing reports based on new business rules for student with disabilities
- A new certification workflow to accommodate a two-step approval process with LEAs and SELPAs, including email notifications
- New view-only online student containers in the user interface for the four new file formats
- Application program interface integration
- Modifications to anomaly process
- Updates to the help resources (e.g., new batch templates and significant updates for the online User Manual).

Other significant changes included revising C/A Report 5.4 (Homeless Students Enrolled - Unduplicated Count by LEA) to add the capability to view both certified and noncertified data during the year to better track homeless counts across counties and enable the collection of six new workability indicators in an effort to incorporate additional career-based measures in the Career and College Readiness Indicator for the fall 2019 California School Dashboard.

The CSIS technical team also worked to enable timely and accurate transfer of data while reducing local burden through its software development work on a number of products and projects, including CALPADS, Ed-Data, Projection-Pro, and the SACS system replacement project. Over the last 18 months, CSIS changed all of the user interface screens in CALPADS to meet state and federal accessibility requirements, added the new view-only role to more precisely secure write access to student records, and refactored the underlying software to leverage cloud resources and improve system performance. CSIS produced software releases every two weeks. To ensure the quality of CALPADS, CSIS doubled the number of automated test cases implemented in 2018-19 over the prior year.

## CSIS Website

To improve access to services, CSIS redesigned and relaunched its website ([csis.fcmat.org](http://csis.fcmat.org)) midyear, and FCMAT's new website ([fcmat.org](http://fcmat.org)) will be relaunched in early 2019-20. The designs of both sites reflect our unique mission and present a thoughtful and clear message of providing assistance to the education community. In addition to achieving state and federal accessibility requirements, both sites feature a clean design and updated navigation for quick access to resources and services and improved ability to search decades of reports, tools, and presentations. The CSIS site also hosts the learning management system used in delivering CALPADS training and keeps the statewide community of CALPADS LEA contacts connected.

## Community Partnerships

In 2018-19 CSIS actively engaged in promoting the effective use of technology and data services such as CALPADS and Ed-Data through collaborative partnerships with the CDE; CCSSESA and its steering committees, including BASC, CISC, SSPSC and TSC; CETPA; K12HSN; student information and special education systems vendors. Through regular participation in structured meetings with representatives from these groups, CSIS provided clear and timely information about education data policies and state data system changes. CSIS also moderated listservs, held weekly question and answer sessions, and worked directly with leaders and staff from a number of county offices of education, districts, and charter schools to better understand the data management challenges they face, to develop services to better support them, and to escalate issues for resolution. CSIS also supported the CTO Mentor Program in its efforts to train current and future chief technology officers by educating them on the role of data and systems in student achievement and accountability.

## Cradle-to-Career Initiative

Through its decades of working to improve data governance through collaborative efforts with its community partners, CSIS is positioned to deliver extensive technical and field operations perspective and expertise to the Governor's cradle-to-career initiative. Intersegmental work has occurred with LEAs, SELPAs, and school sites, the state Department of Education, the University of California, the California State University, the California Community Colleges, and parents. This work leverages existing data systems to securely share information to identify and track indicators that will enable stakeholders to provide interventions and supports to address disparities in opportunities and improve outcomes for all students. CSIS will work as part of the Cradle-to-Career Data System Workgroup in the coming year to provide recommendations and advise on efforts to develop and administer the longitudinal data system.

## Ed-Data

The Ed-Data website (<http://ed-data.org>) makes data from CALPADS and other sources accessible to the public and available for use in planning and decision making. CSIS works collaboratively with CDE and EdSource to update Ed-Data with data to provide educators, policymakers, the Legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California. Activities for Ed-Data included:

- Continuing to collaborate with CDE and EdSource to maintain the site and respond to requests and questions from users.
- Completing requirements, design, development, database maintenance and support, testing and configuration/deployment tasks associated with adding data and planned enhancements to the site.
- CSIS added chronic absenteeism data and charts in 2018-19 and helped to align Ed-Data more closely with the California School Dashboard. CSIS also added the cohort charts and redesigned the student discipline section of the site to display the most accurate and latest publicly available data.

## Education Audit Appeals Panel

Education Code Sections 14502.1, 41344 and 41344.1 provide an opportunity for an LEA to appeal a finding contained in a final audit report. This code section established an audit appeals panel to serve as the neutral arbiter consisting of the Superintendent of Public Instruction, the Director of the Department of Finance, and the Chief Executive Officer of FCMAT, or their designees. Former FCMAT CEO Joel Montero serves as the chairperson; Jennifer Whitaker represents the Director of Finance; and there is also a representative of the Superintendent of Public Instruction. The panel's meeting schedule and other information may be found on its website: [www.eaap.ca.gov](http://www.eaap.ca.gov).

## Email Lists

FCMAT maintains confidential email lists for various job-alike groups. These email lists are a vital communication link between professional colleagues and are a fast, free, and secure method for sharing information. K-12 professionals may connect with their colleagues throughout the state to share documents and obtain relevant and timely information.

FCMAT maintains these active job-alike email lists at <http://fcmat.org/maillinglists/>:

- Charter School Administrators
- Credentials
- County Office CBOs
- District Office CBOs
- County Office HR Administrators
- District Office HR Administrators
- Facilities Professionals
- Purchasing Professionals

Additionally, FCMAT maintains announcement email lists to communicate to parties interested in FCMAT news and updates to tools. Subscription to these email lists is open, and anyone can register.

In 2018-19, FCMAT added two new announcement email lists and made plans to retire one in alignment with changes to the products offered by FCMAT. Following is a list of announcement email lists and any changes to their status:

- K14 News
- LCFF Announcements
- SCFF Announcements – new
- Budget Explorer Announcements – retiring as of July 19, 2019
- Projection-Pro Announcements – new



## FCMAT Help Desk

FCMAT provides support to the educational community including K-12 school districts, charter schools, community colleges and county offices by providing a free online help desk to assist those seeking guidance.

The most popular category of questions continues to be the ASB Organizations & Booster Clubs, comprising nearly half of all the tickets submitted in 2018-19. Requests in the area of “Other” pertained to requests for assistance with studies and the FCMAT website. Email list assistance, previously recorded as “Other,” is now its own category.

FCMAT responded to a total of 493 questions submitted through the online help desk during the 2018-19 fiscal year. A five-year history of FCMAT help desk activity is provided in the table below.

Topic	Number of Questions:				
	2014-15	2015-16	2016-17	2017-18	2018-19
ASB Organizations & Booster Clubs	305	422	273	548	239
Board of Education	3	5	1	2	1
Budget Explorer	63	41	34	33	12
Charter Schools	13	16	12	19	11
Community Colleges	2	2	1	0	6
County Office of Education	4	6	0	6	6
Facilities / Food Service / Transportation	9	13	11	19	6
Email List Assistance	*	*	*	*	22
Human Resources	0	6	15	9	5
LCFF/LCAP - Districts	185	121	96	88	68
LCFF/LCAP - Charter Schools	74	66	55	38	25
Other	50	61	84	125	20
SCFF – Community Colleges	-	-	-	-	26
School Business-CBO / General	45	45	17	32	46
Total	753	804	599	919	493

FCMAT added 36 responses to its searchable knowledge base to help clients to quickly resolve questions. Items that are not added are either duplicate or are requests for assistance with FCMAT tools like the LCFF Calculator or Budget Explorer.

## FCMAT Website

FCMAT has remained committed to keeping its website, [www.fcmat.org](http://www.fcmat.org), current to ensure that LEAs have access to the latest tools and information. Much effort has been focused during 2018-19 on redeveloping and updating the website, which will be unveiled during the 2019-20 fiscal year. The website will continue to reflect FCMAT’s purpose and mission, while allowing FCMAT to be more responsive and better explain the many services offered to help LEAs remain fiscally astute and stable.





A photograph of a graduate with long, dark, curly hair, wearing a black graduation gown and cap. She is walking away from the camera on a paved path that curves to the right. She is holding a rolled-up diploma in her left hand. The background is a blurred green lawn and trees.

# **Fiscal Crisis and Management Assistance Team California School Information Services**

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