

FCMAT



FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Regular Meeting of the FCMAT Board of Directors

October 20, 2021

9:30 a.m. – 1:00 p.m.

Hyatt Regency San Francisco
5 Embarcadero Center
San Francisco, CA 94111

Marina Meeting Room

Michael H. Fine
Chief Executive officer

I. General Functions

Section A.

AGENDA

**Regular Meeting of the
 Fiscal Crisis and Management Assistance Team (FCMAT)
 Governing Board
 Hyatt Regency San Francisco
 October 20, 2021
 9:30 a.m. – 1:00 p.m.**

AGENDA

	<u>Report</u>	<u>Action or Information</u>
I. General Functions		
A. Call to Order The chairperson will call the meeting to order. Board members will introduce themselves.	Oral	Information
B. Approval of Agenda The governing board is asked to approve the agenda of the October 20, 2021 governing board meeting.	Written	Action
C. Approval of Minutes of June 22, 2021 The governing board is asked to approve the minutes of the June 22, 2021 governing board meeting.	Written	Action
D. Welcome from FCMAT’s Administrative Agent Mary Barlow, Administrative Agent for the Fiscal Crisis and Management Assistance Team, will welcome the governing board and acknowledge the following governing board members who are leaving office at the end of December and partners: <ul style="list-style-type: none"> • Susan Salcido, Superintendent Santa Barbara CEO, Costa Del Sur, Region 8 • Wesley Sever, Superintendent Kingsburg ESD, Central Valley, Region 7 • Tom Armelino, Executive Director California Collaborative for Educational Excellence • Michael Hulsizer, Chief Deputy for Governmental Affairs Kern County Superintendent of Schools 	Oral	Information
E. FCMAT Executive Committee Report The governing board will receive an oral report by Gayle Garbolino-Mojica, Chairperson, reporting on actions by the executive committee.	Oral	Information
II. Staff Reports		
A. Chief Executive Officer Report The governing board will receive an oral report from Michael Fine, Chief Executive Officer, updating the activities of the Fiscal Crisis and Management Assistance Team.	Oral	Information

District Financial Status Oral Information
The governing board will receive an oral report summarizing district financial status.

Status of Key Assignments Report Written Information
The governing board will receive a written report summarizing the status of key assignments being performed by the FCMAT staff.

B. FCMAT Services

CSIS Quarterly Report Oral/Written Information
The governing board will receive an oral and written report from Amy Fong, Chief Operations Officer, on the activities of the California School Information Services.

Professional Learning and Product Development Report Oral/Written Information
The governing board will receive an oral and written report from Michelle Giacomini, Deputy Executive Officer, on the support and offerings related to professional learning and product development.

III. Action Items

A. 2020-21 FCMAT Annual Report Oral/Written Action
The governing board will receive an oral and written report on the 2020-21 FCMAT Annual Report. The governing board is asked to approve the 2020-21 annual report of the Fiscal Crisis and Management Assistance Team.

B. 2020-21 FCMAT Financial Report Oral/Written Action
The governing board will receive an oral and written report summarizing the 2020-21 financial activity. The governing board is asked to approve the 2020-21 financial activity report of the Fiscal Crisis and Management Assistance Team.

C. CBO Mentor Program Report Oral/Written Action
The governing board will receive an oral and written report from Shayleen Harte, Deputy Executive Officer, on the FCMAT CBO Mentor Program, 17th Cohort 2020-21. The governing board is asked to approve the FCMAT CBO Mentor Program Executive Report, 17th Cohort 2020-21.

D. CBO Coaching and Induction Program Oral/Written Action
The governing board will receive an oral and written report from Michael Fine, Chief Executive Officer, on the proposed CBO Coaching and Induction Program. The governing board is asked to approve the new CBO Coaching and Induction Program as outlined.

- E. **Approval of selection of Matt Navo as the representative of the California Collaborative for Educational Excellence to the FCMAT governing board** Written Action

The governing board is asked to approve the recommendation of the chief executive officer, as approved by the executive committee, to appoint Matt Navo, Executive Director, as the representative to the governing board from the California Collaborative for Educational Excellence.

- F. **Appointment of New Board Members to New Terms Beginning January 2022** Written Action

The governing board is asked to approve the appointment of nine new or continuing board members to new terms beginning January 1, 2022 who have been nominated by either the California County Superintendents Educational Services Association, the Association of California School Administrators, or the Chancellor of California Community Colleges as follows:

- Tracey Quarne, Northeastern, Region 2
Superintendent, Glenn COE
- Mary Jane Burke, Bay, Region 4
Superintendent, Marin COE
- Scott Nanik, Delta Sierra, Region 6
Superintendent, Calaveras COE
- Cesar Morales, Del Sur, Region 8
Superintendent, Ventura COE
- Andres Zamora, Central Valley, Region 7
Superintendent, Livingston USD
- Holly Edds, Costa Del Sur, Region 8
Superintendent, Orcutt UESD
- Frank Donavan, Southern, Region 9
Superintendent, Magnolia ESD
- Michele Bowers, Los Angeles, Region 11
Superintendent, Lancaster ESD
- Ann Ransford, Community Colleges
Trustee, Glendale CCD

- G. **Appointment of a New Executive Committee Representative** Written Action

The governing board is asked to appoint one district superintendent from the board to serve as one of two district superintendents on the executive committee. The executive committee may have a nomination for the board to consider.

IV. **Partner Reports**

- A. **California Collaborative for Educational Excellence Report** Oral/Written Information

The governing board will receive an oral report from Matt Navo, Executive Director, updating the activities of the California Collaborative for Educational Excellence.

B.	<p>California Community Colleges Report The governing board will receive an oral report from Lizette Navarette, Vice Chancellor of College Finance and Facilities Planning Division, updating the activities of the California Community Colleges Chancellor’s Office.</p>	Oral/Written	Information
V.	<p>Public Participation Time reserved for any person to address the FCMAT board. The chairperson may limit the time of participation.</p>	Oral	Information
VI.	<p>Board Members’ Comments Time reserved for comments from any board member. The chairperson may limit the time of participation.</p>	Oral	Information
VII.	<p>Agenda Items for Next Meeting Time reserved to list agenda items for the next meeting.</p>	Oral	Information
VIII.	<p>Date and Location of Next Meeting Wednesday, January 26, 2022 9:30 a.m. – 12 p.m. Omni Rancho Las Palmas - Riverside County</p>		
IX.	<p>Directory Bylaws, Roster, <i>2022 Meeting Dates (Not Confirmed)</i></p>	Written	Information
X.	<p>Adjournment The chairperson will call the adjournment of the meeting.</p>	Oral	Information

Section C.

Minutes of the Governing Board
June 22, 2021

**Regular Meeting of the
Fiscal Crisis and Management Assistance Team (FCMAT)
Governing Board
Zoom Meeting
June 22, 2021
2 p.m. – 5 p.m.**

MINUTES

Members Present:

Michael Fine Chief Executive Officer, FCMAT
Mary Barlow FCMAT Administrative Agent, KCSOS
Steve Herrington, Sonoma COE North Coast, Region 1
Diann Kitamura, Santa Rosa ESD North Coast, Region 1
Tracey Quarne, Glenn COE Northeastern, Region 2
Jordan Reeves, Gridley USD Northeastern, Region 2
Gayle Garbolino-Mojica, Placer COE, Chair Capitol, Region 3
Troy Miller, Arcohe UESD Capitol, Region 3
Lynn Mackey, Contra Costa COE Alternate, Bay, Region 4
Deneen Guss, Monterey COE South Bay, Region 5
Jeff Baier, Los Altos ESD South Bay, Region 5
Sara Noguchi, Modesto City Schools Delta Sierra, Region 6
Tim A. Hire, Tulare COE Central Valley, Region 7
Wesley Sever, Kingsburg ESD Central Valley, Region 7
Susan Salcido, Santa Barbara CEO Costa Del Sur, Region 8
Vacant Costa Del Sur, Region 8
Paul Gothold, San Diego COE Southern, Region 9
Vacant Southern, Region 9
Elliott Duchon, Jurupa USD RIMS, Region 10
Debra Duardo, Los Angeles COE, Vice Chair Los Angeles, Region 11
Michele Bowers, Lancaster ESD Los Angeles, Region 11
Cindy Petersen Charter Schools
Ann Ransford California Community Colleges
Lizette Navarette California Community Colleges Chancellor's Office
Lisa Constancio California Department of Education

Guests and Staff:

Michael Hulsizer Governmental Affairs, KCSOS
Dean West BASC
Amy Fong Chief Operations Officer, FCMAT/CSIS
Michelle Giacomini Deputy Executive Officer II, FCMAT
Shayleen Harte Deputy Executive Officer II, FCMAT
Diane Branham Chief Analyst, FCMAT
John Von Flue Chief Analyst, FCMAT
Veronica Morrow Administrative Secretary II, FCMAT
Brock Falkenberg Lake COE

Late Arrivals:

Scott Nanik, Calaveras COE.....Delta Sierra, Region 6

Excused:

Mary Jane Burke, Marin COEBay, Region 4
Vincent Matthews, San Francisco USD.....Bay, Region 4
Stacey Adler, Mono COE RIMS, Region 10
Tom Armelino..... California Collaborative for Educational Excellence

Call to Order

The meeting was called to order at 2:02 p.m. by Gayle Garbolino-Mojica, Chairperson.

Approval of Agenda of June 22, 2021

A motion to approve the agenda was made by Debra Duardo, seconded by Scott Nanik, and passed unanimously.

Approval of Minutes of April 18, 2020

Tim Hire made a motion to accept the minutes of the April 18, 2020 meeting as presented. Susan Salcido seconded the motion, and it was passed unanimously.

Welcome from FCMAT’s Administrative Agent

Mary Barlow, Administrative Agent for the Fiscal Crisis and Management Assistance Team, welcomed board members and guests and thanked everyone for attending. She acknowledged and thanked Cindy Marten, Superintendent, San Diego USD, not present, and Elliott Duchon, Superintendent, Jurupa USD, for their service on the FCMAT Board of Directors.

FCMAT Executive Committee Report

Gayle Garbolino-Mojica, Chairperson, briefly mentioned that the executive committee met last week. She had nothing new to report.

Chief Executive Officer’s Report

Michael Fine reported on the activities of the Fiscal Crisis and Management Assistance Team. He commented on topics such as the recruitment of a new trustee for Oakland USD; FCMAT fraud audit litigation that resulted in the case being dismissed; FCMAT staff continuing to work remotely and that moving toward being the norm; the 2021-2024 FCMAT strategic plan; and the status of key assignments.

Michael thanked Gayle Garbolino-Mojica and Mary Barlow for their support with the proposed changes of the FCMAT board meetings aligned with the CCSESA meetings. The meetings will be split between the virtual and in-person meetings and will no longer be held on Sundays. The in-person meetings will continue to be set for three hours to cover the robust agenda items; whereas the virtual meetings will be limited to about half the time as in-person meetings and will cover a fairly quick agenda. FCMAT will distribute a monthly/every-other-month newsletter to update the board in between board meetings.

2021-24 Strategic Plan

Michael Fine presented and asked the board to approve the *Proposed 2021-2024 FCMAT/CSIS Strategic Plan*, dated June 22, 2021, which was provided with board materials.

Steve Herrington made a motion to accept the *Proposed 2021-2024 FCMAT/CSIS Strategic Plan* as presented. Deneen Guss seconded the motion, and it was passed unanimously.

Status of Key Assignments Report

The governing board received an oral and written report summarizing the status of key assignments as performed by the FCMAT staff. A written report of current FCMAT projects, *FCMAT Project Tracking Report*, was provided with board materials.

Mike Fine briefly highlighted Marin COE and the oversight of Ross Valley Charter School. He stated that FCMAT will work closely with Marin COE as they are assigned oversight of the school. FCMAT has been contracted by the county office to provide charter oversight services and to develop best practice protocols.

FCMAT Services

CSIS Services Quarterly Report

Amy Fong, Chief Operating Officer, reported on the activities of CSIS and presented the *FCMAT/CSIS Board Report* dated June 22, 2021, which was provided in the board packet.

Amy updated the board on the highlights of accomplishments related to the California Longitudinal Pupil Achievement Data System (CALPADS), the SACS system replacement (SSR) project, the Cradle to Career Data System Workgroup, Ed-Data, and the California Technology Officer (CTO) Mentor Program.

Professional Learning Report

Michelle Giacomini, Deputy Executive Officer, briefly updated the board on the highlights of the support and offerings related to professional learning. She presented the *Professional Learning and Product Development Update*, dated June 2021, which was provided with the board materials.

Michelle updated the board on the highlights of accomplishments related to the Projection-Pro software, LCFF calculator, the Operational Standards Self-Assessment for California Community College Districts tool, FCMAT fiscal alerts, and workshop resources and other specialized FCMAT webinars and trainings. She mentioned that FCMAT will be offering Fiscal Oversight workshops again in the fall and asked the board for their insight regarding helpful topics to cover during the workshops.

Lizette Navarette, Vice Chancellor, California Community Colleges, asked if data/cyber security will be incorporated in FCMAT trainings. Paul Gothold, San Diego COE, offered the assistance of the chief security officer, Gary Loftess, who manages the San Diego COE's cyber security. Sara Noguchi asked for assistance managing one-time resources. Michael Fine said that FCMAT is available to answer any questions by phone or email.

Legislative Report

Michael Hulsizer, Chief Deputy for Governmental Affairs, Kern County Superintendent of Schools, reported on the highlights of the California Legislature's activities. He presented the *2021-22 Budget Comparison Chart: Governor's Budget, May Revision, Legislature & Final*, dated June 15, 2021, which was presented as a handout during the meeting and then added to the board packet after the conclusion of the board meeting.

Michael summarized a few key issues highlighted on the budget comparison chart, such as the 2021-22 General Fund "Big Three" Revenues, K-14 Apportionment Deferrals in 2021-22, Unemployment Insurance Rates, School Employer Pension Contributions, Special Education Base, Special Education Early Intervention Grants, Special Education Technical Assistance, Transitional Kindergarten Expansion (TK), TK Incentive Grants/Expansion Planning, and Independent Study Requirements and Virtual Learning.

California Department of Education (CDE) Report

Lisa Constancio, Director of School Fiscal Services Division, reported on the highlights of the CDE's activities. She presented the *CDE's FCMAT Quarterly Meeting* report, as written material during the meeting, which was then added to the board packet after the conclusion of the meeting.

Lisa briefly commented on the highlights of the American Rescue Plan Act of 2021, ESSER III 10% state educational agency (SEA) reserve, the process for ESSER III, the ESSER III expenditure plan, the ESSER III state plan, the ESSER III timeline, the stimulus fund reporting, capital expenditures, and AB 86: In-Person Instruction and Expanded Learning Opportunities Grant.

California Community Colleges (CCC) Report

Lizette Navarette, Vice Chancellor of College Finance and Facilities Planning Division, reported on the activities of the California Community Colleges. She presented the *CCC Student Centered Funding Formula Dashboard* during the board meeting, which was then added to the board packet after the conclusion of the meeting. She also shared a link to the Student Centered Funding Formula Dashboard with the board: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/scff-dashboard>

Lizette commented on topics such as the highlights of the budget overview of the California Community Colleges and the Student Centered Funding Formula Dashboard. She said the CCCCO recently released phase two of the dashboard that allows districts to not only see a statewide view of resources, but also analyze around various analytics and measures. Phase three will allow colleges to provide a series of inputs to estimate what they may receive and to better plan and anticipate what their funds will be based on their local efforts, to support the work they're doing to better serve low-income students. Lizette added that the release of phase three of the dashboard is anticipated before the end of the year.

Business and Administration Steering Committee (BASC) Report

Dean West, Chairperson, provided a brief update on the highlights of BASC activities such as the Common Message and county office LCAP calibrations. He said BASC's work around the Common Message for the next cycle was still pending the budget outcome.

Public Participation

There were no comments from the public.

Board Members' Comments

There were no comments from the board.

Date and Location of Next Meeting

October 20, 2021

Hotel Regency, San Francisco County

Adjournment

The meeting was adjourned by Gayle Garbolino-Mojica, Chairperson, at 3:33 p.m.

II. Staff Reports

Section A.

Chief Executive Officer's Report

*Status of Key Assignments
Report*



FCMAT PROJECT TRACKING REPORT

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

Management Assistance

Job #	Client	Review Types	Date Requested	Status
8130	Yuba Community College District	Budget Development/Multi-Year Projection	02/23/2021	Ongoing
8128	CCCCO/Compton CCD	Fiscal Health Risk Analysis	12/17/2020	Ongoing
8127	CCCCO/Gavilan CCD	Fiscal Health Risk Analysis	10/22/2020	Ongoing
1382	San Francisco COE	FHRA/Budget Act	09/21/2021	Scheduled
1380	Griffin Technology Academies	Organization/Staffing / Business Department	09/01/2021	Scheduling
1379	Siskiyou COE	On-Site Technical Assistance	09/09/2021	Ongoing
1378	San Francisco USD	FHRA/Budget Act	09/21/2021	Ongoing
1376	Sonora ESD	FHRA/Budget Act	08/06/2021	Ongoing
1373	Vacaville USD	Organization/Staffing / Facilities/Maintenance/Operations/Warehouse	07/13/2021	Ongoing
1371	San Francisco USD	On-Site Technical Assistance	07/08/2021	Ongoing
1367	Chawanakee USD	Multi-year Projection / Business Department / Human Resources/Payroll	05/20/2021	Ongoing
1366	Marin COE/Ross Valley Charter	Other / Oversight	04/13/2021	Ongoing
1365	Marin COE/Ross Valley Charter	Fiscal Health Risk Analysis	05/07/2021	Ongoing
1363	Tuolumne COE	Special Education	03/25/2021	Ongoing
1362	Stockton USD	Budget/Multi-Year Projection/ Facilities	03/25/2021	Ongoing

Management Assistance Con't.

Job #	Client	Review Types	Date Requested	Status
1361	Mt. Diablo USD	Organization/Staffing / Maintenance & Operations/Facilities	03/23/2021	Ongoing
1360	Nevada Jt. UHSD	On-Site Technical Assistance	03/05/2021	Ongoing
1359	Siskiyou COE	Organization/Staffing /Business Department COE Evaluation	02/23/2021	Ongoing
1341	Oakland Military Institute College Preparatory Academy	On-Site Technical Assistance	06/10/2020	Ongoing

AB139 Extraordinary Audits

Job #	Client	Review Types	Date Requested	Status
1383	Madera COE/Ezequiel Tafoya Alvarado Academy Public Charter	AB 139	09/30/2021	Scheduling
1372	Kern CSS/Fairfax SD	AB 139	07/13/2021	Ongoing
1338	Orange CDE/Capistrano USD	AB 139	04/30/2020	Ongoing
1322	Multiple COEs/Inspire Charter	AB 139	08/30/2019	Ongoing
1312	Los Angeles COE/ Bassett USD	AB 139	10/28/2019	Ongoing

State Fiscal Oversight Reviews

Job #	Client	Review Types	Date Requested	Status
10001	Oakland USD	AB 1840/State Fiscal Oversight	12/12/2018	Ongoing
10000	Inglewood USD	AB 1840/State Fiscal Oversight	12/12/2018	Ongoing

Comprehensive Reviews

Job #	Client	Review Types	Date Requested	Status
975	Inglewood USD	Comprehensive	10/10/2012	Ongoing

Professional Learning Services

Job #	Client	Review Types	Date Requested	Status
8566	Sequoia UHSD	ASB Workshop	09/03/2021	11/03/2021
8563	San Diego COE	Charter School Workshop	08/04/2021	02/09/2022
8559	Oro Grande SD	ASB Workshop	07/08/2021	11/18/2021

Professional Learning Services Con't.

Job #	Client	Review Types	Date Requested	Status
8558	Orange CDE	ASB Workshop	06/23/2021	11/15/2021
8510	Partnership with CASBO	Business Executive Leadership Program	09/01/2016	Ongoing
9155	Orange CDE	Understanding Fiscal Oversight Workshops	08/31/2021	01/15/2021 01/16/2021
N/A	California Department of Education (CDE)	Various Training for Internal Fiscal Services Staff in collaboration with School Services of California (SSC)	01/03/2020	Ongoing
8509	Partnership with CASBO	Accounts Payable Workshops 2021	12/14/2020	10/28/2021 11/04/2021 11/09/2021
8560	State Center Community College	ASB Training	09/02/2021	Scheduled
N/A	CBO Mentor Program, 18 th Cohort, 2020/21	Training/Mentoring	Partnership with CASBO, SSC, and CCSESA/BASC	Ongoing
N/A	USC School Business Management Certificate Program	Training/Mentoring	Partnership with USC and SSC	Ongoing
	Projection-Pro	Virtual Workshops		11/09/2021 12/02/2021

Product Development

Name	Development Type	Status
SACS Software Replacement	Development	Ongoing
Projection-Pro MYP Software	Updated throughout the year	Ongoing
LCFF Calculator	Updated throughout the year	Ongoing
NEW COE LCFF Calculator	Development and Update throughout the year	Ongoing
Common Message	Updated throughout the year, working with BASC	Ongoing

New Requests for Management Assistance and Professional Learning

Job #	Client	Review Types	Date Requested	Status
N/A	Jefferson UHSD	ASB Workshop	10/06/2021	Intake Review
N/A	CCCCO/Butte Technology Center	Fiscal	10/06/2021	Intake Review
N/A	Santa Clara COE	Other	10/05/2021	Intake Review
N/A	Antelope ES	ASB Workshop	10/05/2021	Intake Review

New Requests for Management Assistance and Professional Learning Con't.

Job #	Client	Review Types	Date Requested	Status
N/A	Oceanside USD	Fiscal Review	09/27/2021	Intake Review
N/A	Delhi USD	Special Education	09/24/2021	Intake Review
N/A	Winters Jt. USD	ASB Workshop	09/17/2021	Intake Review
N/A	Hayward USD	Special Education / Transportation	09/14/2021	Intake Review
8568	ASBWorks/Gray Step Software	ASB Workshop	09/23/2021	Pending Signed Agreement
8565	Visalia USD	Other Workshop	08/26/2021	Pending Signed Agreement
1381	Curtis Creek ESD	FHRA/Budget Act	09/20/2021	Pending Signed Agreement
1375	Golden Valley USD	FHRA/Budget Act	07/28/2021	Pending Signed Agreement
1374	San Francisco USD	Special Education	07/08/2021	Pending Signed Agreement

Section B.

FCMAT Services

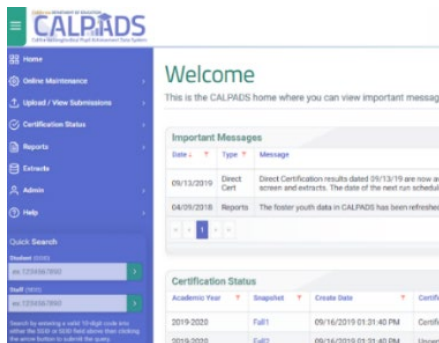
*California School Information Services
(CSIS) Quarterly Report*

Introduction

As a service of the Fiscal Crisis and Management Assistance Team (FCMAT), [California School Information Services](#) (CSIS) assists Local Education Agencies (LEA) in addressing a variety of challenges in the use, management, and exchange of school, student, staff, and institutional information. CSIS increases access to, and use of, high-quality educational data through various software and data management projects. This report provides a summary of CSIS work over the last quarter.

CALPADS

As part of the CALPADS team, CSIS business analysts, developers, testers, trainers, and service desk agents assist the California Department of Education (CDE) in the maintenance, operations, and support of CALPADS.



END OF YEAR (EOY) SUBMISSION

Congratulations to LEAs that worked diligently to complete the 2020-21 End of Year (EOY) submission. It successfully closed on August 30, 2021 with a much higher number of LEAs having met the initial July 30, 2021 deadline compared to prior years. This positioned them to spend more time improving data quality

CALPADS – IMPORTANT DATES

October 6, 2021 – Fall 1 submission start
 October 19, 2021 – CALPADS Information Meeting
 December 17, 2021 – LEA Approvals/Fall 1 Deadline
 January 28, 2022 – Fall 1 Amendment Window Closes
[More dates...](#)

during the amendment window. More than 99.6% of LEAs certified their required EOY 1-4 submissions.

Currently, 1,308 LEAs are included in the most experienced data management category. Based on the success of EOY, the team is realigning its training and support strategy to further build local capacity. Details of the team’s work for the year are included in its [2020-21 annual report](#).

ANNUAL ROLLOVER AND FALL 1 SUBMISSION

Prior to each Fall Submission 1, the CALPADS team prepares the system with annual rollover system changes and enhancements. Compared to the high volume of changes in the prior two years coming from the transition of collecting students with disabilities data to CALPADS, the focus for 2021-22 will be to address the system’s performance issues while implementing a smaller number of functional changes.

On September 14, 2021, the CALPADS team implemented annual rollover changes by adding, modifying, or retiring codes and valid code combos as well as modifying input validation rules (IVRs). These changes affect numerous files, including: Student Enrollment (SENR), Student Information (SINF), Student Program (SPRG), Course Section Enrollment/Completion (CRSE/CRSC), Special Education (SPED), and Work-based Learning (WBLR). This software release also added new mailing address fields to the Student

Continued ...

Information (SINF) file to improve accuracy in mailing assessment results and P-EBT cards.

The CALPADS team also prepared the software for the Fall 1 submission as detailed in Flash #213, including:

- Modification of all Fall 1 Local Control Funding Formula (LCFF) reports to revert data ranges to pre-COVID rules;
- Addition of a new certification report for one-year dropout counts; and
- Removal of certification Report 2.12 - *English Language Acquisition Status - ELs Reclassified* since certification of these counts have moved to EOY 3.

SYSTEM PERFORMANCE IMPROVEMENTS

The CALPADS team continued to make progress in software changes to increase system performance. To ensure adequate time for developing training materials and to provide previews of the new validation processes, related reports, and SSID management processes, a new schedule for release has been set for mid-March 2022, after the completion of the Fall 2 submission.

LEARNING RESOURCES

CSIS continues to work with an instructional designer to improve access to learning opportunities and resources. A CALPADS Course Catalog is being developed that will include learning outcomes to provide an easy-to-use guide in identifying individualized learning pathways. The [CSIS YouTube Channel](#) has a short video on our transition to skills-based learning and offers self-paced learning opportunities for data population, reporting and certification.

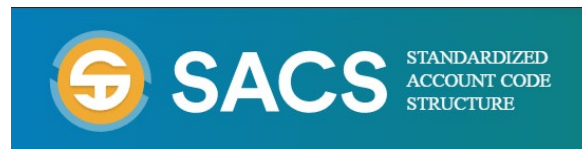
CALPADS INFORMATION MEETING (CIM) AND REGIONAL QUARTERLY MEETINGS

[Registration](#) is open for the CIM, scheduled for Tuesday, October 19, 2021, where the CALPADS team will present broader policy updates and system information. The CIM will

be recorded for those who are unable to attend. The CDE has introduced regional quarterly meetings to provide more timely updates and relevant information for each of the CALPADS data submissions. Each county has been grouped into a CALPADS region, and webinars are conducted by region. Information about the five CALPADS regions and the [schedule with links to the webinars](#) are now available.

SACS System Replacement (SSR) Project

When completed, the replacement SACS system will be a modern, web-based system designed and purposefully built for CDE, California's local educational agencies and their county offices to collect, review, and disseminate LEA financial data.



STATUS OF DELIVERABLES

In the past quarter, the SSR team reviewed the product backlog, identifying work activities and timelines to develop the workplan for 2021-22. The team also completed its [2020-21 annual report](#) detailing the work accomplished for the year.

STATUS OF SOFTWARE

The team is continuing to work with the CDE to ensure that the highest priority items are worked on in a ranked order that aligns with the end user and the CDE's needs. The team has drafted a release management plan to assist with the additional orchestration that is expected in the next phase of the project. With an eye toward User Acceptance Testing, hardware for the staging and production environments have been ordered.

Automated testing is a key asset to the project, providing all team members with an updated assessment of the quality of the software whenever changes to the software are introduced. Team resources improved the ability of the test suite to provide fine-grained insight into test results. This improvement in test reporting was accomplished by reorganizing the test framework to enable the details to be surfaced for easy identification of failing tests. Improving the performance of the test suite from more than 24 hours to 11 hours and finally to 2 hours shortened the overall timeline of the break-fix cycle. Over the course of sprints 43 through 46, a concerted effort to address broken tests greatly improved the overall quality of the software, including a greater consistency in quality from one release to the next.

Cradle to Career Data System Workgroup



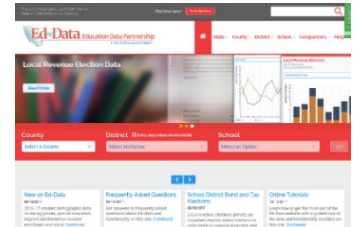
Legislation in 2019 brought together the Cradle to Career Data System Workgroup to plan scope, governance, specifications, and implementation of the state data system. As part of the Workgroup, CSIS advises on the technology, data elements and implementation strategies. A key component in the process is public input as well as discussions grounded in user centered design.

The Workgroup planning effort culminated in June 2021 with a final update report delivered to the Legislature. [Assembly Bill 132](#), the 2021-22 post-secondary education trailer bill, formalized nearly all of the recommendations of the Workgroup. The enacted legislation, Education Code Section 10864 (a) (15), includes a seat on the governing board for CSIS, and we look forward to contributing to

this groundbreaking work of establishing a statewide longitudinal data system for the state of California. The Governor and the Legislature have allocated \$15 million in 2021-22 for the Cradle-to-Career Data System. The initial implementation plan extends for five years.

Ed-Data

[Ed-Data](#) is a partnership of the CDE, EdSource, and FCMAT designed to offer quick access to timely and comprehensive data about K-12 education in California. As part of the Ed-Data partnership, CSIS works with the CDE and EdSource to maintain and enhance the Ed-Data website.



The Ed-Data team has been working with the CDE to acquire data for the next release as well as responding to inquiries from researchers.

CTO Mentor Program



CSIS serves on the CITE CTO Mentor (CTOM) Program Steering Committee. The CTOM program educates and mentors the next generation of Certified Chief Technology Officers for California's county offices of education, districts, and charter schools.

The Steering Committee keeps abreast of the progress of individuals in the cohort and acts on recommendations from the Program Director. As members of the Steering Committee, CSIS is assisting with the review of the instructional content and reviewing applications for the 2022 Program and Cohort 16.

*Professional Learning and
Product Development
Report*

FCMAT's professional learning services support its mission of helping California's local educational agencies (LEAs) fulfill their financial and management responsibilities.

Professional learning includes regional and entity-specific workshops; leadership preparation programs; partnerships with other organizations; written resources, manuals and guides; and product development. The goal of this report is to provide an update on many of the professional learning services that have occurred since the June 2021 board meeting. It is not meant to include all of FCMAT's offerings, but to provide information on areas that might be of most interest.

JMS

After a multiyear effort exploring available off-the-shelf project management, expense tracking and billing software applications, FCMAT turned to the original developers of the legacy Job Management System (JMS) used to manage our internal functions and requested technological and functional upgrades to the existing system, thereby extending the life of the product for years to come. The database is crucial to our daily operations and is used by FCMAT staff to track internal time and expenses. It is also used by consultants to submit invoices related to the jobs they are involved in. JMS compiles all the information by job and allows tracking of internal time related to various projects as well as billing for clients. The updated JMS was launched successfully at the beginning of August. Staff continue to look for ways to improve the product to increase efficiencies.

FCMAT LEA Fiscal Status Data Collection System

FCMAT has been actively tracking county office of education (COE) and LEA fiscal status at budget and interim reporting periods for several years. Since 2018, FCMAT has taken a more proactive approach to connect with COEs and learn of LEAs' fiscal status early in the reporting process. Until now, this has been done through email and phone calls to the 58 COEs. To facilitate and streamline this process, FCMAT has developed the LEA Fiscal Status Data Collection System, a web-based tool that COEs will use to report LEA data at budget and interims and that will give them the opportunity to adjust and update the data as needed to reflect changes in status as they work with districts and review their fiscal report submissions.

As budget and interim reports are due to COEs, FCMAT will open a survey in the LEA Fiscal Status Data Collection System and invite each COE to report the initial, self-reported fiscal status of each LEA under their jurisdiction. Based on each LEA's fiscal status, additional information, such as budget size, deficit spending amount and reserve, may be requested to better understand size and degree of fiscal issues. The survey will stay open throughout the report review period, and COEs will be asked to update the fiscal status to reflect any changes and relevant information they have learned through their review process.

The advantages sought with this tool include:

1. More streamlined and efficient process to survey data regarding COE and LEA fiscal status.
2. With the ability to provide updates throughout the review period, COEs will be less hesitant to report earlier in the process, giving FCMAT more timely information.
3. Survey responses will be stored and reports created to facilitate trend analysis.

The LEA Fiscal Status Data Collection System went live with the 2021-22 budget reporting and is expected to be used for future reporting of budget and first and second interims.

LCFF Calculator

In May 2021 FCMAT released the newly designed LCFF Calculator, which contained significant changes to the tool's design and functionality. Unnecessary content removed, functionality improved, and a refreshing new look was created consistent with FCMAT's branding. Minimal adjustments and/or corrections have been required since it was first released. The new format and functionality have been well received by the education community.

The next major version release of the LCFF Calculator is planned for March 2022 after receipt of the first quarter data certified by the CDE for the 2021-22 first principal apportionment (P-1), 2020-21 annual principal apportionment (Annual), and 2019-20 annual principal apportionment revision 2 (Annual R2). This data is typically released by the CDE in late February of each year. This updated version will also include changes to assumptions based on the 2022-23 enacted state budget.

We are excited to announce that we have finally turned our focus toward developing a tool for county office LCFF calculations. The longstanding request for a standardized tool for county office calculations finally made it to the top of our can-do list. In October we will be presenting this new calculator to County Office Finance Subcommittee (COFS) and Business and Admiration Steering Committee (BASC) for a first look. We anticipate offering this new tool to the field for use in concert with our district/charter LCFF update in March 2022.

The LCFF Calculator and related resources can be found at <https://www.fcmat.org/lcff>.

Fall Workshops

Projection-Pro Workshops

Two virtual offerings will be offered this fall. It is expected that content for beginning and advanced users will be covered both days, though the specifics are still being developed. The days the workshops will be offered are:

November 9, 2021

December 2, 2021

Although not a professional learning offering, FCMAT staff schedule Projection-Pro assistance with individual LEAs and COEs to provide more personal guidance and program implementation assistance.

Fiscal Oversight Workshops

The fall 2021 workshops will each be two days in length; however, it is not expected that the same attendees will be present for both full days of material. The first day is intended for county office staff covering oversight responsibilities using the Fiscal Oversight Guide as the curriculum. The second day is open to both school district and county office staff, with the intent that district staff will leave the training with a better understanding of what fiscal oversight is and what county offices are responsible for. The second day is a more hands-on training with various exercises and use of tools. The workshops will be hosted by:

Yolo County Office of Education, October 5 & 6, 2021

Merced County Office of Education, October 13 & 14, 2021

Virtual Workshop, November 3 & 4, 2021

Orange County Department of Education, November 15 & 16, 2021

Virtual Workshop, November 22 & 23, 2021

As of this writing, more than 275 people have signed up for a fiscal oversight workshop, with more than 225 of those signed up for a virtual offering.

ASB and Booster Workshops

The Associated Student Body (ASB) and Booster Club workshops provided during the first quarter of 2021-22, both virtual and in-person formats, include:

ASB - Virtual 3

ASB - In-Person 4

Booster Club (all in-person) 3

Total 10

FCMAT offers ASB and Booster Club workshops only for LEA- or organization-specific settings. We do not offer open workshops on these topics to avoid competing with CASBO's professional development offerings.

The professional learning calendar can be found at <https://www.fcmat.org/workshops>.

Projection-Pro

Within the last quarter, 186 unique users have logged into the Projection-Pro software.

FCMAT continues to work through the list of remaining program improvements approved in January 2021, including:

- Cash-flow projection module, adding audit log tracking.
- Accessibility, with a focus on tabbing order.

The focus during the last quarter was implementing core development language updates, Angular and PrimeNG. This is consistent with the focus of the prior quarter, though the task of updating has been larger and taken longer than expected and will continue into the next quarter. In particular, a large task required refactoring the cascading style sheets (CSS) code of every page. CSS is the code that controls the way the software displays in a browser to

users. This update was foundational for moving from Angular version 7 to version 8. When the language updates are complete, the software will be running on Angular version 12. These updates are essential to the approved accessibility and tabbing tasks. Once the language updates are complete, work on creating tabbing and other related accessibility elements will continue.

The latest updates on Projection-Pro can always be found at <https://www.fcmat.org/projection-pro>.

Other Trainings

FCMAT was asked by its partners throughout the reporting period to provide a number of specialized webinars and trainings, including but not limited to the following:

- California Association of School Business Officials' (CASBO's) Business Executive Leadership (BEL) Program:
Charter School Accounting Oversight Fraud Best Practices;
Fiscal Solvency AB 1200;
Special Education; Budgeting I and Budgeting II;
Leadership and Fiduciary Responsibilities for School Business Officials
- California School Financing Authority:
Putting Deferrals in the Rear-View and the Road Ahead for K-12 Districts and Charter Schools
- Grand Jury:
Annual Orientation and Training on K-14 Finance Topics
- Pac 6 County Office Summer Conference:
Hot Topics selected by the participants
- Riverside County Office of Education, Leadership Institute:
Where do we go from here?
- University of Redlands, Graduate School of Education:
Fraud, Internal Controls and Cash Management
- University of Southern California:
Charter School Oversight, Leadership and Fiduciary Responsibilities for School Business Officials

III. Action Items

Section A.

2020-21
FCMAT Annual Report

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021
To: FCMAT Board
Subject: Approval of the 2020-21 FCMAT Annual Report

Background

FCMAT produces an annual report each October summarizing the organization and its activities over the past fiscal year.

Current Consideration

The 2020-21 FCMAT Annual Report has been prepared and is attached.

Once approved, the report will be filed with the appropriate legislative committees, administration staff and CDE staff. This report and recent annual reports are available on the FCMAT website.

Many thanks to those that contributed to the content and review the report for accuracy. A special thank you to Laura Haywood, FCMAT Technical Writer, who coordinates this annual effort and ensures its timely completion.

Recommendation: It is recommended that the Board approve the attached 2020-21 FCMAT Annual Report.

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Annual Report

2020-21



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 2020-21

Michael H. Fine
Chief Executive Officer

Mary C. Barlow, Administrative Agent
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<http://www.fcmat.org>

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Foreword

Thank you for your interest in the Fiscal Crisis and Management Assistance Team (FCMAT) 2020-21 Annual Report. This information is designed to give the reader a comprehensive view of the organization and its activities. The Annual Report also provides the FCMAT governing board and staff an opportunity to reflect on the many accomplishments of the previous year and to be reminded of the priorities and services planned for the years ahead.

The pandemic-era environment continued throughout the 2020-21 fiscal year and certainly brought about unprecedented and unforeseen challenges. As an industry, K-14 has playbooks and experience for economic downturns and established approaches to help local educational agencies (LEAs) address the many challenges that result when the economy recedes. However, we had no playbooks or established protocols for pandemics and the impacts of initially moving all in-person instruction to remote learning and then slowly moving back to a more normal operation, although normalcy is now a term of art and still being defined.

FCMAT prides itself in its ability to adjust to changing environments and to provide support to LEAs around the state. Our staff rose to the challenges brought on by COVID – as did staff at every school district, county office, community college and charter school across the state – both in the spring of 2020 and continuing throughout the 2020-21 fiscal year. Examples include changing work environments, rescheduling fieldwork and priorities, issuing multiple Fiscal Alerts and other communications, assisting our public- and private-sector partners, participating in webinars to help guide our colleagues, and refining our own approach to our daily work to continue to serve the K-14 education community. It is critical that the lessons learned in the midst of crisis inform our work. To that end, efficiencies built around meetings and travel, altered approaches to professional development, and remote work environments will continue.

In the past year FCMAT continued to build the quality and skill set of our amazing staff. We were fortunate to add two intervention specialists that have strong instructional, pupil services, special education and charter school experience. These additions fill gaps and provide increased capacity and credibility to our existing staff. Fiscal year 2020-21 also marked the third and final year for our three-year 2018-21 Strategic Plan. We provide a complete update on our accomplishments in this report, and as any proud parent should do, it is worth mentioning that as an organization we achieved all of the three-year goals and actions in our plan. Our governing board adopted a new three-year Strategic Plan for 2021-24 that is also summarized in this report and will guide our continued efforts to help LEAs maximize resources for students.

The pandemic-era environment has brought about increasingly dynamic decision-making pressures for local school leaders. In comparison to pre-pandemic operations, our educators face more decisions of greater complexity and are expected to make decisions quickly, and the implications of a bad decision are more significant. FCMAT/CSIS continued its emphasis on improving data quality and increasing access to and use of data to support informed decision-making. FCMAT/CSIS assisted LEAs in certifying CALPADS data for federal and state reporting and provided resources to help build local data literacy. With Ed-Data's continued data releases and charts, FCMAT/CSIS made comprehensive education data, much of it collected from CALPADS, available for analysis and comparison to stakeholders and the

public. FCMAT/CSIS also was active in helping the state develop plans to link existing data systems and develop new publicly accessible tools as part of the Cradle-to-Career Data System workgroup.

The fiscal status of California's LEAs improved dramatically after the Governor's January budget proposal. In our prior annual report FCMAT introduced new reporting formats to assist our broad audience to better understand the nature of LEA fiscal health. The long-standing one-dimensional reporting of the number of qualified and negative interim report certifications was enhanced with reports on a variety of data points related to budget disapproval, interim report certifications and lack of going concern designations, including the successive nature of some of the designations. This new multidimensional format is now fully integrated in our reporting and conversations with our state partners.

The accuracy and reasonableness of budget and cash flow projections through subsequent fiscal years depends on thoughtful and reasonable budget assumptions. During periods of uncertainty and rapidly changing circumstances, using one set of assumptions is insufficient. LEAs must prepare multiple budget scenarios and develop preliminary operational plans for each. At a minimum, each budget scenario prepared should have at least one cash flow projection. However, apportionment considerations can and will be adjusted without regard to budget assumptions and will necessitate more than one cash flow projection scenario for each budget scenario. Approximately 70% of the new funding provided to LEAs in 2021-22 is one-time. Separating out one-time from recurring sources and uses is critical.

An emergency appropriation for districts (with the corresponding state/county takeover of an LEA's governance) is triggered by insufficient cash flow to meet payroll at a given time. While budget deficits influence the availability of cash, cash insolvency is more a product of inaccurate cash flow projections and untimely monitoring. Despite the trials with cash flow during the Great Recession and last year's significant apportionment deferrals, LEAs managed their cash flow adequately and avoided the need for state intervention. This should be the goal of every LEA in the state. Even with the large infusion of funds in 2021-22, cash payments from these new programs will not be monthly and LEAs must continue – always – to monitor and manage cash.

The transparency and oversight of LEAs' finances, and recognizing the early warning signs of fiscal distress that promote appropriately scaled intervention 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. Early warning indicators are masked by large infusions of one-time pandemic-relief funding. Governing boards and district leadership teams must keep their eye on structural operations, recurring revenue, expenditures and the non-pandemic related challenges of running a school district. Assisting LEAs that have fiscal challenges is at the heart of FCMAT's mission, and we will continue to focus our efforts in this area.

Each year we increase our investment to ensure we are prepared to provide quality assistance to the field, and key to that is the outstanding FCMAT staff that 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.

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 serves as the Kern County Superintendent of Schools (KCSOS) and oversees the Kern County Office of Education, which serves students directly in early childhood education, special education and Court & Community schools, and provides fiscal oversight and support to Kern County's 46 local school districts, serving Kern County's 199,000 K-12 students.

She was appointed as Superintendent in 2017, after serving as associate superintendent for two years and was elected to a four-year term in June 2018.

Dr. Barlow 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.

She 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, she was appointed as assistant superintendent of administration, finance and accountability for KCSOS.

She is a board member of the following organizations: California County Superintendents Educational Services Association (CCSESA), 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. She is also a State Board of Education appointed board member with WestEd.

Dr. Barlow 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 Chair

Gayle Garbolino-Mojica is the FCMAT Board Chair. She 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

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 421271-8, EC 41326, EC 41327), AB 1200 and AB 1840 (EC 41320, EC 41325), and AB 1115 California School Information Services (EC 49080). The team assists 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 1997, AB 107 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 enable LEAs to transmit state and federal reports electronically. In 1999, AB 1115 assigned responsibility to administer CSIS to FCMAT.

FCMAT/CSIS Highlights

FCMAT's mission is to help support California's LEAs fulfill their financial and management responsibilities. As LEAs continue to face a variety of challenges, FCMAT must adapt to the changing needs in the field. The goal of this section is to highlight many of the 2020-21 services and activities provided by the FCMAT/CSIS staff.

Fieldwork

A review of the 2020-21 fiscal year shows that the number of studies that FCMAT engaged in declined some to 62. Beginning 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 involve our entire field staff, with the work completed in more expedited timelines to offer the most value for districts. This is critical work, along with the extensive AB 1840 analyses related to both Inglewood and Oakland unified school districts. Another component of AB 1840 analyses performed this year was an evaluation of the county office oversight associated with the four districts repaying state loans: Alameda, Los Angeles, Monterey and Solano. AB 139 extraordinary audits continued to be a large part of FCMAT's work, but requests for those reviews declined to eight in 2020-21, with most focused in traditional school districts. Business and fiscal engagements continue to be the core FCMAT work, remaining stable at 40 engagements in 2020-21. This included work such as multiyear financial projections, cash flow analysis, and the FHRAs. For a full accounting of FCMAT's studies over the past year, see the chart on page 20.

FCMAT continues to provide 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 our greatest resource. We anticipate that FCMAT will continue to offer technical assistance as a priority service.

Product Development

Local Control Funding Formula and the LCFF Calculator

The LCFF calculator, originally developed by a small group of representatives from the Business and Administration Steering Committee (BASC), is an Excel workbook that had grown to contain close to 100 worksheets of complex, interwoven formulas and data exhibits certified by the California Department of Education (CDE).

In May 2021 FCMAT released the newly designed LCFF Calculator, which contained significant changes to the tool's design and functionality. Not only was unnecessary content removed and functionality improved, but the tool also received a refreshing new look consistent with FCMAT's

branding. Minimal adjustments and/or corrections have been required since it was first released. The new format and functionality have been well received by the educational community.

Projection-Pro

Projection-Pro, the multiyear and cash flow projection software developed in collaboration with CSIS, was released August 19, 2019. Development transitioned to a continuous delivery release schedule following the initial release. The continuous delivery model has been successful in providing new features and small corrections in an ongoing manner, with updates occurring approximately every few months. Among the 315 enhancements and 376 bug fixes completed since the initial software release are features newly developed in the last fiscal year:

- Ability to export cash flow and multiyear projections in the SACS format for import in the SACS software.
- Ability to copy cash-flow schedules from the base year to other years.
- Ability for oversight agencies to share projections with the school districts and charter schools they oversee.
- A new Student Comparison report displaying graphs and charts comparing related student counts, such as enrollment and average daily attendance or enrollment and the unduplicated pupil count.
- Ability to bring new system assumptions into an existing projection.
- Updated the calculation for the ongoing and major maintenance/restricted maintenance account contributions to exclude specified resources per state guidance.
- Ability to mass delete an assumption from all applied locations in a projection.
- Increased the count of automation processes to improve release testing across the software.
- Continued to make modifications to increase accessibility standard compliance.
- Continued to increase items verified in the Validation report expansion (unreleased).

Scope was limited in the latter half of the fiscal year by the loss of two programming positions. Team members departed for other career opportunities, and because of the effort and timeline required to onboard new programmers, FCMAT decided to reduce the dedicated positions before the planned date of June 30, 2021. Scope was also limited due to the focus on implementing core development language updates, Angular and PrimeNG, that are foundational to continuing accessibility and tabbing work.

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 FCMAT/CSIS, through its administrative agent, the Kern County Superintendent of Schools, responded to that request. 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.

The original workplan scheduled the rollout of the application for spring 2021. In the spring of 2020, the onset of the COVID-19 pandemic, economic uncertainties, and natural disasters shifted attention and resources to reimagining school operations. Although the SSR workplan called for increasing outreach this year, the confluence of these events presented a significant risk to the project. The planned activities of user acceptance testing and user training rely heavily on the availability and active participation of LEA staff to engage in project activities and implement organizational changes, for example, managing users and security roles in the new software. To mitigate this risk, the SSR project, with the approval of control agencies, shifted its delivery target to spring 2022. When the CDE and FCMAT/CSIS planned SSR project work for 2020-21, the agencies agreed the major focus for the year would be finalizing scope through requirements clarification meetings as needed, system development and testing, user outreach, and formulating a training plan.

During 2020-21, FCMAT/CSIS continued to refine and prioritize the remaining work for building the SACS system. As recently approved requirements were translated into meaningful scopes of work, the quantity of development tasks grew unexpectedly due to the complexity of business needs. At the time of the requirements deadline in November 2020, the project had a stable, predictable scope growth rate of less than 5% historically that characterized the remaining effort as 12,913 story points. Seven months later, at the end of the fiscal year, the project's remaining effort had grown to 16,782 total story points, a significant increase at a critical time in the project with only four months allocated in the workplan to build the remaining software. FCMAT/CSIS worked with the CDE to ensure that the highest priority items would be worked on in a ranked order that aligned with the end user and the CDE's needs. While FCMAT/CSIS attempted to increase resources, COVID-19 continued to surge around the world, and those gains were lost as some staff left the project permanently and other staff became unavailable for weeks at a time to care for themselves or for their families. The CDE and FCMAT/CSIS project management teams, along with oversight consultants, escalated contingency and mitigation efforts to counteract the negative effects of these events to agree to a scoped initial release plan for spring 2022.

Building on the work of prior years and despite the negative impacts from the pandemic, the SSR team made substantial progress on the application. During 2020-21, the team built many of the SSR forms and continued to implement the workflow, validations, exports, and reporting requirements. The SSR team also established a new source code repository for the system's User Guide and started to build content. The User Guide will be completed as the software is finalized. The growth in software code stemming from the implementation of the SSR requirements as system features and functionality are completed directly correlates to the volume of automated testing work for the quality assurance team.

The SSR project uses an automated testing approach that ensures that all application features are tested via automated processes prior to promoting the software releases from one environment to the next. In 2019-20, the test team coded 3,000 automated tests, and in 2020-21 the team increased that number to over 6,500 tests in the test suite. As the test suite grew, the size and scale were becoming a performance issue. Tests of the application would take more than 24 hours to complete, causing a delay in how quickly the team could address test findings. To resolve this issue, the test

team rearchitected the test solution to execute all tests in 11 hours. Subsequent re-engineering enabled the full suite of tests to execute within two hours. The re-engineering process also yielded a better insight into areas of the application with breaking changes. This allowed the development team to be more responsive to ensure a greater consistency in quality from one release to the next. The SSR team also completed activities from the User Outreach Plan approved in the prior year and instructional design activities related to the User Training Plan. The development of the User Guide is a key asset to end user training. The goal of the Outreach Plan is to build a bridge between end users and the SSR project team during development and implementation and to build awareness and increase knowledge about the new system. The SSR team collected and evaluated feedback from participants who attended SSR outreach meetings.

Professional Learning

FCMAT's professional learning services support FCMAT's mission of helping California's LEAs identify, prevent, and resolve financial, operational and data management challenges and 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; leadership preparation programs; partnerships with other organizations; written resources, manuals and guides; and product development. FCMAT staff continue to develop, deliver, and partner with other organizations in quality professional learning for county office, K-12, community college and charter school personnel. FCMAT utilizes professional learning resources to develop and deliver training programs, manuals and guides, tool kits and software to the field.

FCMAT received a state appropriation of \$1,187,000 in 2020-21 for professional learning. Additional staff and financial resources were allocated so FCMAT could provide increased responsive leadership and guidance to the field. 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 essential throughout school employees' employment so they can be successful and meet the complex requirements of their jobs. Therefore, we continue to offer 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 products 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 these professional learning endeavors.

Professional Learning Utilizing FCMAT Staff

FCMAT staff continue to speak on request on pertinent school business-related topics statewide in a variety of K-14 venues. In addition, staff provide in-person and virtual 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 the latest developments in educational finance.

The following workshops are offered at minimal fees to recover costs, and all workshop materials are developed and produced by FCMAT staff. The following workshops were offered in 2020-21:

Workshop Title	No. Conducted	Mode of Delivery
Associated Student Body (ASB)	17	13 virtual 4 in-person
Booster Club Training	3	Virtual
Charter School Accounting, Oversight and Best Practices	2	Virtual
Fraud Insolvency Risk Indicators	3	Virtual

The following workshops are offered at no cost, and all workshop materials are developed and produced by FCMAT staff. Although the initial intent was to do these workshops in person, all sessions were transitioned to online workshops because of concerns around the COVID-19 pandemic.

- Fiscal Oversight

In 2020-21 FCMAT offered four two-day fiscal oversight workshops. The first day of training was directed at new county office staff or those who wanted a refresher on county office fiscal oversight responsibilities. The second day was all new curriculum and incorporated information for school district, charter school and county office staff to provide a hands-on understanding and more detail on various fiscal oversight responsibilities, with a focus on cash flows, public disclosure of collective bargaining agreements and charter schools.

- Projection-Pro

In 2020-21 FCMAT provided five two-day Projection-Pro workshops. The first day of training was an introductory full-day session to help new users become familiar with setting up and using the multiyear and cash-flow components of the software. The second day included a review of advanced features, new features, hot topics and commonly asked questions during the first half of the day. Participants were invited to set up a 1-on-1 session during the afternoon to assist with any LEA-specific questions that arose when they used the software.

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 in 2020-21 included the following:

- Association of California School Administrators (ACSA): Principals and Co-Administrators and School Business Academy sessions; New Superintendents Orientation; Business Services Council
- Association of Chief Business Officials, California Community Colleges (ACBO): Training Institute 1 for Chief Business Officials on Assessing Fiscal Risk
- California Association of School Business Officials (CASBO): Understanding and Planning for Federal Funding; To Sell or Not to Sell – Considering Surplus District Property in Tough Budget Times (with F3); Leadership and Fiduciary Duty for Chief Business Officials; Introduction to School Finance; Accounts Payable; CBO Symposium (The Prognosis for 2021); Eastern Section Job-Alike; Annual Spring Conference pop-up event with School Services of California; Business Executive Leadership (BEL) Certification Course: Program Introduction; Introduction to School Business; Human Resources Management; Charter School Accounting, Oversight, Fraud and Best Practices; Fiscal Solvency AB 1200; Leadership and Fiduciary Duty for CBOs; CASBO WorksWise; May Revise Revisited (joint presentation with SSC); LCFF Basics; School Auditing and Accounting; Fiscal Solvency
- California Association of Latino Superintendents and Administrators (CALSA): COVID-19 Relief Resources and Learning Loss Mitigation Funds; Education Economics and Policy
- California Charter School Association (CCSA): Virtual Conference sessions: What Does the AB 1505 Fiscal Impact Criteria Mean for New Charter Schools; Best Budgeting for 2021-22, and Projection-Pro; Cash Flow Projections; Budget/Multiyear Projections; Cash Flow Projections
- California Community Colleges Chancellor’s Office (CCCCO): Cash Flow Analysis
- California County Superintendents Educational Services Association (CCSESA): CBO Conference sessions: Fiscal Oversight and Hot Topics
- California Department of Education: Why Data Matters; Negotiations (with SSC presenting); Proposition 98 and LEA Funding History (with SSC presenting); LCFF History and the Calculator; Declining Enrollment (co-present with SSC); Charter School Accounting, Oversight and Best Practices
- California Legislative Staff Education Institute (CLSEI): District Budgets
- California School Finance Authority (CSFA): Cash Flow and TRANS Sizing
- California Society of Certified Public Accountants (CPAs): Fraud and Insolvency Risk Indicators for School Districts and Charter Schools (with SSC)
- Coalition for Adequate Student Housing (CASH): Capital Funds Borrowing; COVID-19 Funding: Allowable Expenditures
- Los Angeles County Office of Education: Student Engagement and Attendance Strategies; Public Finance Conference
- Northern California School Business Executives: Managing One-Time Resources
- Riverside County Office of Education: Leadership Institute; Budget Update for Secondary Administrators
- School Services of California (SSC): Cash Management During the COVID-19 Recession; Declining Enrollment Strategies; Unraveling the Mystery of School Finance for Superintendents and Other School Administrators
- Sonoma County Office of Education: Board Member Boot Camp

- University of Redlands, Graduate School of Education: Surplus, Budget, and Recall – What They Mean for California Schools in 2021-22; What’s Next? Preparing to Serve All Students in Uncertain Economic Times
- University of Southern California (USC): Charter School Basics; Leadership and Fiduciary Duty for Chief Business Officials; Charter School Oversight and Best Practices
- Ventura County Office of Education: State Budget Highlights

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 instruct district administrators to better understand and perform their jobs and to learn essential leadership skills.

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 are significantly supported by FCMAT:

- FCMAT’s CBO Mentor Program
- California Association of School Business Officials Business Executive Leadership Program
- University of Southern California School Business Management Certificate Program

FCMAT also supports the following preparation courses:

- Association of California School Administrators School Business Academy
- California IT in Education, Chief Technology Officer Mentor Program
- Coalition for Adequate School Housing School Facilities Leadership Academy

Written Publications and Tools

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

These include the following, which can be found on the fcmat.org website:

- 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
- Fiscal Alerts
- Fiscal Health Risk Analysis, K-12
- Fiscal Health Risk Analysis, Charter School
- Fiscal Health Risk Analysis, Community College

- Fiscal Oversight Guide
- Fiscally Accountable/Independent Risk Analysis
- Indicators of Risk or Potential Insolvency, K-12
- Indicators of Risk or Potential Insolvency, Charter School
- Indicators of Risk or Potential Insolvency, Community College
- Local Control Funding Formula (LCFF) Calculator
- Operational Standards Self-Assessment for California Community College Districts
- Projection-Pro
- Special Education Efficiency Tool
- Standards for Comprehensive Reviews, K-12

Certificated Salaries and Benefits Project (J-90)

Every spring, each school district and county office of education is given the opportunity to complete a voluntary 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 schedule 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 CDE additionally uses this material for completing specified information required for the School Accountability Report Card (Education Code Section 41409.3). The 2019-20 J-90 report includes information from 75.92% of school districts and county offices of education, representing 95.33% of the state's non-charter ADA.

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

Software and Services

California Longitudinal Pupil Achievement Data System (CALPADS)

CSIS 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. CSIS continues to focus on improving CALPADS and increasing access to and use of high-quality data. The CALPADS annual report may be found here: <https://csis.fcmat.org/calpads>. In 2020-21, CSIS supported LEAs in completing the CALPADS submissions listed below. These submissions require extensive LEA staff time to upload the data, resolve errors, verify reports and certify the data.

Submission Name	Data Submitted
Fall 1	Student enrollment, dropouts, English language acquisition status, immigrant counts, eligibility for free or reduced-price meals (FRPM), special education program information for children and students with disabilities, tribal foster, foster youth and unduplicated count of students included in LCFF
Fall 2	Student course enrollment, staff assignments and full-time equivalents, English learner services, and postsecondary status for career technical education completers
End of Year 1	Course completion for grades 7-12, career technical education participants and completers, work based learning indicators
End of Year 2	Program eligibility/participation, military families and TK enrollment
End of Year 3	Behavioral incidents, reclassified fluent English proficient students, one-year graduates and completers, homeless students, student absence summary and cumulative enrollment
End of Year 4	Special education program information for children and students with disabilities and postsecondary outcomes for students with disabilities
Cohort	Four-year Adjusted Cohort Graduation Rate

At the end of each fiscal year CSIS evaluates how well LEAs completed their state reporting. This year CSIS found that data management expertise among LEAs fell into three groups and local capacity improved somewhat compared to the prior year: beginner (a decrease from 203 to 159), needs some guidance (a decrease from 482 to 466), and experienced (an increase from 1,185 to 1,308). CSIS supports the CDE and LEAs in major CALPADS data activities and helps to build support among organizations for increased data quality and use. Due to pandemic restrictions, engagements consisted of virtual presentations and one-on-one support to LEAs as well as student information system and special education data system vendors.

In an effort to improve data quality and comply with new laws, each year brings many changes for CALPADS that affect each submission period. Our technical team identifies necessary changes, examines business processes, and develops and tests the CALPADS software, which results in deploying new software releases approximately every two weeks. In 2020-21, CSIS completed 20 software releases that included analysis on numerous change requests and issues, and development and testing on 852 user stories and 573 bug fixes. To ensure the quality of CALPADS, CSIS nearly doubled the number of automated test cases from 441 implemented in 2018-19 to 849 automated tests in 2019-20, and implemented 1,491 test cases in 2020-21. These additional automated tests provide enhanced coverage for input validation rules, certification validation rules, reports, and extracts to improve how the system provides feedback to LEAs about errors and inconsistencies in their students with disabilities data.

CSIS continued to develop CALPADS job aids and training assets, track training course completions, gather feedback on its training courses, and implement improvements for adult learners. CSIS trainers also continued to expand on-demand video offerings, growing its community of subscribers from 375 in 2018-19 to 914 in 2019-20, and to 1,655 in 2020-21. Video hosting software captured usage metrics of over 63,000 views of videos in 2020-21.

FCMAT and CSIS Websites

To improve access to services, CSIS redesigned and relaunched its website (csis.fcmat.org) in 2018-19 and continued to add searchable data management resources to the website. FCMAT's new website

(fcmat.org) was launched in 2019-20. The designs of both sites reflect our 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 for 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. A usability assessment in 2020-21 was conducted to evaluate solutions for accommodating the growth of resources in the CSIS site and the addition of on-demand videos for training; improvements in this area of the CSIS website are scheduled to begin in 2021-22.

Community Partnerships

In 2020-21 CSIS was actively engaged in promoting the effective use of technology and data services such as CALPADS and Ed-Data through collaborative partnerships with the CDE; CCSESA and its steering committees, including BASC and the Technology Steering Committee (TSC); California IT in Technology (CITE); and student information and special education systems vendors. Through regular participation in virtual 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 Data System Workgroup

As a member of the Cradle-to-Career Data System Workgroup, CSIS is engaged in building a data system that serves students, families, communities, LEAs, and the state of California. The purpose of the data system is to link existing state data systems to enable users to identify factors that influence whether students learn, stay in school, prepare for college, graduate, and secure a job. It is intended to be a neutral source of high-quality information to help agencies and institutions improve education, workforce, and health and human services programs and to assist in addressing equity gaps.

CSIS contributed its technical and field operations insights to several highly technical subcommittee meetings on common identifier, research agenda, technology and security, and legal topics, and participated in the community engagement subcommittee. The subcommittees created work products that help to move the data system forward, such as data definitions, technical system architecture, research request process design, data sharing and terms of service agreements that help establish a trust model supportive of linking data while ensuring privacy and security. During its involvement with the workgroup, CSIS recommended a flexible structure and an inclusive approach to enable the system to be responsive to changing or emerging technology and analytic needs.

In December 2020, the workgroup working through WestEd, the Governor's process facilitator, published the Cradle-to-Career Data System First Legislative Report containing its recommendations on

the vision, technical structure, and governance approach. The report also includes recommendations for user centered design, outreach, and community engagement mechanisms to ensure a broad range of stakeholders are aware of the data system's resources and training on them is offered across a range of communities. In mid-April, an updated report to the Legislature proposed a proof-of-concept project to link data between the CDE, Commission on Teacher Credentialing and California State University to create a teacher retention dashboard. Such a tool would help these entities and other users to better understand teacher shortages that are further exacerbated by the pandemic; however, the proposal was put on hold pending legislative hearings. A final report was delivered to the Legislature in June 2021 that summarized the remaining recommendations resulting from workgroup meetings in the spring. Senate Bill 132, the postsecondary education trailer bill, formalized nearly all of the recommendations of the workgroup; Education Code 10864(a) includes a seat on the governing board for CSIS.

Ed-Data

The Ed-Data website (<http://ed-data.org>) makes data from CALPADS, SACS and other sources accessible to the public and available for use in planning and decision making. CSIS works collaboratively with CDE and EdSource to format and release 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. Many inquiries from the public and media outlets indicated a high interest in Dashboard data that was legislatively suspended in 2020 due to the pandemic.
- Completing requirements, design, development, database maintenance and support, testing and configuration/deployment tasks associated with adding data and planned enhancements to the site, including an update to the terms of service to assist users with understanding changes in privacy laws.

In 2020-21, the team released enrollment and demographic data, including English learner, LCFF and FRPM. These data are shown by race/ethnicity and gender as well as counts for students in traditional or charter schools and provide transparency to the unduplicated pupil counts that are used for LCFF purposes.

Education Audit Appeals Panel

The Education Audit Appeals Panel (EAAP) serves as the neutral arbiter in informal and formal administrative appeals by K-12 LEAs. EAAP adopts as regulations, according to a statutory timetable, the audit guide (standard and supplemental) used in annual audits. These activities set clear standards for compliance with education funding requirements and provide an opportunity for K-12 LEAs to appeal a finding contained in a final audit report. Education Code Sections 14502.1, 41344 and 41344.1 cover EAAP regulations. The audit appeals panel consists of the Superintendent of Public Instruction, the Director of the Department of Finance, and the Chief Executive Officer of FCMAT, or their designee. Former FCMAT CEO Joel Montero, representing the FCMAT CEO, serves as the chairperson; Cheryl McCormick repre-

sents the Director of Finance; and Lisa Constancio represents the Superintendent of Public Instruction. The panel’s meeting schedule and other information may be found on its website: www.eaap.ca.gov.

Email Lists

FCMAT maintains confidential email lists for various job-alike groups so they can easily and securely share information with each other. These email lists have become a vital communication link between K-12 professional colleagues, allowing them to connect to share documents and obtain relevant and timely information.

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

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

Additionally, FCMAT maintains announcement email lists to communicate to parties interested in California education news and updates to software and other tools. Subscription to these email lists is open, and anyone can register. Following is a list of active announcement email lists:

- General Announcements
- K12 News
- LCFF Calculator Announcements
- Projection-Pro Announcements

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.

Two categories were eliminated from the help desk in alignment with retired products: Budget Explorer and SCFF – Community Colleges. The three most popular categories of questions were Projection-Pro, ASB Organizations & Booster Clubs and LCFF/LCAP – Districts, comprising more than 80% of all the tickets submitted in 2020-21. Many of the requests in the area of “School Business-CBO / General” were seeking additional information for remote and in-person schooling options or appropriate uses of one-time pandemic response funding. Requests in the area of “Other” primarily pertained to requests for CALPADS assistance or training.

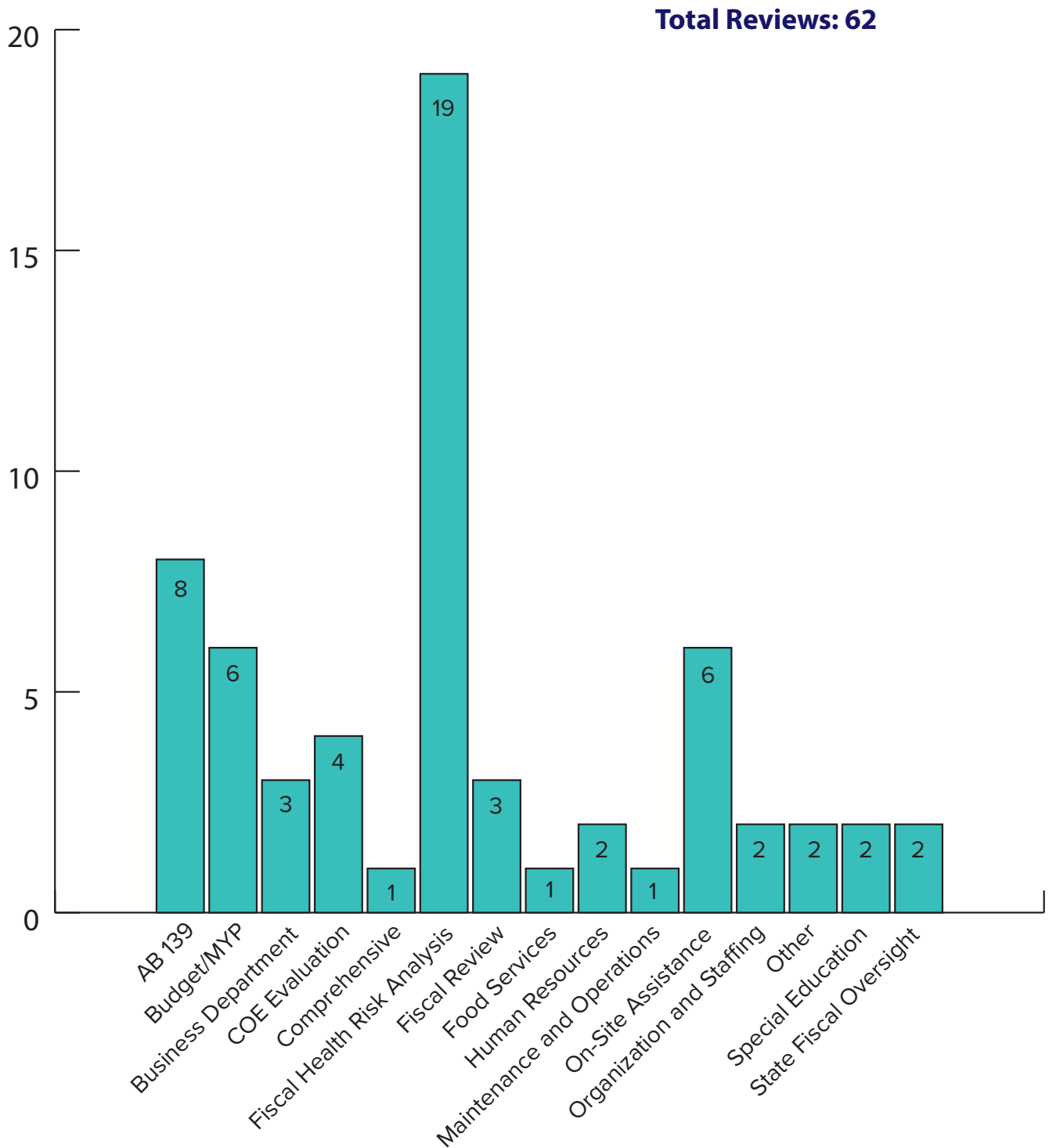
FCMAT responded to a total of 681 questions submitted through the online help desk during the 2020-21 fiscal year. A five-year history of FCMAT help desk activity is provided in the table below.

Topic	Number of Questions:				
	2016-17	2017-18	2018-19	2019-20	2020-21
ASB Organizations & Booster Clubs	273	548	239	275	6

Board of Education	1	2	1	2	1
Budget Explorer	34	33	12	3	-
Charter Schools	12	19	11	9	5
Community Colleges	1	0	6	4	4
County Office of Education	0	6	6	3	6
Facilities / Food Service / Transportation	11	19	6	12	2
Email List Assistance	-	-	22	12	22
Human Resources	15	9	5	4	2
LCFF/LCAP – Districts	96	88	68	80	146
LCFF/LCAP – Charter Schools	55	38	25	20	21
Other	84	125	20	63	10
Projection-Pro	-	-	-	394	243
SCFF – Community Colleges	-	-	26	15	-
School Business-CBO / General	17	32	46	11	33
Special Education Efficiency Tool	-	-	-	1	0
Total	599	919	493	908	681

FCMAT added two 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 Projection-Pro.

Types of Reviews for Fiscal Year 2020-21



Fiscal Status of California Education

The Fiscal Crisis and Management Team's chief executive officer annually delivers a report to the education budget subcommittees of the state Legislature on the status of fiscal oversight and district solvency. This report focuses on the general fiscal health of local educational agencies (LEAs) and 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.

Beginning in 2019-20, a periodic report was also prepared for state agency and legislative staff to provide insights on trends in fiscal status as the year progresses.

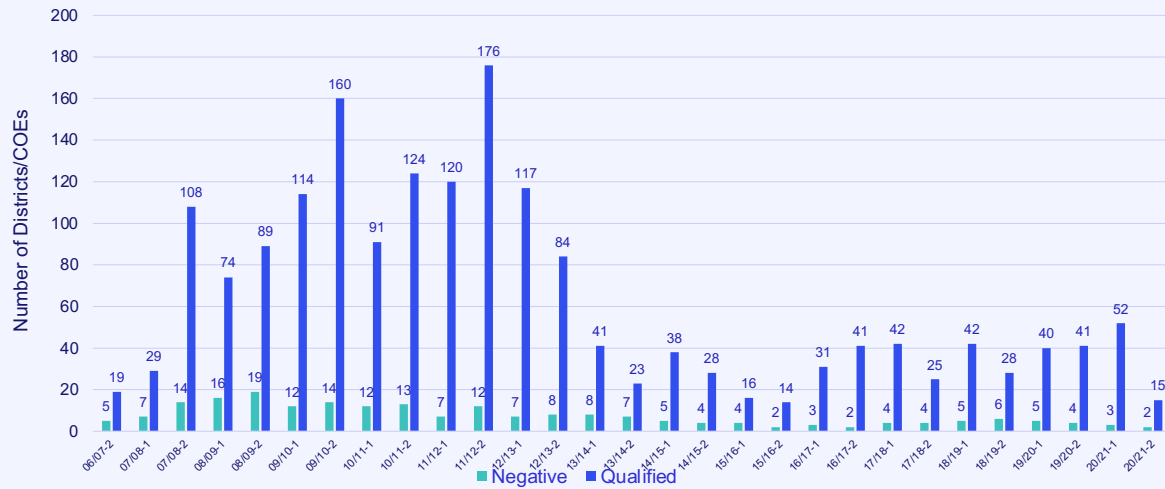
School Districts

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 communicated. FCMAT believes each of these indicators is an important data point for an LEA. To that end, beginning with 2018-19, FCMAT began tracking that information and will continue to do so as an integral part of our efforts to assist LEAs in preserving their fiscal stability. Additionally, FCMAT believes that simply reporting the number of districts in each category is one-dimensional. To improve the understanding of fiscal distress conditions among school districts FCMAT now reports on a variety of data points, including the successive nature of some designations.

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, which includes actuals for the period ending October 31 and fiscal projections for the remainder of the fiscal year and the two subsequent years. The second interim report is due in mid-March for the period ending January 31. Both filings include a self-certification by the district's board of education that is then affirmed or changed by the analysis performed by the overseeing county superintendent. The certifications are based on current projections. A positive certification indicates that the district will meet its financial obligations for the current and two subsequent years. A qualified certification indicates that the district may not meet its financial obligations for the current and two subsequent years. A negative certification indicates that the district will be unable to meet its financial obligations for the current and one subsequent year. The California Department of Education (CDE) fulfills the same responsibilities as county superintendents do with respect to county offices of education and single county/district LEAs.

As indicated in the historical chart on the following page, the number of districts that certified qualified for the second interim reporting period in 2020-21 reflected a decrease from the same period in 2019-20. The number of districts that certified negative for the second interim reporting period in 2020-21 also reflected a decrease when compared to the same period in 2019-20. The negative counts include one district that was downgraded by its respective county superintendent from qualified to negative. One county office of education reported qualified to its reporting agency, the CDE, at second interim reporting. The number of qualified certifications is directly related to the state budget, whereas the number of negative certifications (which historically has been flat year over year) is influenced by a variety of long-term issues in a district.

Historical Qualified & Negative Certifications



FCMAT

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Qualified Certifications 2020-21

County	District	1st	2nd
Alameda	Hayward Unified	X	
Alameda	San Lorenzo Unified		X
Alameda	Oakland Unified	X	X
Calaveras	Calaveras Unified	X	X
Calaveras	Mark Twain Union Elem	X	
Contra Costa	Mt. Diablo Unified	X	X
Contra Costa	Pittsburg Unified	X	
Contra Costa	West Contra Costa Unified	X	
El Dorado	Camino Union Elem	X	
El Dorado	Gold Oak Union Elem	X	
El Dorado	Gold Trail Union Elem	X	X
Kern	Lost Hills Union Elem	X	
Kern	Pond Union Elem	X	
Lake	Lakeport Unified	X	
Los Angeles	Bassett Unified	X	
Los Angeles	Compton Unified	X	X
Los Angeles	Duarte Unified	X	X
Los Angeles	Lennox	X	
Los Angeles	Lynwood	X	
Los Angeles	Monrovia Unified	X	
Marin	Laguna Joint Elem	X	
Orange	Capistrano Unified	X	

Orange	College and Career Advantage ROC/ROP	X	
Placer	Rocklin Unified	X	
Riverside	Alvord Unified	X	
Riverside	Menifee Union Elem	X	
Riverside	Perris Elem	X	
San Bernardino	Mountain View Elem	X	
San Diego	Cajon Valley Union	X	
San Diego	Mountain Empire Unified	X	
San Diego	Oceanside Unified	X	X
San Diego	San Diego Unified	X	
San Diego	San Marcos Unified	X	X
San Diego	San Ysidro Elem	X	
San Diego	South Bay Union Elem	X	X
San Diego	Sweetwater Union High	X	X
San Diego	Vista Unified	X	
San Francisco	San Francisco County Office of Education	X	X
San Francisco	San Francisco Unified	X	X
San Luis Obispo	Paso Robles Joint Unified	X	
San Luis Obispo	Shandon Joint Unified	X	
San Luis Obispo	Templeton Unified	X	
San Mateo	Pacifica	X	
Santa Clara	Alum Rock Union Elem	X	X
Santa Cruz	Pajaro Valley Unified	X	
Shasta	Shasta Union High	X	
Sierra	Sierra-Plumas Joint Unified	X	
Solano	Dixon Unified	X	X
Solano	Travis Unified	X	
Solano	Vallejo City Unified	X	
Sonoma	West Sonoma County Union High	X	
Tuolumne	Jamestown Elementary	X	
Yolo	Woodland Joint Unified	X	

Negative Certifications 2020-21

County	District	1st	2nd
Kern	Belridge Elem	X	X
Sacramento	Elk Grove Unified	X	
Sacramento	Sacramento City Unified	X	X

As the data on the previous chart shows, the number of districts that certified qualified for the second interim reporting period (15) was substantially lower than the number at the first interim reporting period (52). This is reflective of the positive state budget proposal released on January 9, 2021.

Looking at the successive nature of qualified and negative interim report certifications improves the assessment of fiscal distress. 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 a 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, there are many variables for qualified districts and FCMAT exercises considerable judgment based on input from the county superintendent as to whether to engage to perform a Fiscal Health Risk Analysis (FHRA) (see below).

Eight of the 15 districts reporting a qualified second interim report have had three or more consecutive qualified certifications over the past six reporting periods. Of the three negative districts, two have four or more consecutive negative certifications over the past six reporting periods. (One of the two negative certifications has had no intervention as the ultimate plan was lapsation. The district lapsed as of June 30, 2021.) The chart below reflects the LEAs with three or more consecutive qualified certifications and consecutive negative certifications.

3+ Consecutive Qualified Certifications			Consecutive Negative Certifications		
County	District	#	County	District	#
Alameda	Oakland Unified	8	Kern	Belridge Elem	2
Contra Costa	Mt. Diablo Unified	3	Sacramento	Sacramento City Unified	6
El Dorado	Gold Trail Union Elem	8			
San Diego	Oceanside Unified	3			
San Diego	South Bay Union Elem	3			
San Diego	Sweetwater Union HSD	6			
Santa Clara	Alum Rock Union Elem	8			
Solano	Dixon Unified	4			

While less visible, other determinations by county superintendents are equally important. County superintendents have the choice to approve, conditionally approve or disapprove a district’s July 1 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 criteria and standards and the district’s Local Control and Accountability Plan, which are submitted by July 1. While conditional approval may be granted by a county superintendent based on one or more conditions, all district budgets must be either approved or disapproved by November 8; meaning that conditions must be resolved by that date for the budget to be approved.

Disapproved Budget

County	District
Sacramento	Sacramento City Unified (3rd consecutive)

The county superintendent and the CDE have the authority to change a district’s interim report certification if the analysis warrants a different designation. This change is commonly referred to as a downgrade, 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) is reported and tracked within the counts of qualified and negative certifications.

Downgraded Certification

County	District	Period	Resulting Status
Sacramento	Sacramento City Unified	Second Interim	Negative
San Luis Obispo	Templeton Unified	First Interim	Qualified

Finally, the county superintendent may designate a district as a lack of going concern pursuant to Education Code Section 42127.6. This designation is essentially equivalent to a negative certification of an interim report. The main 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, a finding by an external reviewer that the district is at moderate or high risk of intervention using FCMAT’s FHRA tool, or other concerns about the district’s financial health. In 2020-21 five districts were designated as a lack of going concern. Four of the five were designated immediately preceding or following final approval of their adopted budget, and one of the five was designated due to subsequent events following submittal of second interim reports. In addition to the five districts designated in 2020-21, two districts were designated in June 2020 and evaluations were conducted in 2020-21.

It may appear that a mixed message is sent when a county superintendent approves a district’s budget and then immediately designates the district as a lack of going concern, but this sequence of events is an effective approach to needed interventions and also recognizes that the criteria for lack of going concern designation is broader in nature than the criteria and standards used to evaluate the district’s budget.

Lack of Going Concern Designation

County	District	Date Designated
Butte	Oroville City Elem	September 10, 2020
Los Angeles	Bellflower Unified	September 15, 2020
Los Angeles	Montebello Unified	September 15, 2020
Riverside	Alvord Unified	September 15, 2020
Madera	Golden Valley Unified	June 30, 2021

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 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 mutually agreed course to rebuild fiscal stability in the district.

Community College Districts

On March 22, 2021, at a Board of Governors meeting, the Chancellor's Office reported in a Fiscal Health and Resiliency Monitoring Update about its process to monitor and evaluate the financial health of community college districts, with the primary goal to prevent the necessity for an emergency appropriation or the appointment of a special trustee. The Chancellor's Office process is to utilize existing data (e.g., budget and financial reports and audit data) to provide support in cases where the data suggests risks to a district's viability. Based on the results of ongoing fiscal health monitoring or at the request of a community college district, the chancellor has the authority to provide technical assistance; authorize a FCMAT Fiscal Health Risk Analysis, review, or audit; or appoint a fiscal monitor or special trustee. The triggers the Chancellor's Office uses for intervention include:

- Late or missing compliance reports
- Media attention
- Whistleblower complaints
- District requests accreditation
- Financial status analysis

Also discussed in the report were interventions, including:

- **College Finance and Facilities Planning Monitoring:** The College Finance and Facilities Planning (CFFP) division places the district on an internal monitoring list to evaluate the severity of fiscal risks and options for intervention.
- **Technical Assistance Offered:** CFFP reaches out to the district CEO and CBO to discuss identified fiscal risks and offers technical assistance. The Chancellor's Office utilizes state allocated resources through FCMAT for technical assistance, and also partners with the Institutional Effectiveness Partnership Initiative (IEPI).
- **Fiscal Monitor Assigned:** The Board of Governors and chancellor appoint a fiscal monitor to regularly report on a district's progress toward resolving an identified set of fiscal risks and deficiencies.
- **Technical Assistance:** Additional technical assistance is offered to districts with a fiscal monitor. Technical assistance is tailored to address defined fiscal risks.
- **District Required Actions:** Following minimal progress toward addressing fiscal health risks, the Board of Governors may require explicit actions in a specific timeline. Failure to address board requested action could trigger district oversight.
- **Special Trustee or Special Trustee Team:** A Special Trustee is appointed to manage a district that fails to achieve fiscal stability. This action authorizes the chancellor to assume, and delegate to the special trustee, those powers and duties of the board of trustees that the chancellor determines are necessary for the management of the district.

A new concept of a Fiscal Forward framework also was discussed. With the goal of moving beyond critical stage engagement toward destigmatizing fiscal health monitoring and proactive approaches to support districts at every stage, the CFFP division has refined its fiscal health and resiliency port-

folio. The new portfolio, Fiscal Forward, recognizes the important intersection of fiscal health, governance, and accreditation.

The Chancellor’s Office identified districts from the 2019-20 annual budget and financial reports as either high or moderate risk based on a number of factors in the risk assessment:

High Risk Assessment	Moderate Risk Assessment
San Francisco City College District	San Diego Community College District
Peralta Community College District	Glendale Community College District
Gavilan Community College District	Santa Rosa Junior College
	Coast Community College District
	Napa Community College District
	Compton Community College District
	Palomar Community College District

FCMAT developed an Operational Standards Self-Assessment tool to help California community college districts best serve their respective communities within the conventional funding provided by state law and other traditional ongoing resources. FCMAT has ensured that the 107 questions in the operational standards are generally aligned with the four overarching Accrediting Commission for Community and Junior Colleges standards. While it is a new tool and not yet widely used, FCMAT’s hope is that its use will become more standardized; to date there is no published tracking tool that colleges use. Districts need to use a tool to identify areas of the institution that make it unique but that may not be affordable and therefore contribute to its fiscal distress. The findings that result from the questions should be further investigated by a district so it can become more closely aligned with the operational intent of statewide funding for California community colleges.

Fiscal Health Risk Analysis

Historically, FCMAT has not engaged with districts unless it is 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 the Fiscal Health Risk Analysis tool for use as the initial mechanism to highlight areas of fiscal risk in a district. FCMAT routinely assesses the results after several engagements and revises the tool as needed. 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
- lack of going concern designation

Consistent with FCMAT’s practice, prior to engaging with a district meeting one of the above triggers, FCMAT consults with the respective county superintendent to determine if an FHRA would add value in understanding the underlying issues that are driving a designation. FCMAT does not perform an FHRA in a district more frequently than once every 12 months. Except as noted, FCMAT

performed evaluations for the districts listed below. Each of these districts met one or more of the above criteria in 2020-21. A completed FHRA yields a rating of low, moderate or high risk.

Fiscal Health Risk Analysis as a Result of 2020-21 LEA Fiscal Status

County	District	FHRA Risk Rating
Butte	Oroville City Elem	High
Contra Costa	Mt. Diablo Unified	High
Contra Costa	West Contra Costa Unified	High
Kern	Lost Hills Union Elem	High
Los Angeles	Bellflower Unified	On hold pending litigation challenge
Los Angeles	Montebello Unified	High
Madera	Golden Valley Unified	Not begun
Sacramento	Elk Grove Unified	See note below
San Diego	South Bay Union Elem	See note below
San Luis Obispo	Templeton Unified	High
Solano	Dixon USD	High

Notes:

- Elk Grove USD (Sacramento) triggered an FHRA with a negative first interim report. The cause was a sudden decline in enrollment. FCMAT monitored the district through routine conversations as the district analyzed its enrollment trends more carefully. The district certified positive at second interim report.
- South Bay Union ESD (San Diego) triggered an FHRA for three consecutive qualified interim reports. FCMAT is monitoring the district through routine conversations as the district implements an informal fiscal stabilization plan.

FCMAT issued additional FHRA reports in 2020-21, but these were triggered by events in 2019-20. All FHRA reports are posted on FCMAT’s website under Publications & Reports.

FCMAT has different FHRA tools for traditional K-12 districts, community colleges and charter schools. The automatic engagement process described above is only applicable to traditional K-12 districts. Requests are received from individual charter schools or community college districts and from the Chancellor’s Office. Over the past three years FCMAT has performed the following FHRA studies for community colleges. The first FHRA for a charter school commenced in July 2021.

Fiscal Health Risk Analysis for Community Colleges

County	District	Report Date	FHRA Risk Rating
Alameda	Peralta CCD	June 28, 2019	High
San Diego	Palomar CCD	November 8, 2019	High

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 positive funding environments, districts have had opportunities to resolve structural deficits. In districts where structural deficits remain, the challenge to resolve the deficit and increase fiscal stability will only intensify when revenues soften while expenditures continue to rise.

The forecasted negative economic impact of the COVID-19 pandemic was never fully realized. In fact, unprecedented revenues flowed to LEAs during 2020-21 and will again in 2021-22. However, much of this economic assistance is one-time in nature and will disappear in short order.

For 2021-22, the final budget deal included historic investments in K-12 LEAs and community colleges, driven in large part by one-time infusions of federal and state coronavirus relief funds. New funding comes with new program requirements, essentially a sudden introduction of numerous new categorical programs for K-12, but nonetheless substantial resources to improve services to students. Deciding what funds to spend on which activities is clearly a significant task for districts. Despite the elimination of further apportionment deferrals, the various funding sources will not be apportioned at once or in monthly installments, necessitating the continued need for LEAs to carefully forecast, monitor and manage cash flow.

At this time, we believe 2022-23 will be characterized by the following:

- Continued strong Cost of Living Adjustment (COLA)
- Elimination of one-time pandemic related funding sources, but continued ability to expend 2021-22 resources
- Continued extraordinary expenses to provide learning loss mitigation and social and emotional support to students
- Continued enrollment losses and the impact of losing the pandemic-related hold harmless for average daily attendance (ADA)
- Increases in employer contributions to employee pension systems
- Imposition of caps on local assigned and unassigned reserve levels

During these transitional periods – moving from strong year-over-year revenue growth to a pattern of slower growth – the diligence around multiyear financial planning, strong cash management practices and managing reserve levels is essential. District governance teams, county superintendents and the Chancellor’s Office must insist on timely, accurate reporting supported by strong analytical techniques.

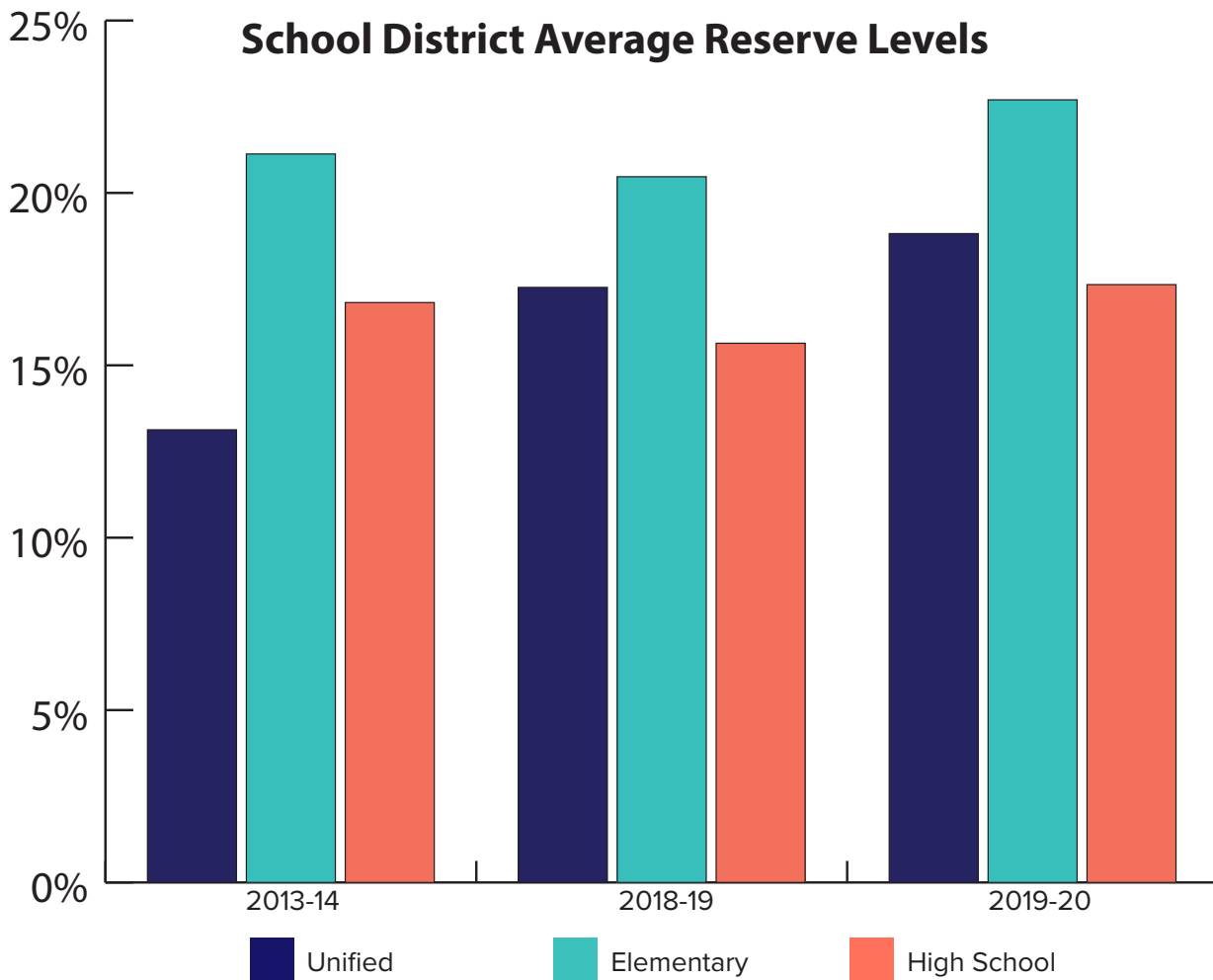
In addition to the obvious challenges resulting from the pandemic, these fiscal and policy issues – both locally and statewide – require attention in the near term:

- Declining enrollment (K-12)
- Local reserve levels
- Long term public employee pension costs
- Employee health benefit costs
- Unemployment insurance costs
- Pandemic-related operational changes
- Statewide system of school support
- Property and liability insurance affordability and coverage access
- Special education reforms (K-12)
- Alternative educational settings to the traditional classroom (K-12)

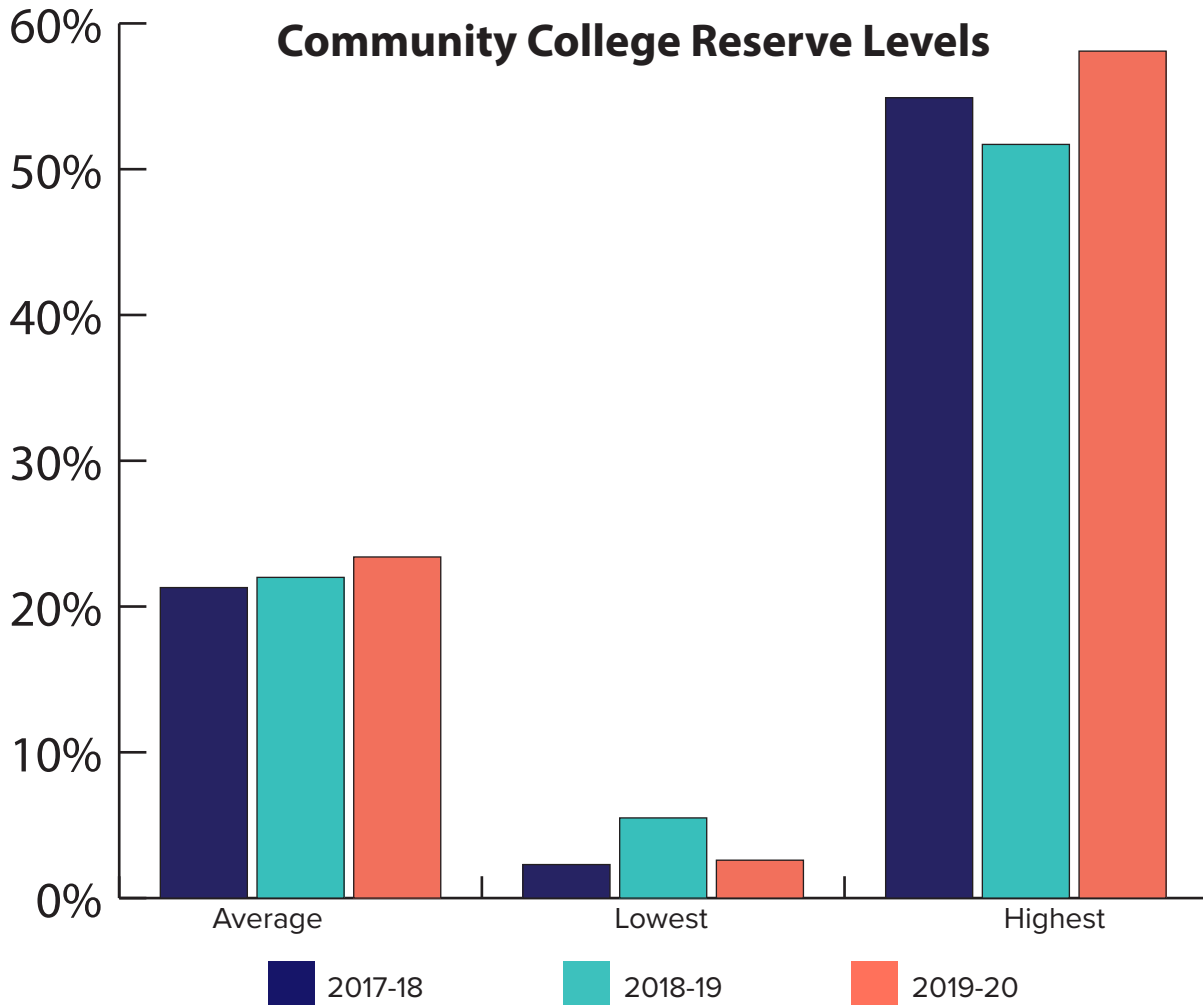
For over 60% of traditional K-12 districts, declining enrollment adds a layer of complexity and adverse economic impact. Generally speaking, when districts lose a dollar of revenue due to declining enrollment, they are only able to trim 30-40 cents of related expenditures. The difference must be made up from other expenditure reductions to maintain fiscal stability. Projected K-12 enrollment across the state is forecasted to decline nearly 7% over the next decade. While California’s population continues to grow, the rate of growth between 2010 and 2020 (8.4%) is almost half the rate of growth in the prior decade (14.8%). Forecasts reflect that rate of growth being cut slightly less than half again by 2050 (4.9%).

Reserve Levels

Overall, California school districts have stronger local reserve levels than they did when exiting the Great Recession. The chart below compares school district average reserve levels in 2013-14, 2018-19 and 2019-20, the latest published data. While a meaningful metric, the average is just that. Some school districts may have minimum reserve levels and others may have stronger levels.



For community college districts, based on the annual financial and budget reports (CCFS-311) for 2019-20, the statewide average ending fund balances for this latest year and the two prior years are shown in the chart below. The Chancellor’s Office looks at a 5% reserve as being the “prudent” level.



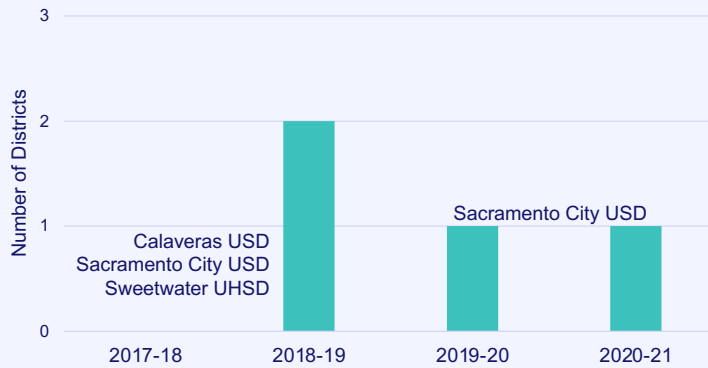
Community college reserve level data excludes Calbright College.

Reserve levels shown in percentages differ between school districts and community colleges. For school districts, reserve percentages are the combined committed, assigned and unassigned ending fund balance as a percentage of total general fund expenditures and uses. For community colleges, the percentage is unrestricted general fund net ending fund balance as a percentage of unrestricted general fund expenditures.

The Governmental Finance Officers Association (GFOA) recommends a 17% minimum (two months of expenditures) reserves for local governments. Overall, both school district and community college data shows that, on average, the GFOA standard is followed.

Disapproved Budgets

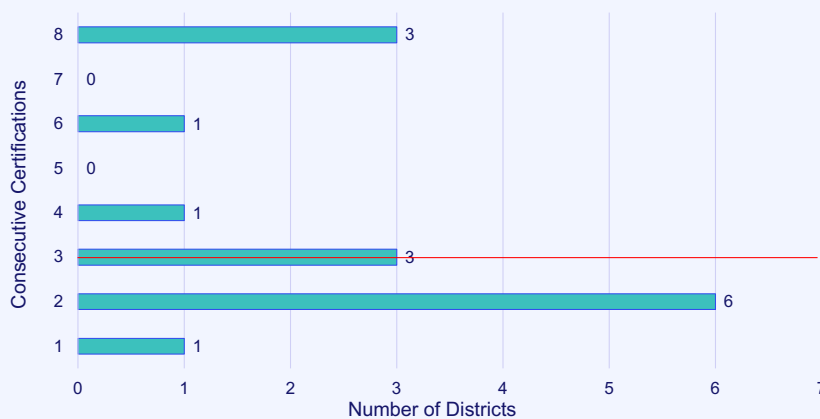
The one disapproved budget in 2020-21 represents the district's third consecutive disapproved budget.



As of 2020-21 Budget Adoption reviews (10/2020)

Qualified Interim Report Certifications

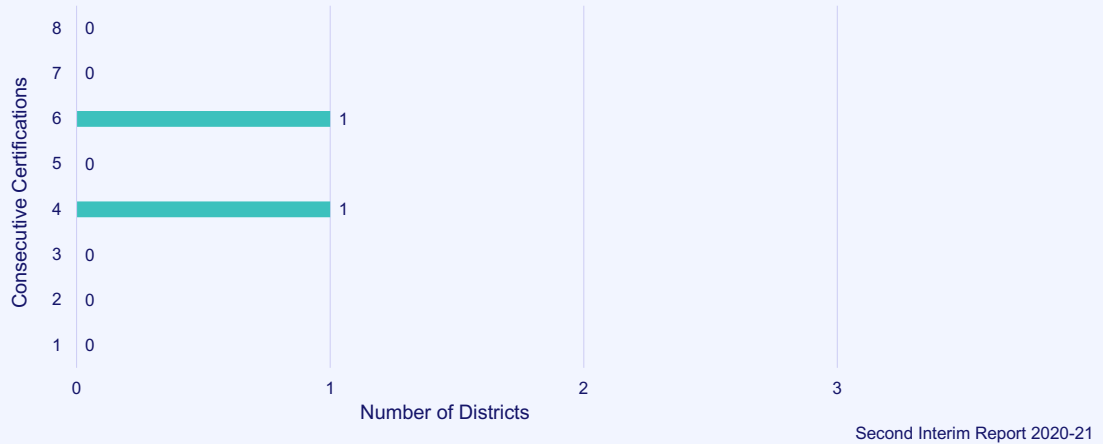
Of the 15 qualified districts, eight have three or more consecutive qualified certifications over the past eight reporting periods.



Second Interim Report 2020-21

Negative Interim Report Certifications

One negative district lapsed June 30, 2021.

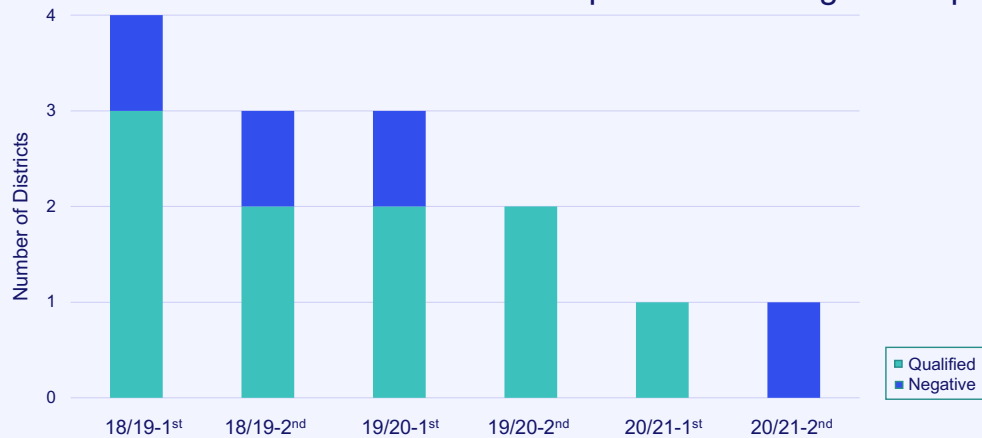


FCMAT

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Downgraded Interim Report Certifications

Interim reports that have certifications downgraded by the county superintendent are included in the total count of qualified and negative reports.



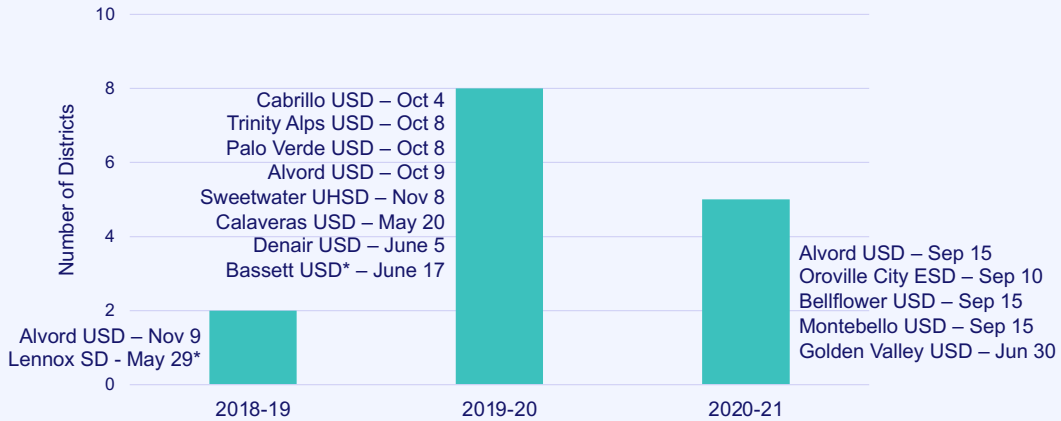
Second Interim Report 2020-21

FCMAT

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Lack of Going Concern Designations

Five districts have been designated as a lack of going concern in 2020-21 for non-budget concerns, such as leadership, lack of disclosure and non-compliance.



*LACOE considers Lennox and Bassett as continuing LGC status in 2020-21

FCMAT/CSIS Strategic Plan 2021-2024

FCMAT is positioned to provide efficient, cost effective assistance to LEAs in support of their work to ensure resources are most effectively targeted to achieve student success and maintain 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 in 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.

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.

FCMAT follows the strategic planning timeline and format established by the Kern County Superintendent of Schools. This process entails developing a roadmap for a three-year period. FCMAT is reporting on the final year of the 2018-2021 strategic plan and introducing the new 2021-2024 plan.

2018-2021 Final Report

The following FCMAT objectives and action steps provided the organization a 2018-2021 focus and path forward to meet the demands from the field. Updates are provided to indicate the progress toward meeting the established three-year goals.

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. Projection-Pro training sessions were held across the state beginning in October 2019 and continue to be held, with many sessions at full capacity. Sessions have evolved to two-day trainings, with the first day for beginner users and the second day for advanced users already familiar with the software. Individuals could register for a single day or attend both trainings. Remote trainings for individual counties

and LEAs continued into the spring. In total, over 1,000 individuals have been trained on Projection-Pro during these sessions. Development efforts continue with enhancements and bug fixes.

After exploring available off-the-shelf project management, expense tracking and billing software applications, FCMAT turned to the original developers of the existing Job Management System used to manage its internal functions to make technological and functional upgrades and extend the life of the product for the foreseeable future. The upgraded software was deployed in early August 2021.

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. The use of the SCFF Calculator was suspended in early 2020 while the Chancellor's Office re-engineered internal processes.

A complete rewrite of the LCFF Calculator was released in May 2021. The new LCFF Calculator was developed to simplify user navigation and removed outdated content such as formulas necessary only during the transition to the LCFF. Training tools for the new calculator are being developed to help support users.

CSIS completed major updates across all system components to expand CALPADS to collect and report students with disabilities data. The enhancements enabled the state to decommission the aging CASEMIS system. CSIS contributed to better data quality by upgrading the CALPADS system with more robust validations and providing greater visibility of high profile data in reports. Additional data elements and/or validations for Fall 1 students with disabilities data and Fall 2 teacher assignment monitoring data increased CALPADS' processing load, and performance was a key concern. CSIS began work to restructure CALPADS' central processing mechanism to improve performance, and work is expected to be completed in the next year.

CSIS made substantial progress toward building the SACS software replacement, including completing all deliverables from inception through the revised 2020-21 schedule. CSIS built a high availability test environment to support the CDE's informal system acceptance activities and established the source code repository for the system's User Guide. Content for the User Guide is being completed as the software is finalized ahead of the SACS software replacement delivery target of April 2022. Some risks exist for on-time delivery of full system functionality, but work continues daily to mitigate those risks.

In early 2020, FCMAT introduced the Special Education Efficiency Tool for monitoring LEA special education metrics to focus attention on the analytics in special education. The tool is intended to help fiscal and special education staff work together and to guide a conversation about how to provide the best services for special needs students in the most efficient manner.

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. The guiding principle for our workshop development and delivery is alignment and furtherance, with a focus on fiscal stability, solvency, and fraud prevention. FCMAT workshops on Associated Student Body and booster club best practices continue to be in high demand.

FCMAT continues to offer one of the three CBO preparation programs that allows successful participants to immediately test for the California Association of School Business Officials (CASBO) chief business official certification. Additionally, we provide extensive resources to the other two programs. FCMAT and our partners at CASBO, University of Southern California and School Services of California work to ensure that the three preparation programs are aligned and offer valuable experiences for participants that prepare them for the comprehensive examination required to achieve CBO certification.

In September 2019, FCMAT officially launched its AB 1200 Fiscal Oversight Workshop. The one-day workshop was 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. In the second year the training expanded to a two-day format, with the first day focused on COEs and the second day focused on both COEs and district business staff to help them better understand each other's responsibilities and processes. The two-day format provided opportunities for new staff to get the basic training, existing staff to improve their knowledge, and better collaboration between county and district staff. Over 600 people attended the workshops.

The pandemic brought about the need to pivot quickly to meet the needs of LEAs in a constantly changing environment. CSIS continues to use its Bridge learning management platform to deliver tailored resources to LEAs. CSIS is developing assessments using performance objectives that are further supported by professional learning opportunities structured to adult learners. CSIS also continues to help LEAs understand the data ecosystem and how local data are used at the state and federal levels through presentations and speaking engagements. One example is training that helps LEAs understand their responsibilities when handling CALPADS data in the environment of ever increasing sensitivity to data privacy and confidentiality.

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 clients' 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 website. FCMAT launched its new website in September 2019. Investments in improved functionality and content continue.

Each year CSIS resolves over 20,000 service tickets, and develops and delivers new courses in support of CALPADS.

During the public health stay at home orders, LEA staff took on additional roles to assist with distance learning, delivering meal services, and other responsibilities. CSIS staff endeavored to work with this new reality and accommodated LEA staff who were frequently taken out of their routines and collaborative work environments and who could not immediately fix data population errors. CSIS focused on assisting LEAs with resolving certification errors and understanding reports and extracts. Weekly Q&A sessions increased in popularity during the past year, growing tenfold to an average of 120 attendees who drop in to have CALPADS questions answered.

CSIS has published additional data tools and resources on its website to help distribute information about CALPADS to LEAs that will assist them in their efforts to plan and organize local data management efforts. CSIS trainers are improving access to professional learning by developing a structured course catalog based on a skills rubric to make it easier for LEAs to locate information that will be helpful to them.

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:

CSIS joins more than a dozen other state-level partner organizations identified in the 2019 Cradle to Career Data System Workgroup legislation to plan scope, governance, specifications, and implementation of the state data system. As part of the workgroup, CSIS advises on the technology, data elements and implementation strategies. A key component in the process has been public input as well as discussions grounded in user centered design. The workgroup delivered its planning and implementation recommendations in the first legislative report in December 2020 and provided an update report with additional technical recommendations in April 2021 and June 2021. In July 2021, the Governor signed legislation establishing the Cradle to Career Data System office, adopting nearly all of the recommendations of the workgroup. This legislation included a seat for CSIS as a member of the governing board.

2021-2024 Strategic Plan

On June 22, 2021 the FCMAT governing board approved the following FCMAT objectives and action steps which provide the organization a 2021-2024 focus and path forward to meet the demands from the field. The overarching themes for the next three years are familiar, as they build upon the 2018-2021 strategic plan.

Develop, implement, maintain and update software products and services

- Maintain Projection-Pro (multiyear and cash flow projection software) and its related professional learning and user reference materials
- Support and update K-12's Local Control Funding Formula (LCFF) calculator
- Create online learning modules related to the basic functionality of the Projection-Pro software and LCFF calculator
- Develop and implement the Standardized Account Code Structure (SACS) software replacement for the California Department of Education (CDE)
- Provide maintenance and operations services for the SACS software to the CDE
- Develop and implement a new application to more efficiently track local educational agency (LEA) fiscal status related to budget adoptions and interim reporting
- Develop a new tool related to financial metrics to assist county offices and the CDE in their oversight of LEAs
- Develop training for new chief business officials (CBOs) at California's community colleges
- Provide maintenance and operations services for CALPADS
- Create and update CALPADS related professional learning, online resources, and tools
- Develop and implement software to more efficiently assess and monitor LEA data management capacity

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 to offer professional learning in modes that expand FCMAT's audiences
- Develop a coaching program to support new CBOs in their first or second year on the job
- Support LEAs by continuing to offer a fiscal oversight professional learning program for county offices and districts
- Develop a professional learning program for fiscal experts and fiscal advisors
- Develop an online Associated Student Body professional learning module
- Assess local data management capacity and design professional learning tailored to meet clients' needs

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

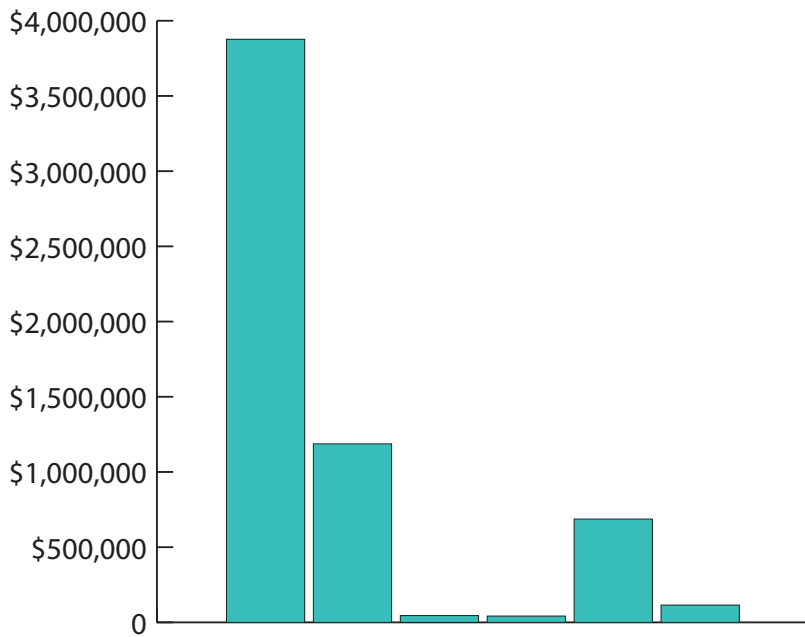
- Provide additional tools, services and products to California’s charter schools and chartering authorities
- Expand user support in the use of FCMAT tools
- Increase the frequency of updating resources on the FCMAT and CSIS websites
- Attract and retain the most highly qualified staff to support FCMAT objectives and clients’ expectations
- Provide professional learning to build the competency and expertise of FCMAT staff on the principles of LEA resource allocation with a concerted focus on equity
- In cooperation with the state and private partners, assist in the development and implementation of a licensure program for CBOs
- Support LEAs in reconciling local and state assessment and accountability data, improving data quality, and certifying the six CALPADS data collections
- Improve learning pathways to make it easier and more efficient for LEAs to address their own data management skill set needs

Collaborate with Cradle-to-Career Data System partners on the implementation of the proposed data system

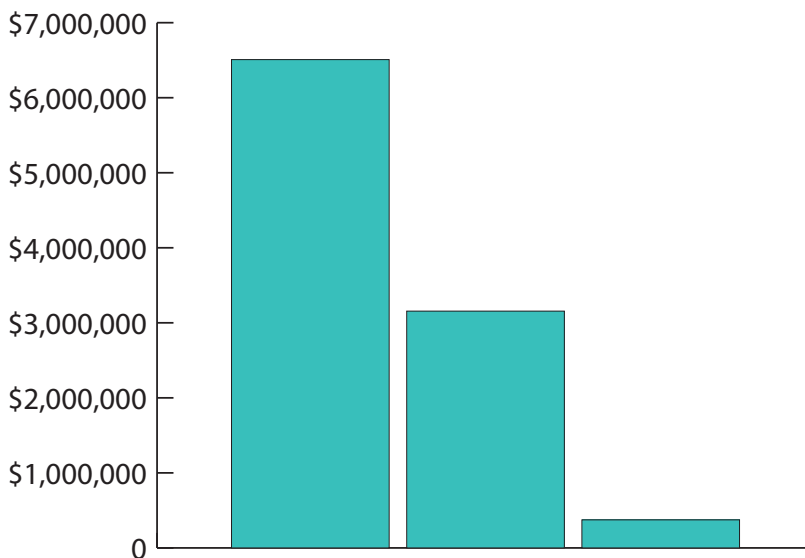
- Build sustaining partnerships that improve data quality in support of practitioners and policy-makers while elevating equity-focused data points
- Promote user adoption through ease of use and access to data system tools

FCMAT/CSIS Appropriations for Fiscal Year 2020-21

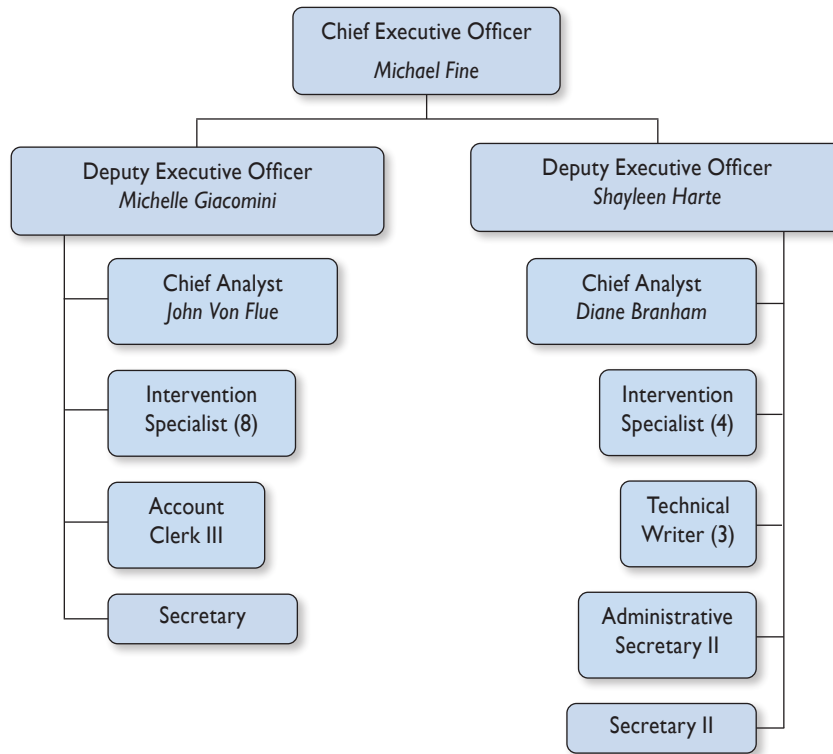
FCMAT Services and Operations	\$3,877,000
Product Development, Professional/Staff Development and Training	\$1,187,000
Special Technical Assistance/AB 1840	\$45,038
Audit Appeals Panel	\$42,000
COE Reimbursement for AB 139 (flow-through)	\$687,000
COE Reimbursement for AB 1200 Oversight (flow-through)	\$115,000



CSIS Operations	\$6,508,000
Standardized Account Code Structure (SACS)	\$3,156,000
Ed-Data Partnership	\$374,000



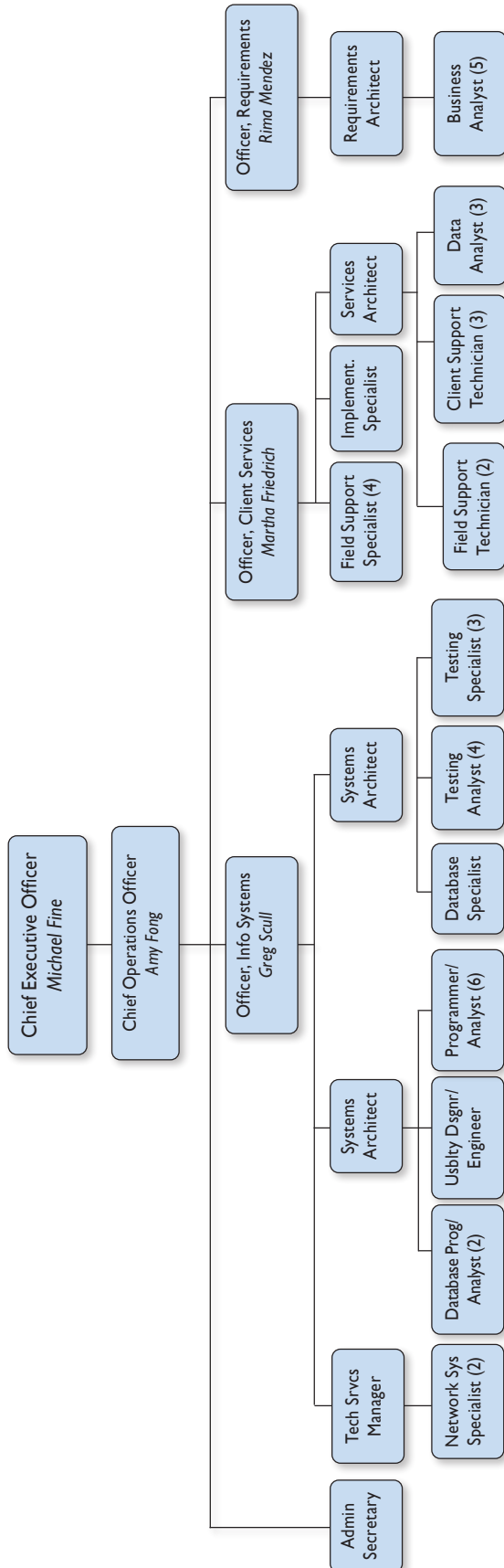
FCMAT Organizational Structure



FCMAT Staff Members

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Section B.

2020-21
FCMAT Financial Report

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021

To: FCMAT Board

Subject: **Approve 2020-21 Unaudited Financial Report**

Background

For financial reporting purposes, FCMAT revenues, expenditures and reserves are reported as part of the Kern County Superintendent of Schools (KCSOS) unaudited and audited financial data. There is not a separate filing or audit for FCMAT. To provide visibility of FCMAT's financial data, a special report is prepared for the board's consideration. Three years of data is presented, unaudited actuals for 2019-20 and 2020-21, and the current year's working budget.

Current Consideration

Staff has prepared the attached 2020-21 unaudited financial report for FCMAT based on final year-end closing entries. The report is broken down by major FCMAT/CSIS function as follows:

- CSIS Operational – This function accounts for the main CSIS operational budget including work to maintain and support the California Longitudinal Pupil Achievement Data System (CALPADS).
- Management Assistance – This function accounts for the main FCMAT operational budget including management assistance services which comprise about 70% of FCMAT's work.
- Professional Learning – This function accounts for FCMAT's professional learning activities, including product development and support. The state makes a separate appropriation of funds to FCMAT for professional learning.
- AB139 Reimbursements – This function accounts for FCMAT's investigations of fraud, misappropriation of funds or other illegal fiscal practices (Education Code 1241.5). FCMAT incurs costs for these reviews and invoices the respective county superintendent for the costs. FCMAT receives an annual state apportionment to reimburse county superintendents for eligible costs and issues a refund to the respective county superintendent based on a application for reimbursement that is approved by the state superintendent of public instruction and the Department of Finance. That reimbursement is accounted for in this function.
- CSIS LEAs – This function accounts for a historical, one-time appropriation of funds to provide specialized data management services to LEAs and is currently used as a reserve for CSIS.

- Comprehensive Reviews – This function accounts for the costs of conducting comprehensive reviews and the subsequent payments by the districts subject to such reviews. The only comprehensive reviews currently being conducted are for Inglewood USD.
- Audit Appeals Panel – This function accounts for the separate appropriation provided to support FCMAT’s participation in the Educational Audit Appeals Panel (EAAP). The CEO of FCMAT is one of three members of EAAP.
- Ed Data Partnership – This function accounts for the separate appropriation FCMAT receives to develop and support the Ed-Data.org website and the related partnership between CDE, EdSource and FCMAT.
- Community College Reviews – This function accounts for work FCMAT performs at the request of the California Community College Chancellor’s Office or individual community college districts. The chancellor’s office receives a separate state appropriation for FCMAT services.
- Fiscal Emergency Reserves – This function accounts for reserves, both discretionary and required, to ensure an appropriate response to any school district fiscal emergency. The reserve receives and provides resources for various activities consistent with its purpose.
- AB1200 COE Reimbursement – This function accounts for a separate state appropriation to support the appointment of fiscal advisors by county superintendents (Education Code 42127.6(e)(5)).
- SACS Software – This function accounts for the revenue and expenditures for the Standardized Account Code Structure Software Replacement program (SSR) under an agreement with CDE. The contract with CDE includes a 10% holdback on all payments until the project is fully delivered.
- CCEE Marin – This function accounts for revenue and expenditures associated with providing technological support to the CCEE under a contract with the Marin COE as administrative agent for the CCEE. FCMAT/CSIS provides email, data center services, and technical support to the CCEE organization.
- Specialized Technical Assistance – This function accounts for revenues and expenditures associated with AB 1840 responsibilities and special legislative assignments.
- Cradle-to-Career – This function accounts for revenues and expenditures associated with FCMAT/CSIS’s involvement in the Cradle-to-Career working group. It is one-time in nature with the potential to become recurring depending on work relative to the new data system that would be assigned to FCMAT/CSIS.

Overall, FCMAT’s financials are stable and consistent with our historical operations. Expenses to maintain and continue to enhance Projection-Pro continue to outpace our projections, but as time goes by, fewer enhancements and bug fixes are required, and we expect this expenditure to stabilize significantly. Travel and consultant expenditures have begun to return to normal after a slump during the early stages of the pandemic. Job requests, which can generate local revenues, are beginning to increase.

The enhancement of our Job Management System (JMS) will facilitate a finer tuned allocation of salaries and benefits across the organization’s functions as we better track internal time and

adjust for actual time in each function and inform budget planning for the future. While not a historical issue for CSIS, which does an excellent job of cost centering staff costs, it has been a weakness in the FCMAT functions with salaries and benefits planned in one function but incurred in a different function based on the job requests that flow in during the year. Additionally, FCMAT has been inconsistent in how it budgets for ending fund balances, electing to budget for all funds to be spent in some functions (using contracts/services and site transfers as balancing mechanisms) and not others. Beginning and ending fund balances are usually associated to a fund, but FCMAT does not have separate funds within the KCSOS accounting system, instead accounting for major functions as departments within the larger KCSOS organization. We anticipate approaching this issue differently as we move forward, so that reserves are more clearly articulated.

Recommendation: It is recommended that the board approve the 2020-21 unaudited financial report.

Unaudited Actuals and Working Budget Financial Report — October 2021

FCMAT/CSIS All Combined

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 18,098,660.92	\$ 18,000,469.99	\$ 16,360,555.81
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ 470,646.00	\$ 412,504.00	\$ 472,592.00
Other State	\$ 15,800,318.62	\$ 15,278,068.84	\$ 15,815,673.00
Local	\$ 115,492.66	\$ 61,645.44	\$ 61,120.00
Fees & Contracts	\$ 1,160,063.06	\$ 1,370,509.64	\$ 1,943,942.00
Site Transfers	\$ -	\$ -	\$ -
Total Revenues	\$ 17,075,874.34	\$ 16,710,223.92	\$ 17,820,735.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ 6,500.00
Classified Salaries	\$ 8,072,709.89	\$ 8,480,682.10	\$ 9,094,102.00
Employee Benefits	\$ 3,022,324.49	\$ 3,231,440.65	\$ 3,815,355.00
Supplies	\$ 121,078.92	\$ 180,069.45	\$ 506,740.00
Contracts/Services	\$ 5,511,200.17	\$ 5,878,050.09	\$ 18,750,330.00
Equipment	\$ 6,273.79	\$ -	\$ 7,000.00
Other Outgo	\$ 911,124.01	\$ 992,399.81	\$ 1,184,577.00
Total Expenditures	\$ 17,644,711.27	\$ 18,762,642.10	\$ 33,358,104.00
Net Increase/Decrease	\$ (568,836.93)	\$ (2,052,418.18)	\$ (15,537,369.00)
Ending Balance	\$ 17,529,823.99	\$ 15,948,051.81	\$ 823,186.81

CSIS Operational

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 1,072,796.56	\$ 1,812,225.62	\$ 1,746,609.75
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 6,508,000.00	\$ 6,508,000.00	\$ 6,508,000.00
Local	\$ 7,700.00	\$ 40,792.53	\$ 21,120.00
Fees & Contracts	\$ 175,961.76	\$ 191,636.04	\$ 192,892.00
Site Transfers	\$ -	\$ -	\$ -
Total Revenues	\$ 6,691,661.76	\$ 6,740,428.57	\$ 6,722,012.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ 3,760,682.23	\$ 3,856,944.09	\$ 4,222,706.00
Employee Benefits	\$ 1,469,227.79	\$ 1,546,581.52	\$ 1,829,434.00
Supplies	\$ 53,544.74	\$ 97,889.57	\$ 87,000.00
Contracts/Services	\$ 606,977.46	\$ 1,246,691.31	\$ 2,314,031.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 61,800.48	\$ 57,937.95	\$ 15,451.00
Total Expenditures	\$ 5,952,232.70	\$ 6,806,044.44	\$ 8,468,622.00
Net Increase/Decrease	\$ 739,429.06	\$ (65,615.87)	\$ (1,746,610.00)
Ending Balance	\$ 1,812,225.62	\$ 1,746,609.75	\$ (0.25)

Management Assistance

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ -	\$ -	\$ -
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 3,458,839.45	\$ 3,354,154.63	\$ 3,715,027.00
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ 511,584.41	\$ 683,166.53	\$ 804,050.00
Site Transfers	\$ -	\$ 65,154.29	\$ 180,000.00
Total Revenues	\$ 3,970,423.86	\$ 4,102,475.45	\$ 4,699,077.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ 2,205,370.36	\$ 2,290,674.24	\$ 2,526,310.00
Employee Benefits	\$ 805,544.70	\$ 842,380.56	\$ 1,071,292.00
Supplies	\$ 26,445.50	\$ 30,617.10	\$ 25,000.00
Contracts/Services	\$ 678,177.40	\$ 680,116.59	\$ 794,688.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 254,885.90	\$ 258,686.96	\$ 281,787.00
Total Expenditures	\$ 3,970,423.86	\$ 4,102,475.45	\$ 4,699,077.00
Net Increase/Decrease	\$ -	\$ -	\$ -
Ending Balance	\$ -	\$ -	\$ -

Professional Learning

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 698,977.79	\$ 508,634.15	\$ 226,180.25
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 1,187,000.00	\$ 1,187,000.00	\$ 1,187,000.00
Local	\$ 107,792.66	\$ 20,852.91	\$ 40,000.00
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ 990,571.17	\$ 649,548.14	\$ 935,501.00
Total Revenues	\$ 2,285,363.83	\$ 1,857,401.05	\$ 2,162,501.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ 916,638.86	\$ 1,029,458.10	\$ 1,056,916.00
Employee Benefits	\$ 307,672.09	\$ 354,738.54	\$ 396,043.00
Supplies	\$ 3,980.61	\$ 7,830.07	\$ 5,000.00
Contracts/Services	\$ 1,088,485.04	\$ 612,896.88	\$ 732,177.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 158,930.87	\$ 134,931.36	\$ 198,545.00
Total Expenditures	\$ 2,475,707.47	\$ 2,139,854.95	\$ 2,388,681.00
Net Increase/Decrease	\$ (190,343.64)	\$ (282,453.90)	\$ (226,180.00)
Ending Balance	\$ 508,634.15	\$ 226,180.25	\$ 0.25

AB 139 Reimbursements

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 314,206.53	\$ 585,249.44	\$ 592,753.30
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ 355,646.00	\$ 297,504.00	\$ 357,592.00
Other State	\$ 466,292.74	\$ 573,496.00	\$ 539,646.00
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ -	\$ 56,238.00
Total Revenues	\$ 821,938.74	\$ 871,000.00	\$ 953,476.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ 316,150.66	\$ 411,420.50	\$ 408,995.00
Employee Benefits	\$ 104,234.81	\$ 141,330.62	\$ 152,051.00
Supplies	\$ 14.33	\$ -	\$ 50.00
Contracts/Services	\$ 26,064.89	\$ 11,591.32	\$ 34,788.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 104,431.14	\$ 299,153.70	\$ 357,592.00
Total Expenditures	\$ 550,895.83	\$ 863,496.14	\$ 953,476.00
Net Increase/Decrease	\$ 271,042.91	\$ 7,503.86	\$ -
Ending Balance	\$ 585,249.44	\$ 592,753.30	\$ 592,753.30

CSIS LEAs

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 3,892,787.80	\$ 3,737,355.54	\$ 3,727,570.98
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State			\$ -
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ -	\$ (1,090,469.00)
Total Revenues	\$ -	\$ -	\$ (1,090,469.00)
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ 100,000.00
Contracts/Services	\$ 155,432.26	\$ 9,784.56	\$ 2,537,102.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 155,432.26	\$ 9,784.56	\$ 2,637,102.00
Net Increase/Decrease	\$ (155,432.26)	\$ (9,784.56)	\$ (3,727,571.00)
Ending Balance	\$ 3,737,355.54	\$ 3,727,570.98	\$ (0.02)

Comprehensive Reviews

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ -	\$ -	\$ -
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ -	\$ -	\$ -
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ 191,685.51	\$ 193,500.00	\$ 387,000.00
Site Transfers	\$ -	\$ (65,154.29)	\$ (180,000.00)
Total Revenues	\$ 191,685.51	\$ 128,345.71	\$ 207,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ 6,500.00
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ 468.00
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 191,685.51	\$ 128,345.71	\$ 200,032.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 191,685.51	\$ 128,345.71	\$ 207,000.00
Net Increase/Decrease	\$ -	\$ -	\$ -
Ending Balance	\$ -	\$ -	\$ -

Audit Appeals Panel

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 65,926.68	\$ 98,426.68	\$ 132,026.68
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 42,000.00	\$ 42,000.00	\$ 42,000.00
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ -	\$ -
Total Revenues	\$ 42,000.00	\$ 42,000.00	\$ 42,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 9,500.00	\$ 8,400.00	\$ 172,427.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 9,500.00	\$ 8,400.00	\$ 172,427.00
Net Increase/Decrease	\$ 32,500.00	\$ 33,600.00	\$ (130,427.00)
Ending Balance	\$ 98,426.68	\$ 132,026.68	\$ 1,599.68

Ed Data Partnership

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 56,783.31	\$ 73,667.57	\$ 81,339.75
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 374,000.00	\$ 374,000.00	\$ 374,000.00
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers			\$ -
Total Revenues	\$ 374,000.00	\$ 374,000.00	\$ 374,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ 176,130.61	\$ 179,347.79	\$ 178,437.00
Employee Benefits	\$ 68,985.13	\$ 72,254.63	\$ 76,956.00
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 112,000.00	\$ 114,725.40	\$ 199,947.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 357,115.74	\$ 366,327.82	\$ 455,340.00
Net Increase/Decrease	\$ 16,884.26	\$ 7,672.18	\$ (81,340.00)
Ending Balance	\$ 73,667.57	\$ 81,339.75	\$ (0.25)

Community College Reviews

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ -	\$ -	\$ -
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ -	\$ -	\$ -
Local			\$ -
Fees & Contracts	\$ 233,938.87	\$ 218,020.00	\$ 435,000.00
Site Transfers	\$ -	\$ 80,595.00	\$ -
Total Revenues	\$ 233,938.87	\$ 298,615.00	\$ 435,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 233,938.87	\$ 298,615.00	\$ 435,000.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 233,938.87	\$ 298,615.00	\$ 435,000.00
Net Increase/Decrease	\$ -	\$ -	\$ -
Ending Balance	\$ -	\$ -	\$ -

Fiscal Emergency Reserves

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 10,444,357.18	\$ 9,453,786.01	\$ 8,723,642.87
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ -	\$ -	\$ -
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ (990,571.17)	\$ (730,143.14)	\$ (991,739.00)
Total Revenues	\$ (990,571.17)	\$ (730,143.14)	\$ (991,739.00)
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ -	\$ -	\$ 7,481,914.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ -	\$ 7,481,914.00
Net Increase/Decrease	\$ (990,571.17)	\$ (730,143.14)	\$ (8,473,653.00)
Ending Balance	\$ 9,453,786.01	\$ 8,723,642.87	\$ 249,989.87

AB 1200 County Office of Education Reimbursements

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 366,189.52	\$ 330,607.53	\$ 404,677.62
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ 115,000.00	\$ 115,000.00	\$ 115,000.00
Other State			\$ -
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers			\$ -
Total Revenues	\$ 115,000.00	\$ 115,000.00	\$ 115,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 150,581.99	\$ 40,929.91	\$ 115,000.00
Total Expenditures	\$ 150,581.99	\$ 40,929.91	\$ 115,000.00
Net Increase/Decrease	\$ (35,581.99)	\$ 74,070.09	\$ -
Ending Balance	\$ 330,607.53	\$ 404,677.62	\$ 404,677.62

SACS Software

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ 1,186,635.55	\$ 1,320,987.65	\$ 647,842.18
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 3,615,716.00	\$ 3,156,560.00	\$ 3,100,000.00
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ -	\$ 1,090,469.00
Total Revenues	\$ 3,615,716.00	\$ 3,156,560.00	\$ 4,190,469.00
Expenditures			
Certificated Salaries	\$ -	\$ -	
Classified Salaries	\$ 692,180.09	\$ 695,296.84	\$ 700,738.00
Employee Benefits	\$ 264,791.73	\$ 268,201.66	\$ 289,111.00
Supplies	\$ 29,371.10	\$ 981.42	\$ 229,690.00
Contracts/Services	\$ 2,314,527.35	\$ 2,664,465.62	\$ 3,402,570.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ 180,493.63	\$ 200,759.93	\$ 216,202.00
Total Expenditures	\$ 3,481,363.90	\$ 3,829,705.47	\$ 4,838,311.00
Net Increase/Decrease	\$ 134,352.10	\$ (673,145.47)	\$ (647,842.00)
Ending Balance	\$ 1,320,987.65	\$ 647,842.18	\$ 0.18

CCEE/Marin Partnership

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ -	\$ 268.12	\$ 0.00
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State			
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ 46,892.51	\$ 84,187.07	\$ 125,000.00
Site Transfers			
Total Revenues	\$ 46,892.51	\$ 84,187.07	\$ 125,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	
Classified Salaries	\$ -	\$ -	
Employee Benefits	\$ -	\$ -	
Supplies	\$ 7,722.64	\$ 42,751.29	\$ 60,000.00
Contracts/Services	\$ 32,627.96	\$ 41,703.90	\$ 58,000.00
Equipment	\$ 6,273.79	\$ -	\$ 7,000.00
Other Outgo	\$ -	\$ -	
Total Expenditures	\$ 46,624.39	\$ 84,455.19	\$ 125,000.00
Net Increase/Decrease	\$ 268.12	\$ (268.12)	\$ -
Ending Balance	\$ 268.12	\$ 0.00	\$ 0.00

FCMAT Specialized Technical Assistance

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ -	\$ -	\$ 40,258.21
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 48,470.43	\$ 82,858.21	\$ 350,000.00
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ -	\$ -
Total Revenues	\$ 48,470.43	\$ 82,858.21	\$ 350,000.00
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 48,470.43	\$ 42,600.00	\$ 350,000.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 48,470.43	\$ 42,600.00	\$ 350,000.00
Net Increase/Decrease	\$ -	\$ 40,258.21	\$ -
Ending Balance	\$ -	\$ 40,258.21	\$ 40,258.21

FCMAT - CSIS Cradle to Career

	Unaudited Actuals 2019 - 2020	Unaudited Actuals 2020 - 2021	Working Budget 2021 - 2022
Beginning Balance	\$ -	\$ 79,261.68	\$ 37,654.22
Revenues			
Pass Through Federal	\$ -	\$ -	\$ -
All Other Federal	\$ -	\$ -	\$ -
Pass Through State	\$ -	\$ -	\$ -
Other State	\$ 100,000.00	\$ -	\$ -
Local	\$ -	\$ -	\$ -
Fees & Contracts	\$ -	\$ -	\$ -
Site Transfers	\$ -	\$ -	\$ -
Total Revenues	\$ 100,000.00	\$ -	\$ -
Expenditures			
Certificated Salaries	\$ -	\$ -	\$ -
Classified Salaries	\$ 5,557.08	\$ 17,540.54	\$ -
Employee Benefits	\$ 1,868.24	\$ 5,953.12	\$ -
Supplies	\$ -	\$ -	\$ -
Contracts/Services	\$ 13,313.00	\$ 18,113.80	\$ 37,654.00
Equipment	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Total Expenditures	\$ 20,738.32	\$ 41,607.46	\$ 37,654.00
Net Increase/Decrease	\$ 79,261.68	\$ (41,607.46)	\$ (37,654.00)
Ending Balance	\$ 79,261.68	\$ 37,654.22	\$ 0.22

Section C.

**CBO Mentor Program
Report**



FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021

To: FCMAT Board

Subject: **Approve the CBO Mentor Program Executive Report for May 2020 to March 2021 – Seventeenth Cohort**

Background

As part of its professional learning opportunities, FCMAT provides the FCMAT CBO Mentor Program. FCMAT prepares an executive report summarizing the program from the past year. The seventeenth cohort of participants began in spring of 2020 and graduated in March 2021. The eighteenth cohort of participants is current underway.

Current Consideration

Staff has prepared the attached CBO Mentor Program Executive Report for May 2020 to March 2021 – Seventeenth Cohort for the board's information and consideration.

Recommendation: It is recommended that the board approve the CBO Mentor Program Executive Report for May 2020 to March 2021 – Seventeenth Cohort.

FCMAT CBO Mentor Program

Executive Report

May 2020 - May 2021 · Seventeenth Cohort



A Partnership of

Fiscal Crisis and Management Assistance Team (FCMAT)

School Services of California (SSC)

California Association of School Business Officials (CASBO)

California County Superintendents Educational Services Association (CCSESA)

Subcommittee, Business and Administration Steering Committee (BASC)

PRESENTED TO THE FCMAT BOARD OF DIRECTORS, OCTOBER 20, 2021

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Acknowledgments

The Fiscal Crisis and Management Assistance Team (FCMAT), the FCMAT Board of Directors, and the Kern County Superintendent of Schools as the administrative agent for FCMAT acknowledge the efforts of the following contributors to the Chief Business Official (CBO) Mentor Program:

- The joint endeavors of the following organizations along with FCMAT in creating and sustaining the FCMAT CBO Mentor Program: School Services of California (SSC), the California County Superintendents Educational Services Association (CCSESA), the Business and Administration Steering Committee (BASC), and the California Association of School Business Officials (CASBO).
- FCMAT CBO Mentor core instructors Francie Heim, retired deputy superintendent of the El Dorado County Office of Education, and Bill McGuire, retired deputy superintendent of Twin Rivers Unified School District and former superintendent of the St. Helena Unified School District, who provided direct instruction, developed curriculum, assisted in scheduling, and provided mentoring to all participants.
- School Services of California and their team, who provided training on what it takes to be a CBO and how to apply and interview for a CBO position.
- CASBO for inviting the FCMAT CBO Mentor Program participants to attend the CASBO CBO Symposium (virtual) in November 2020 and January 2021.
- The 26 FCMAT CBO mentors, who have provided support and assistance to the newly graduated aspiring CBOs from the cohort of participants.
- The 26 FCMAT CBO Mentor participants, who have completed the rigorous training program. We congratulate them and support their efforts to achieve their career objectives.
- A special appreciation to the cohort for being fully engaged for 10 weekends, consisting of two days of six-hour zoom sessions and many four-hour Zoom sessions interspersed throughout the year. While we would have preferred to meet in person, we are grateful for the opportunity to continue training during the pandemic in a virtual environment and delighted we could meet in person for graduation weekend April 30 and May 1, 2021.

Introduction

The Fiscal Crisis and Management Assistance Team (FCMAT) is an independent, external public agency that assists school districts with fiscal and management issues, as outlined in the California Education Code. FCMAT provides professional learning activities to improve the fiscal expertise of local educational agencies. The FCMAT Chief Business Official (CBO) Mentor Program is one of the professional learning activities initiated by FCMAT in partnership with other educational agencies to improve school district fiscal operations and accountability.

For many years, school districts have experienced a severe shortage of qualified and trained business officials to provide leadership in business and operational aspects. With school funding having undergone a significant transformation with the Local Control Funding Formula and Local Control and Accountability Plan, the need for strong CBO leaders continues.

The FCMAT CBO Mentor Program is a systematic, structured professional learning program. Participants learn the role and functions of a CBO for a California school district. The CBO Mentor Program focuses on the need for CBO leaders to understand their role as part of a district's strategic plan to improve outcomes for students. They complete interactive exercises and activities, increase their skills and knowledge, and put proven techniques into practice. Instruction consists of both in-class assignments and homework. Ten two-day class sessions take place over 12 months; each session is conducted on a Friday afternoon/evening and all-day Saturday. During the pandemic, we maintained the Friday/Saturday classes via Zoom and added additional Zoom sessions throughout the year.

Experienced CBOs practicing in or recently retired from California school districts are selected as mentors for the aspiring CBO participants. Mentors provide support and direction throughout the training period and thus constitute a valuable component of the FCMAT CBO Mentor Program.

The 17th year of the program was 2020-21. Each cohort develops as a team, and participants select a class name. The names, dates, and number of graduates for all FCMAT CBO Mentor cohorts completed to date are as follows:

Cohort Name	Year	Graduates
First Class	2004-05	19
Second to None	2005-06	24
Joel's Favorites	2006-07	27
Fantastic Fourth	2007-08	25
Five Star Leaders	2008-09	23
Six Cents	2009-10	25
Magnificent Seventh	2010-11	23
Elite8	2011-12	23
Nine Lives	2012-13	23
Perfect 10	2013-14	29
11th Hour	2014-15	28
Dynamic Dozen	2015-16	26
13th Alliance	2016-17	30
Unforgettable 14	2017-18	32
Nickel & a Dime	2018-19	26
Sweet 16	2019-20	29
Quaran7Teen	2020-21	26

As a result of the pandemic, Cohort 17 instruction was restructured and delivered in a virtual environment via Zoom. We are grateful to the group for their patience and flexibility as we restructured the program to ensure our standard of delivering quality instruction and leadership training was not diminished.

As of March 2021, 438 FCMAT CBO Mentor participants have graduated from the program.

Cohort 18 (Saved the Best for Last) started in April 2021 and has 25 participants and mentors.

FCMAT welcomes inquiries and all comments to help improve and strengthen the FCMAT CBO Mentor Program. Please do not hesitate to contact us at (661) 636-4308.

Sincerely



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

o

The 2020-21 FCMAT CBO Mentor Program

Program Overview

The FCMAT CBO Mentor Program is an innovative one-year professional learning program designed to produce qualified school district chief business officials. Instruction is provided by experienced, practicing, or recently retired CBOs, many of whom are leaders in school business. Class size is limited, with 25 students considered ideal, and 32 viewed as the maximum.

The program curriculum covers school finance, facilities, maintenance and operations, nutrition services, transportation, debt financing and bonds, legal issues, the language of the instructional division, and much more. The sequence of instruction includes a broad, in-depth and complete perspective on the role of a CBO.

The program is funded by FCMAT using professional development funds designated for training qualified school district business officials.



Mentor Tina Douglas and participants Travis Haskill, Kelly Burks, Micah Simmons, and Meghna Bulsara work together on a leadership activity that promotes communication and teamwork.

Objective

1. To provide an innovative training experience to potential CBO candidates throughout the California public school system.

Main Desired Outcomes

1. An understanding by the candidate of fundamental issues that drive school business policies in each of the following major functional areas:
 - student achievement
 - student programs, including charter schools, and introduction to instruction
 - finance, accounting, and budgeting
 - facilities
 - maintenance and operations
 - transportation
 - nutrition services
 - contracts and procurement
 - legal issues and risk management
2. Specific demonstrated knowledge and application of school business principles and processes in district operations.
3. Demonstrated leadership and verbal and written communication skills.

Curriculum Methods

1. Work-study applied to learn through project assignments, with support from assigned mentors.
2. In-class discussions and presentations on school business topics.

Curriculum Delivery

1. Monthly instruction is provided in a classroom setting.
2. Instruction is provided by practicing professionals employed in California school districts, county offices of education, nonprofit organizations specializing in school finance, and private firms providing services to education agencies.
3. Participants are required to complete assignments outside of class time.

A program brochure is available online and linked to [here](#).

Why the FCMAT CBO Mentor Program?

California schools have undergone a time of significant change with a shift to the K-12 Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP). CBOs need to understand their leadership role in ensuring the district is focusing resources to improve outcomes for students.

The need for CBO leaders trained in financial and operational best practices has never been greater. Veteran CBOs continue to retire in large numbers. County administrators and trustees continue to be appointed to school districts that have received state emergency appropriations to balance their budgets, and county offices of education have appointed a number of fiscal advisors to districts under Assembly Bill (AB) 1200.

In keeping with its core mission to support school districts, FCMAT has worked to develop the FCMAT CBO Mentor Program as an effective and efficient training model to help meet the need for qualified CBOs.



Because of the COVID-19 pandemic, all of the Cohort 17 sessions were held via Zoom except for the last weekend, which allowed graduation to be held in person.

Celebrating Success

Over the past 17 years, an increasing number of graduates from the FCMAT CBO Mentor Program have been employed as CBOs and director positions throughout the state. County offices of education (COEs) have benefited; many of the top leadership roles are held by FCMAT CBO Mentor Program alumni, including the following:

COE CBOs

Jared Critchfield	Amador COE
Tad Alexander	Butte COE
Aaron Heinz	Colusa COE
Denise Porterfield	Contra Costa COE
Jeff Napier	Del Norte COE
Tom Snyder	Inyo COE
Jamie Dial	Kings COE
Kate Lane	Marin COE
Renee Hendrick	Orange COE
Martin Fregoso	Placer COE
Lisa Cavin	Plumas COE
Scott Price	Riverside COE
Nicolas Schweizer	Sacramento COE
Richard De Nava	San Bernardino COE
Scott Anderson	San Joaquin COE
Liann Reyes	Santa Cruz COE
Aaron Thornsberry	Yuba COE



Participants Timothy Golden, Alex Ballard, and Erica Hayes, along with mentor Tina Douglas work on a bridge-building exercise to simulate school construction scenarios.

The program has also prepared individuals for the next level of county office leadership: the table below shows the FCMAT CBO Mentor Program alumni who are now directors or managers of business in COEs.

COE Directors and Managers

Julie Brunson	Calaveras COE
Travis Haskill	Butte COE
Diane Lacombe	El Dorado COE
Roslynne Manasala Smith	El Dorado COE
Gabriel Hall	Fresno COE
Patty Banuelos	Orange COE
Gary Stine	Orange COE
Howard Marinier	Orange COE
Laura Lilley	Placer COE
Eugene Villa	Riverside COE
Kristin Armatís	San Diego COE
Peter Foggiato	San Joaquin COE
Terrell Martínez	San Joaquin COE
Kathryn Rusk	San Joaquin COE
James Arcala	San Mateo COE
Wendy Richard	San Mateo COE
Denise Cora	Santa Barbara COE
Diane Baumhover	Tuolumne COE
Debra Hinely	Yolo COE
Veronica Moreno	Yolo COE

A significant number of the program's graduates have been promoted to CBO positions over the years. Most graduates have taken on additional job responsibilities in their current district, have been promoted within their current district, or have taken a job with a higher level of responsibility. In most instances, that was a CBO position. The table below is a partial list of program graduates in top leadership positions throughout the state.

First Cohort

Name	Title	LEA	Region
Donna Caperton	CBO Retired	Vista USD	Southern CA
Karl Christensen	CBO	Santee SD	Southern CA
Catherine Bojorquez	CBO	Ventura College	Southern CA
Dave Doomey	CBO Retired	Capistrano USD	Southern CA
Mary Hart	CBO Retired	Santa Cruz COE	Bay Area/Other
Robbie Montalbano	Intervention Specialist	FCMAT	Central
John Von Flue	Chief Analyst	FCMAT	Central
Grace Garner	CBO Retired	Garvey ESD	Southern CA

Second Cohort

Name	Title	LEA	Region
Bruce Colby	CBO Retired	Davis JUSD	Northern CA
Eric Dill	CBO	Carlsbad USD	Southern CA
Janelle Bryson	CBO	Sierra USD	Southern CA
Ginger Fitzgerald	CBO Retired	Lassen Union HSD	Northern CA
Elaine Janson	CBO Retired	Sierra Sands USD	Central
Fred Harris	CBO Retired	Gavilan College	Bay Area/Other
Jamie Perry	CBO Retired	Fresno COE	Central
Nancy Pfeiffer	CBO	Fremont USD	Bay Area/Other
Brad Rohrbach	CBO	Porterville USD	Central
Akur Varadarajan	CBO	New Haven USD	Bay Area/Other

Third Cohort

Name	Title	LEA	Region
Ann Barron	CBO Retired	Cotati-Rohnert Park USD	Northern CA
Matt Beecher	CBO	Santa Maria-Bonita SD	Southern CA
Song Chin-Bendib	CBO	Pacific Grove USD	Bay Area/Other
Jennifer Fusano	CBO	Placerville Union ESD	Northern CA
Robert Groeber	CBO Retired	Visalia USD	Central
Susan Kinder	CBO	Livermore Valley Joint USD	Bay Area/Other
Sean Martin	CBO	Folsom-Cordova USD	Northern CA
John Mendiburu	Associate Superintendent	Kern County Supt. of Schools	Central

Jennifer Noga	Intervention Specialist	FCMAT	Central
Cindy Peterson	Superintendent	Gateway Charter	Northern CA
Jeff Potter	Intervention Specialist	FCMAT	Central
Jerry Stratton	CBO Retired	Salinas City ESD	Bay Area/Other
Tim Zearley	CBO	Modesto City Schools	Central

Fourth Cohort

Name	Title	LEA	Region
Jordan Aquino	CBO	Desert Sands USD	Southern CA
Melody Canady	CBO	Santa Monica-Malibu USD	Bay Area/Other
Mary Kay Callaway	CBO Retired	Winters Joint USD	Northern CA
Jayne Christakos	CBO Retired	San Bernardino City USD	Southern CA
Christine Giraldo	CBO Retired	Sierra Sands USD	Central
Linda Himmel	CBO Retired	Gold Oak Union ESD	Northern CA
Lori Isom	CBO	Central SD	Southern CA
Gretchen McReynolds	CBO	Vallecito Union SD	Northern CA
Anthony Soria	CFO	Tustin USD	Southern CA

Fifth Cohort

Name	Title	LEA	Region
Leslie Barnes	CBO	Pasadena USD	Southern CA
Kassandra Booth	CBO	Oakdale Joint USD	Central
Shawn Cabey	CBO	Westside Union SD	Southern CA
Filipinas Duldulao	Director of Fiscal	San Juan USD	Northern CA
Melody Glaspey	CBO Retired	Eureka Union SD	Northern CA
David Flores	CBO	Shasta Union HSD	Northern CA
Brian Hawkins	CBO	Antelope Valley Union HSD	Southern CA
Karen Kimmel	CBO	Las Virgenes USD	Southern CA
Scott Lantsberger	CBO	Colusa USD	Northern CA
Christine Statton	CBO Retired	College of the Sequoias	Northern CA
Judy Thomson	Director of Fiscal	Sonoma COE	Northern CA
Jeff Trader	CFO	Newport-Mesa USD	Southern CA
Peter VanBuskirk	Director of Fiscal	Palm Springs USD	Southern CA
Jason Willis	Director	West-Ed	Bay Area/Other

Sixth Cohort

Name	Title	LEA	Region
Helen Bellonzi	Director of Fiscal Retired	Pajaro Valley USD	Bay Area/Other
Pam Buckhout	Director of Fiscal Retired	Hemet USD	Southern CA
Carolyn Chow	CBO	Palo Alto USD	Bay Area/Other
Linda Fabre	Assistant Supt. HR	San Bernardino COE	Southern CA

Debbie Fry	Director SSC Retired	School Services of CA	Northern CA
Jennifer Goodner	Budget Manager	Fortuna ESD	Northern CA
Yancy Hawkins	CBO	San Mateo Union HSD	Bay Area/Other
Megan Lamken	CBO Retired	Ravenswood City ESD	Bay Area/Other
Michael Merrill	Superintendent	Summerville Union HSD	Northern CA
Kathryn Perkins	CBO Retired	Charter Oak USD	Southern CA
Greg Rash	Director of Business	Twin Rivers USD	Northern CA
Candace Reines	CBO	Perris Union HSD	Southern CA
Todd Rivera	CBO	Tahoe-Truckee USD	Northern CA
Fred Van Vleck	Superintendent	Eureka City Schools	Northern CA

Seventh Cohort

Name	Title	LEA	Region
Tom Barentson	CBO Retired	Sacramento City USD	Northern CA
Tina Douglas	CBO	San Dieguito Union HSD	Southern CA
Wael Elatar	CBO	El Monte Union HSD	Southern CA
Tom Etchart	Director of Fiscal Retired	Ventura COE	Southern CA
Barbara Henderson	CBO Retired	Marin COE	Northern CA
Joyce Lopes	Vice President	Western Washington University	Washington
Kraig Magnussen	CBO	Kerman USD	Central
Brett McFadden	Superintendent	Nevada Joint Union HSD	Northern CA
Cecile Nunley	CBO Retired	Vallejo City USD	Northern CA
Harley Robertson	CBO Retired	Soquel Union ESD	Bay Area/Other
Jane Shamieh	Superintendent	Vacaville USD	Northern CA
Debra Silva	CBO	Hart-Ransom Union ESD	Central
Dennis Snelling	CBO Retired	Roseville City ESD	Northern CA
Jennifer Stahlheber	CBO	San Juan USD	Northern CA
Chris Vaz	CBO	Washington USD	Central
Tommy Welch	CBO Retired	Solano COE	Northern CA
Paul Ziegler	CBO	Eureka City Schools	Northern CA

Eighth Cohort

Name	Title	LEA	Region
Virginia Alvarez	CBO	Montecito Union ESD	Southern CA
Diane Deshler	CBO	Lafayette ESD	Bay Area/Other
Andrea Dodson	Intervention Specialist	FCMAT	Central
Lisa Donaldson	CBO	Rescue Union ESD	Northern CA
Nick Heinlein	CBO	Saugus Union SD	Southern CA
Robert McEntire	Director	School Services of CA	Southern CA
Mark Schiel	CBO	Santa Clara USD	Bay Area/Other

Robin Schmitt	CBO	Brentwood Union ESD	Bay Area/Other
Jeff Starr	CBO	Huntington Beach Union HSD	Southern CA
Mark Stevens	Superintendent	Borrego Springs USD	Southern CA
Lori van Gogh	CBO	Sunnyvale SD	Bay Area/Other
Christine Walker	Superintendent	Hueneme ESD	Southern CA

Ninth Cohort

Name	Title	LEA	Region
Jean Aldrete	CBO	Saratoga Union ESD	Bay Area/Other
Julie Bautista	CBO	Acalanes Union HSD	Bay Area/Other
David Bennett	Asst Supt Facilities	Lowell Joint SD	Southern CA
Keith Butler	CBO	Torrance USD	Southern CA
Karen Gosting	CBO Retired	Orland Joint USD	Northern CA
Ryan Di Guilio	CBO	Fontana USD	Southern CA
Kim Greer	CBO Retired	Guadalupe Union ESD	Southern CA
Richard Holash	CBO Retired	Buena Park ESD	Southern CA
Erin Lillibridge	Intervention Specialist	FCMAT	Central
Susana Lopez	CBO	Moreno Valley USD	Southern CA
Greg Medici	CBO	San Ramon Valley USD	Northern CA
Cindy Peterson	CBO	Oakley Union ESD	Central
Matthew Schulenberg	CBO	Apple Valley USD	Southern CA
Nelly Yang	CBO	Campbell Union SD	Bay Area/Other

Tenth Cohort

Name	Title	LEA	Region
LeAnn Jones (Nowlin)	CBO	Coalinga-Huron USD	Central
Vina Guzman	Consultant – Previously Director	Natomas USD	Northern CA
Alvina Keyser	Director	Lammersville ESD	Northern CA
Victoria Knutson	CBO	Evergreen ESD	Northern CA
Ed Manansala	County Supt.	El Dorado COE	Northern CA
Scott Martin	CBO	Centralia ESD	Southern CA
Mike Mathiesen	CBO	Mountain View-Los Altos Union HSD	Bay Area/Other
Sunny Okeke	Director of Fiscal	Compton USD	Southern CA
David Olney	Superintendent	Hesperia USD	Southern CA
Kirsten Perez	CBO	Morgan Hill USD	Northern CA
William Pickering	CBO	Alpine Union ESD	Southern CA
John Quinto	Director	Fresno USD	Central
Donnie Salamanca	CBO	Coronado USD	Southern CA
Ami Shackelford	CBO	Vista USD	Southern CA
Matthew Shipley	Superintendent	Hart-Ransom Union ESD	Central

Rebecca Innis (Thomas)	CBO	Fruitvale ESD	Central
Trevor Walker	CBO	Muroc Joint USD	Southern CA

Eleventh Cohort

Name	Title	LEA	Region
Kristi Blandford	Director of Fiscal	San Juan USD	Northern CA
Jesse Chavarria	CBO	Anaheim ESD	Southern CA
Erin Garcia	CBO	Lakeside Union SD	Southern CA
Alan Giles	CBO	Corono-Norco USD	Southern CA
Mike Henkel	Director	Buckeye Union ESD	Northern CA
Nikki Herring	Director of Fiscal	Salinas City ESD	Bay Area/Other
Robert Marical	CBO retired	Cotati-Rohnert Park USD	Northern CA
Amanda Phillips	CBO	Escondido Union HSD	Southern CA
Matt Phillips	Director SSC	School Services of CA	Northern CA
Kristen Pifko	Director	Ventura JPA	Southern CA
Ryan Pinkerton	CBO	San Luis Coastal USD	Southern CA
Derek Pinto	Vice President	Laney College	Bay Area/Other
Richard Ruiz	Director of Fiscal	Kern HSD	Central
Molly Schlange	CBO	University Preparatory School	Northern CA
Ahmad Sheikholeslami	CBO	Pleasanton USD	Bay Area/Other
Thoraia Soliman	Director of Fiscal	Huntington Beach City ESD	Southern CA

Twelfth Cohort

Name	Title	LEA	Region
Monique Benjamin	Director	Lawndale ESD	Southern CA
Keith Crafton	CBO Retired	Westminster SD	Southern CA
Corbett Elsen	CBO	Tamalpais Union HSD	Northern CA
Nathaniel Holt	Director	Compton USD	Southern CA
Rick Jensen	CBO	Colton Joint USD	Southern CA
Melissa Mercado	CBO	Eureka Union SD	Northern CA
Silvia Montejano	CBO	Rio Bravo-Greely Union ESD	Central
Mario Rodriguez	Vice Chancellor	Los Rios CCD	Northern CA
Manoj Roychowdhury	CBO	Hacienda La Puente USD	Southern CA
Susan Rutledge	CBO	Clovis USD	Central
Dana Smith	Director of Fiscal	South Pasadena USD	Southern CA
Philippa Townsend	CBO	Capistrano USD	Southern CA
Joan Velasco	CBO	Fullerton Joint Union HSD	Southern CA
Brian Wakefield	Director	Mission Valley ROP	Bay Area/Other

Thirteenth Cohort

Name	Title	LEA	Region
Lizett Aguilar	CBO	Sylvan Union ESD	Central
Karyl Brandford	CBO	Charter Oak USD	Southern CA
Manuel Cardoso	Director of Fiscal	Norwalk-La Mirada USD	Southern CA
Arelis Garcia	CBO	Madera USD	Central
Penni Harbauer	CBO	Beaumont USD	Southern CA
Amer Iqbal	CBO	Los Banos USD	Southern CA
Bradley Johnson	Superintendent/CBO	Dehesa ESD	Southern CA
Janet King	Director of Fiscal	San Bernardino City USD	Southern CA
Rosa Loza	CBO	Vallejo USD	Northern CA
Sandra Madera	CBO	Patterson Joint USD	Central
Gabe Moulaison	CBO	Travis USD	Northern CA
Andy McGuire	CBO	Escondido Union SD	Southern CA
Gioconda Padilla-Rodriguez	CBO	Salinas City ESD	Bay Area/Other
Brad Pawlowski	CBO	Paso Robles Joint USD	Central
Jordan Reeves	Superintendent	Gridley USD	Northern CA
Matthew Richmond	Director of Fiscal	Fresno USD	Central
Cori Shields	CBO	Lassen Union HSD	Northern CA
Mike Thomson	CBO	Hope ESD	Southern CA
Raenel Toste	CBO	Newcastle ESD	Northern CA
Amari Watkins	CBO	Davis Joint USD	Northern CA

Fourteenth Cohort

Name	Title	LEA	Region
Gretchen Bergstorm	Director of Fiscal	La Canada USD	Southern CA
Heather Brown	Director of Budget	Twin Rivers USD	Northern CA
Mei Chan	Director of Fiscal	New Haven USD	Bay Area/Other
Kevin Emenaker	Director	Alvord USD	Southern CA
Dalia Gadelmawla	CBO	Corona Norco USD	Southern CA
Norma Gonzales	Asst. Supt HR	Contra Costa COE	Bay Area/Other
Tom Gray	Director of Fiscal	Pleasanton USD	Bay Area/Other
Latasha Jamal	CBO	Azusa USD	Southern CA
Kilee Lane	Director of Fiscal	Washington USD	Northern CA
Mary Navas	CBO	Scotts Valley USD	Bay Area/Other
Amy Nichols	CBO	Roseland SD	Northern CA
Drew Passalacqua	CBO	West Covina USD	Southern CA
Delores Perley	CBO	Los Gatos-Saratoga Joint Union HSD	Southern CA
Rob Pierce	CBO	Elk Grove USD	Northern CA

Beth Roberts	CBO	Happy Valley ESD/North Cow Creek ESD	Northern CA
Arleen Sanchez	CBO	Lake Elsinore USD	Southern CA
Tim Stowe	Superintendent	Torrance USD	Southern CA

Fifteenth Cohort

Name	Title	LEA	Region
Marc Bommarito	CBO	Menifee Union ESD	Southern CA
Josh Bryant	CBO	Taft Union HSD	Central
Tara Clark	CBO	Pollock Pines ESD	Northern CA
Jenny Delgado	CBO	Huntington Beach City ESD	Southern CA
Dierk Esseln	CBO	Arcadia USD	Southern CA
Elvia Galicia	CBO	Los Alamitos USD	Southern CA
Melissa Greenwood	Director	Fullerton ESD	Southern CA
Gloria Grijalva	CBO	Lammersville ESD	Northern CA
Chris Hobbs	CBO	Dublin USD	Bay Area/Other
Kerri Hubbard	CBO	Orland Joint USD	Northern CA
Michael Kauble	CBO	Upper Lake USD	Northern CA
Connie Ngo	CBO	Portola Valley ESD	Bay Area/Other
Christian Osmena	Vice President	Arizona State University	Arizona
Karineh Savarani	Director	Glendale USD	Southern CA
Monique Stovall	CBO	Washington USD	Northern CA
Harold Sullins	CBO	San Bernardino City USD	Southern CA

Sixteenth Cohort

Name	Title	LEA	Region
Ryan Altmeyer	CBO	Monterey Peninsula USD	Bay Area/Other
Tara Campanella	CBO	Bass Lake Joint Union ESD	Central
Marie dela Cruz	CBO	Newark USD	Bay Area/Other
Sonia Eckley	Director of Fiscal	Bonita USD	Southern CA
Alisha Fogerty	Director of Fiscal	Perris Union HSD	Southern CA
Steven Gragg	CBO	Taft City SD	Central
Ryan Kilby	COO	Sanger USD	Central
Ted O	CBO	South San Francisco USD	Bay Area/Other
Karen Orr	Controller	Anaheim Union HSD	Southern CA
Jennifer Passaglia	CBO	Marysville Joint USD	Northern CA
Ramiro Rubalcaba	Asst. Supt HR	Victor Valley Union HSD	Southern CA
Joel Ryan	Director of Fiscal	South Bay Union SD	Southern CA
Pam Smith	CBO	Sierra Sands USD	Southern CA
Andrew Soliz	CBO	West Sonoma County Union HSD	Northern CA
Eric Vreeman	CBO	Yucaipa-Calimesa Joint USD	Southern CA

Cody Walker	CBO	Thermalito Union ESD	Northern CA
Anthony Warnecke	Director	Alvord USD	Southern CA
Lois Yount	Superintendent	Galt Joint Union ESD	Northern CA

Seventeenth Cohort

Name	Title	LEA	Region
Trudy Barrington	Director	Travis USD	Northern CA
Meghna Bulsara	Director	Orange USD	Southern CA
Kelly Burks	CBO	Vacaville USD	Northern CA
Elena Castillo	Director	Madera USD	Central
Lisa Constancio	Deputy Superintendent	CDE	Northern CA
Timothy Golden	Director	Oceanside USD	Southern CA
Laneia Grindle	CBO	Fairfield-Suisun USD	Northern CA
Erica Hays	CBO	La Honda-Pescadero USD	Bay Area/Other
Victor Herrera	Director	Banning USD	Central
Hugo Luna	Director	Winton SD	Central
Jonathan Medina	Director	Fairfax ESD	Central
Dusty Nevatt	CBO	Alvord USD	Southern CA
Liz Pensick	Director	Chino Valley USD	Southern CA
Dorothy Reconose	CBO	Metropolitan Education District	Bay Area/Other
Preston Thomas	Chief Services and Systems Officer	Oakland USD	Bay Area/Other
Kristine Torres	Director	Las Virgenes USD	Southern CA
Charen Yu	Director	Palo Alto USD	Bay Area/Other

What Makes the FCMAT CBO Mentor Program Different?

Several programs provide training and professional learning for new and aspiring CBOs. However, the FCMAT CBO Mentor Program has the following unique strengths that make it one of the most respected programs in California:

1. Each participant must be nominated and screened by the steering committee based on identified criteria.
2. Each participant is assigned a mentor who is committed to the participant's success. One-on-one support is provided throughout the one-year program.
3. One-on-one mentors must meet designated criteria and be approved by the steering committee. Mentors typically have 10 or more years of experience as a successful CBO in the California public school system.
4. Classes are designed to be interactive. Participants are required to complete several major projects.
5. The classes have core instructors who oversee the course to ensure the following:
 - Presenters are on target and provide a consistent curriculum.
 - The participants are engaged in learning. Core instructors determine if any changes are needed to keep the class on track.
 - The mentor helps the participant prepare for class and reviews the various assignments.
6. No registration or tuition fee is required of participants.
7. Evaluation is an ongoing process.
8. Participants may elect to earn up to nine-semester units of university credit through Fresno Pacific University. The cost in 2020-21 was \$80 per unit.



Core instructor Francie Heim and participant Alex Ballard enjoy visiting at the luncheon following graduation.

Mentor Experience and Commitment

Perhaps the greatest strength of the FCMAT CBO Mentor Program is the experience of the mentors, who provide one-on-one support to participants. Participants are directed to have an in-depth discussion with their mentor prior to each class, and a series of targeted questions is provided. Mentors are also asked to review all assignments and provide feedback to the participants. The intensive mentor component sets the FCMAT CBO Mentor Program apart from other CBO training programs.

Because of the longevity of the program, its leaders can now call on previous graduates to serve as mentors in the program. In 2020-21, seven of the 26 mentors were graduates of the program.

Participant Qualifications

Applicants for CBO openings in California come with a variety of skills and talents. The program seeks to create a diverse class, with participants coming from school business, human resources, facilities and operations, instruction, charter schools, food services and private industry.

A successful candidate for the FCMAT CBO Mentor Program should have or show potential in the following areas:

- Involved in some facet of school business (desirable but not required)
- School finance
- Computer literacy
- Sensitivity to confidential issues
- Logical thinking skills
- Analytical abilities
- Facilitation skills
- Leadership
- Supervision
- Interpersonal skills; ability to communicate well with others
- Career objective to become a fully qualified CBO

Course Completion Requirements

Participants are engaged in rigorous study over a year. Successful graduation and recommendation from the program require intense dedication. Requirements for completion are as follows:

1. Completion of monthly work-study assignments reflecting strategic and technical competencies in the functional area of school business.
2. Attendance at 10 training sessions (one excused absence is allowed).
3. A positive evaluation from mentor and core instructors.
4. Satisfactory completion of all assignments and group projects.

Comments from Participants

Several of the 26 participants who successfully completed the 17th FCMAT CBO Mentor Program have already advanced in their career objectives. All participants indicated that the program exceeded their expectations, made them more qualified in their present positions, and prepared them for professional advancement.

Following are just a few of the many positive comments received from cohort 17 participants upon graduation:

Thank you for an amazing experience and making such a profound investment of time and energy into my success.

Thank you again for all your time and energy invested in us and the profession.

Given the circumstances, I think the facilitators did an amazing job in adapting.

I am beyond thankful for this program and the people behind it - what an honor to be part of this circle. I am forever grateful for giving me the networks I could never build on my own.

Thank you for the opportunity and support throughout the program. Thank you for making it possi-

ble on Zoom, and for all the time and dedication!

The FCMAT CBO Mentor Program provided me with the knowledge, skills, and tools to take the next steps in my professional career. I know moving forward that I have an amazing network of instructors and professionals to reach out to continue my development and to stay engaged in the latest in school business.

I'm thankful for the opportunity to participate in the FCMAT CBO Mentor Program, the relationships I built with my mentor, the FCMAT CBO Mentor instructors, and my colleagues are life-long. The program and the people have made me a better professional and I'm looking forward to paying it forward to our students and community.

I learned many technical skills from this class, but I learned even more about being a leader and the importance of relationships. Thank you!

I just want to thank you for this program. I learned so much and it helped build my confidence. In addition, you all did such a fantastic job transitioning to Zoom in such a challenging year. I'm so happy we were able to meet in person for graduation. Thanks again for all of your support!

Given how this year started, I was not sure what to expect. But as this program went on, I was appreciative of the groups flexibility and willingness to listen and adapt. It has definitely been great for me to build on my knowledge, and reaffirm that this is the career that I want to pursue.

I am so elated to let you know that I accepted the CBO position. Bill, you don't need to take credit, I am giving it to you and the rest of the team who prepared me for a CBO position.

I am forever grateful for the opportunity that helped me grow professionally, FOR FREE (I still can't believe it's free).

As it does each year, the FCMAT CBO Mentor Program steering committee will continue to monitor the career advancement of participants in this cohort to further gauge the effectiveness of the training program.

Comments from Previous Graduates

Guess what the last question was at the final interview with Cabinet? "Tell us a good story about you" and I remembered the assignment you gave us: my creation story. The CBO Program definitely prepared me for the next chapter in my career and taught me to gain confidence in my abilities. I thank you for your guidance and encouragement. I am forever grateful.

I want to share some good news with you! I have accepted a CBO position! Thank you so, so very much for your guidance and support during the mentor program. Without it I would not have had the confidence to take this giant step to be a CBO. With gratitude, and hoping to continue to make you all proud.

You have been,.. and continue to be... a major part of my professional life and journey. I would not be where I am without your support and confidence in me

I wanted to thank you for your dedication to the FCMAT CBO mentoring program. Being part of cohort 15 has been life-changing. I communicate with our group nearly every day (weekends included) through hangouts, where we share everything from our frustrations to our successes. We ask, and share answers, group think through each other's problems. The program and my cohort has made my new assignment as the CBO possible. I learned so much in the program, but the continued learning from my colleagues has been amazing.

I was recently appointed the Assistant Superintendent of Business. I can honestly say that I would not have made it this far in my career without the wonderful program you have built and put your hearts into, and more importantly, your individual support over the years. You guys do incredible work!

I am so excited to tell you that I will be the new Assistant Superintendent, Business Services, I can't begin to tell you how much I appreciate both of you and all of the knowledge you shared with us in the Mentor Program. Thank you for pushing me and making me uncomfortable. I know it made a significant impact on how I performed in the interview. Please tell the new cohort to trust the process and listen to you because it can change their life, as I know it has changed mine.

Bill said, "Lead by example," many times during my CBO training. And, he continues to do so! Thank you so much...for making a difference in my life and those I serve! Your leadership endures!

. . . Included in the second interview was a 10-15 minute presentation to the interview panel on an overview of my plan for the "First 90 Days." Lucky for me, I went through the CBO Mentor Program and learned about the first 100 days as CBO!

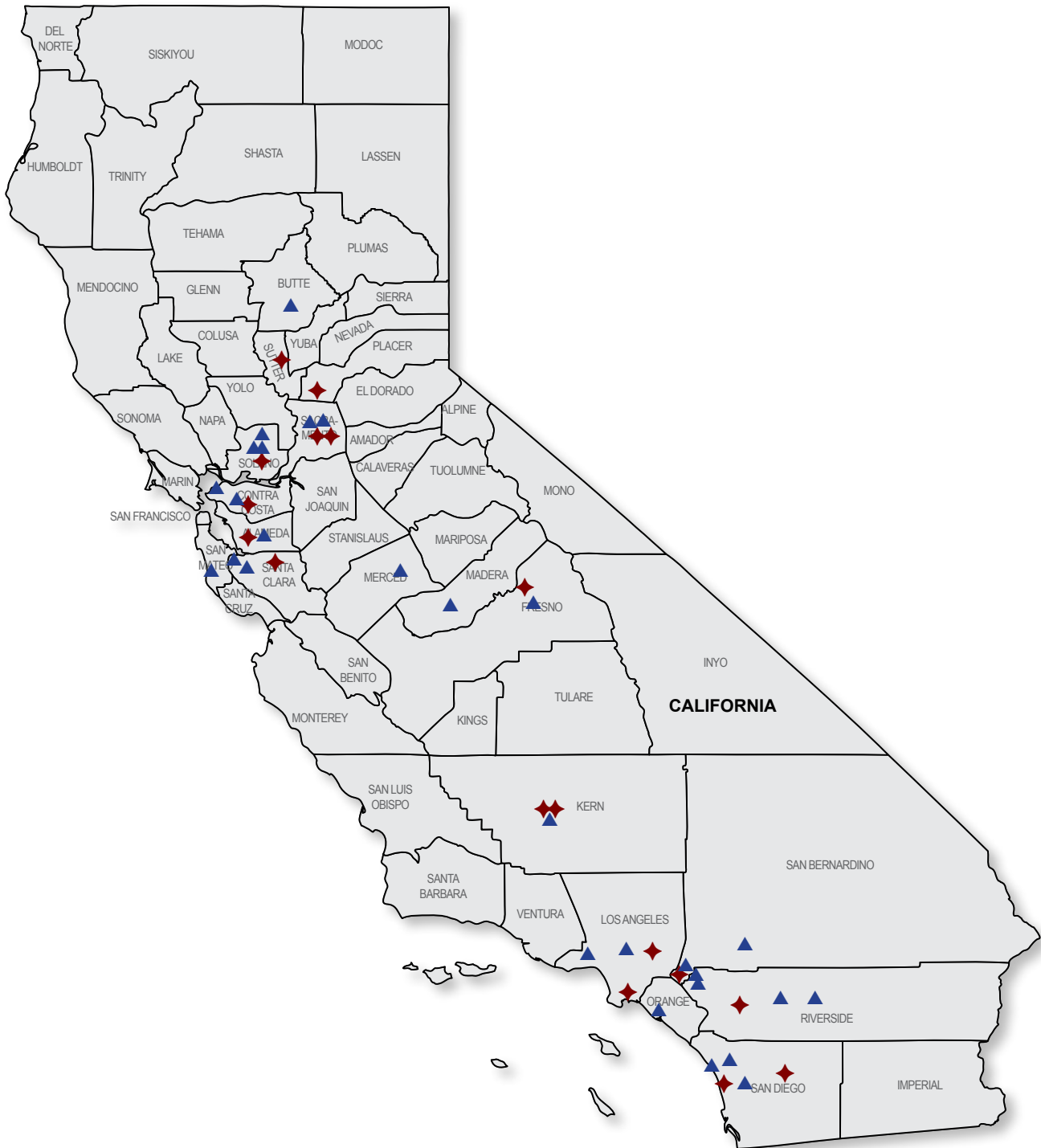
I just wanted to let you know how much I appreciate all of the training, mentorship, and friendship as I have taken on this new role as CBO. Day two and I feel like I have been drinking from a fire hose. But I feel prepared thanks to both of you.



Participants Jonathan Medina and Hugo Luna celebrate being together at the last weekend session that was held in person.

2020-21 Mentors and Participants by Geographic Location

- ◆ Mentors
- ▲ Participants



Sequence of Curriculum

The requirements and responsibilities of CBOs in California public schools are detailed and complex. The training of future CBOs must use a curriculum that includes the work of practicing CBOs as well as the leadership aspects of the job.

The FCMAT CBO Mentor Program curriculum is the critical component of the delivery system; it is developed in a sequential format that reflects all the major components required of any CBO in the public school system. The major components and/or areas of instruction are school finance and school operations, with CBO leadership themes included throughout the program.

The entire curriculum and all participant assignments are maintained in a Google classroom site that is password-protected but available for review upon request.

Any curriculum is only as effective and meaningful as the instructors. Through FCMAT's professional development resources, the FCMAT CBO Mentor Program contracted with two leading CBOs in the California public school system to be the core instructors who develop and deliver the curriculum: Francie Heim, retired deputy superintendent, El Dorado County Office of Education; and Bill McGuire, retired deputy superintendent, Twin Rivers Unified School District.

School Services of California is critical to the success of the program. In addition to vital segments on CBO leadership, the SSC team's expertise in job placement and interviewing for CBO positions is a popular and helpful segment of the program.

Instruction is delivered by the most qualified CBOs who are currently employed as expert school finance leaders in California school districts. Also, educational leaders in school finance, leadership, and/or school operations provide expertise in selected curriculum topics. The curriculum is practical and addresses the needs of a staff person who is learning the roles and responsibilities of a CBO.

Course Content, Presenters and Support Team

The 2020-21 FCMAT CBO Mentor Program took place from May 2020 through May 2021. A schedule showing all of the classes and instructors is provided on page 24.

FCMAT Deputy Executive Officer Shayleen Harte served as the FCMAT liaison for cohort 17, attending all classes and providing her insights and expertise to the participants as part of the core instructional team.

Richard De Nava served as the mentor coordinator for cohort 17. Richard is a graduate of the program (cohort 2) and serves as assistant superintendent, business



After spending a year together in a virtual classroom setting, participants and program leadership enjoyed celebrating together following graduation.

services for the San Bernardino County Superintendent of Schools.

Francie Heim and Bill McGuire served as core instructors for all sessions; they coordinated the curriculum and speakers and taught many of the segments of the curriculum.

The entire team worked to support the participants and serve as a resource for them in their future careers as CBOs.

Mike Fine, CEO of FCMAT, was greatly involved in the program. His presentations on fiscal oversight and how to avoid fiscal crisis were among the most highly rated segments of the program. Mike also leads the midyear evaluation with mentors and participants.

John Gray and members of the SSC team gave presentations on collective bargaining and many other elements critical to the success of a CBO. Danyel Connolley (SSC helped participants prepare job application packages and resumes, reviewed their documents, and provided critical feedback. For the last session's discussion of how to apply for a CBO position, the SSC team was present to help the group improve interview skills and prepare for their first CBO job.

Participants evaluated all sessions and provided the evaluations to the steering committee for review.

Training Schedule

Due to the pandemic, the training dates were varied. Classes were typically from 12:00 to 6:00 p.m. on Friday and from 8 a.m. to 3 p.m. on Saturday, supplemented by four hour Zoom sessions held throughout the year.

The training sessions are spread over 12 months and include approximately 150 hours of classroom instruction and more than 250 hours of independent work outside the classroom.

FCMAT CBO Mentor Program 17th Cohort 2020-21 Annual Sessions

Session	Date(s)	Topics					
1	May 15	Introduction to the program - Mike Fine					
2	June 5	Budget update - Kevin Gordon					
3	June 26 & 27	What it means to be a CBO - Bill McGuire and CBO Mentor alumni	Leadership and Conflict Styles	Communication with Terilyn Finders	Trend/reading financials - Francie Heim and press release		
4	July 17	Strengths - Paul Porter	Staying out of Trouble - Mike Fine				
5	July 31	Learning loss mitigation funds - Mike Fine					
6	August 7 & 8	Student achievement - FCMAT writers	Budget - Jason Willis and Corbett Elsen	History of School Finance - Francie Heim	All you need to know about instruction - Bill McGuire	Working with the Media - Don Zimring	
7	August 21	LCFF details with Francie Heim					
8	September 4 & 5	Preparing for negotiations - Francie and Brett Mc Fadden	CSIS/Data Matters - Martha Friedrich	Reading Financials - Francie Heim	Enrollment projections - Bill McGuire	LCAP overview - Micah Studer	
9	September 18	LCFF Calculator - FCMAT team					
10	October 2 & 3	Reading SACS reports - Tami Ethier	Contracts - Harold Freiman	School finance finale - Francie Heim on ADA, Gann limit and Prop 98	Analyze Twin Rivers financials (estimates to actuals)	Budget - Jason Willis	Annual audit - Matt Phillips
11	October 16	Projection Pro MYP - FCMAT	Purchasing and Bidding - Bill McGuire				
12	November 6	Debt financing - Lori Raineri	Resume - Suzanne Speck SSC				
13	November 20 & 21	Cash - Tami Ethier	Budget - Jason Willis and Corbett Elsen	Special Education - Carolynne Beno	Food service presentations	Midyear evaluations held via individual Zooms	
14	December 4 & 5	County office fiscal oversight - Richard De Nava and COE team	Technology - Michael Dodge	Negotiations - John Gray			
15	January 7 & 8	Working with HR - Don Zimring	Facilities funding - Bill McGuire	Facilities - Eric Hall and Lettie Boggs	Audit treasure hunt - Francie Heim	Five dysfunctions of a team	
16	January 22	MYP review	Budget on the back of a Starbucks napkin				
17	February 5 & 6	Workers Comp - Terri Prichard	All about bonds	Maintenance and operations - Bill McGuire	Technology team assignment		
18	March 5 & 6	Charter schools - Cindy Petersen	Medical benefits - Terri Ezaki	Legal issues for the CBO - F3	Transportation - Bill McGuire	Reading an OPEB actuarial report	
19	March 19 & 20	CBO and payroll - Catherine Hawes	Bond presentations - Mike Fine	Accounting 1A, closing the books, cash - Francie Heim	Human resources/evaluation - Bill McGuire	Risk Management - Bill McGuire	
20	April 27	CASBO test prep - Tami Ethier and Joel Montero					
21	April 30 & May 1	Leadership - John Gray	Interview practice - SSC team	Leadership Exercise	Creation Story	First 100 days	Graduation

All classes held via zoom except for April 30 and May 1

Evaluation System

The FCMAT CBO Mentor Program for 2020-21 established clear goals and objectives. To measure effectiveness and ensure accountability, the FCMAT CBO Mentor Program steering committee designed and established evaluation procedures to assess desirable instructor characteristics and measure the extent to which curriculum goals and objectives were being met.

Instructor/presenter characteristics were evaluated on a numerical scale of 1 (below satisfactory) to 5 (excellent). Additional sections on each evaluation form allowed participants to answer open-ended questions about how to improve curriculum delivery. The curriculum content for each session was evaluated throughout the year-long program. All evaluations are on file.

Participants complete their evaluations electronically by 5 p.m. on the first Monday after each weekend class. All evaluations are submitted to core instructor Bill McGuire, who summarizes the information.

The evaluation results are shared with the presenters, providing them with measurable feedback regarding the effectiveness of the presentation, as well as suggestions for improvement.

Mentors are asked to complete an evaluation before each session and provide immediate feedback on their interaction with their participants.

Formative Evaluation, Positive Approach

A formative evaluation was used to sample the process of learning and to help guide decisions about how the curriculum might be improved. Participants and presenters were evaluated in a nonthreatening manner. The evaluation system was designed to help those being evaluated adopt strategies that resulted in improvement and increased effectiveness.

This positive approach both demonstrates and fosters trust among the FCMAT CBO Mentor Program instructors, mentors, and participants. The steering committee members believe that the instructors' current practices in education are proven and successful. Participants can work in an environment of trust and respect that enables them to give honest written feedback on the instructors' performances and curriculum standards.

FCMAT CBO Mentor Program instructors anticipate that formative and positive evaluations will result in growth. The goal is to nurture a professional climate that encourages and enables change and commitment to excellence as it adapts to meet participants' ongoing needs. This approach has resulted in constructive evaluations that promote growth for the overwhelming majority of instructors and participants.



The school construction project winning team from left to right: mentor Jennifer Stahlheber, participants Kelly Burks, Nick Brizeno, and John Vondriska, and former mentor Vince Christakos.

Colleagues Evaluate

Peer review is an essential element of the FCMAT CBO Mentor Program. The mentors, meeting with Mike Fine, are asked to perform a midyear evaluation in November to rate the effectiveness of the curriculum, participants, and overall instructional delivery. This peer review provides a relevant and practical way to receive feedback from colleagues qualified to make judgments about what it takes to become a successful CBO.

Often during midyear reviews, program leaders have received valuable suggestions that in many instances were implemented immediately.

Rating Outcomes

The evaluation data on file shows a high rate of satisfaction among mentors and participants. The curriculum and instruction were typically rated as above average or excellent. Participants noted that they gained valuable knowledge and skills that could be applied to their existing positions or help them obtain a CBO position. Each participant indicated that the program was worthwhile and that they would recommend the program to colleagues who aspire to become CBOs.

Follow-Up Survey of Participants

The FCMAT CBO Mentor Program Steering Committee, through FCMAT, conducts informal follow-up surveys of participants in each cohort. The results indicate that participants who attended the FCMAT CBO Mentor Program have significantly advanced their careers.

Writing Assignments and Midyear Evaluation

A successful CBO must be able to communicate well with a variety of audiences. The FCMAT CBO Mentor Program is fortunate to have FCMAT's technical writers teach a writing and communication segment. The program also provides multiple opportunities for writing assignments and evaluations. Participants are required to write a 300-word paper on an assigned topic for most sessions.

The first assignment was to write about student achievement in the participant's district. This assignment was evaluated by the mentor and then given a thorough, in-depth review and rewrite by the FCMAT technical writers, who set the stage for this important element of the program. Other writing topics are assigned throughout the year, including LCFF, budget philosophy, and cash flow issues. Participants are charged with making their communication understandable to the general public.

In November, the program conducts a midyear evaluation with each participant that focuses on a number of criteria (see below). A short written summary of the verbal conversation is provided to the participant and the mentor.

Midyear evaluation elements:

- Individual feedback – How is the program working for the participant?
- Team presentation – Review of team dynamics and elements of a group presentation
- Individual presentation style
- Class participation
- Writing skills
- General leadership
- Overall assessment

For the writing segment, the program uses a professional writer who is not affiliated in any way with education. The writer reviews the portfolio of work done to date and evaluates grammar, punctuation, sentence structure, and flow. In addition, the writer evaluates and provides input regarding whether the document is understandable to the general public.



CBO Mentor Program 17th Cohort participants at graduation with core instructors Bill McGuire and Francie Heim as well as FCMAT Liaison Shayleen Harte.

Candidate Assessment

Candidate assessment is a result of collaboration with the California Association of School Business Officials (CASBO) to identify measurable standards required of participants who wish to obtain the CASBO CBO certification after successfully completing the FCMAT CBO Mentor Program. The mentor and participant complete the candidate assessment. The participant is responsible for making contact with the CASBO CBO certification chairperson and for following the application procedure that CASBO has developed.

Appendix B contains a copy of the FCMAT CBO Mentor Program candidate assessment document. In the candidate assessment process, the FCMAT CBO Mentor Program participant and mentor meet, and the mentor rates the participant's skills and recommends the participant for either CASBO CBO certification or additional study. CASBO is developing revised CBO measurement standards and testing, and the FCMAT CBO Mentor Program will adjust the candidate assessment document accordingly.

Participants are rated against measurable standards to determine if they meet the standard, exceed it, or should pursue professional growth to meet it.

If a participant is recommended for CBO certification by his or her mentor, he or she applies to CASBO for certification. CASBO requires candidates to pass a test before granting of CASBO CBO certification.

If the CASBO certification advisor concurs with the mentor assessment, and the candidate passes the test, the participant will receive CBO certification.

The candidate assessment has proven to be a reliable measurement of whether the program has prepared a candidate to obtain CASBO CBO certification. This is another example of how the FCMAT CBO Mentor Program provides relevant and measurable accountability for its curriculum and content standards.

FCMAT CBO Mentors

The dictionary defines a mentor as *a wise and trusted guide and advisor, teacher, or counselor*. Pairing experienced and successful CBOs with participants sets the FCMAT CBO Mentor Program apart from other similar programs. The mentors are the cornerstone of the program and are critical to the success of program participants.

Many mentors have served in the program since the beginning. The most successful of them often nominate participants they believe have the attributes to be successful. The mentors serve as the best advertisement for the program.

Purpose

Mentors work with their assigned participants throughout the program. They review and provide input on their assignments, provide feedback on current education finance and budget issues, and share the knowledge and wisdom they have gained from years of experience in the field.

Qualifications

CBOs who desire to become mentors in the program are expected to meet the following qualifications:

- Hold the position of CBO or are actively involved as a retired CBO.
- Have extensive experience as a CBO, typically 10 years or more.
- Have hands-on experience in all facets of school business operations.
- Hold a degree in a business-related field, CBO certification, or demonstrated work experience.
- Have demonstrated performance in developing school business personnel.
- Are committed to providing one-to-one mentoring support to each participant.
- Can provide work-study supervision to a participant according to the curriculum guidelines.

Selection Process

Mentors are matched to participants based on compatible skill sets and needs as well as geographic considerations. Mentors from past programs are often selected to participate again. An individual may apply to be a mentor, and the selection committee may also recruit individuals it believes will be a good match as a mentor for a particular participant.

Mentor Responsibilities

Mentors are expected to do the following:

- Be available to the participants and provide guidance and support to the participant via email, telephone, or in person. Respond to a survey monthly from core instructor Bill McGuire that collects feedback about their interaction with participants.
- Monitor assigned projects and provide feedback to the participant.
- Provide an objective evaluation of the participant's progress by providing regular feedback to the participant.
- Participate with FCMAT in a joint evaluation of the program at the November meeting.
- Complete all evaluation forms regarding the effectiveness of the FCMAT CBO Mentor Program, as requested by FCMAT.

- Provide FCMAT with feedback regarding the strengths and weaknesses of the FCMAT CBO Mentor Program curriculum.
- Attend one of the two orientation sessions (required):
 - Mentor orientations sessions were provided via Zoom.
- Mentors are welcome to attend all class sessions. Mentors are especially encouraged to attend at least the first class session, the midyear evaluation meeting and graduation ceremonies.
- At the end of the program, assess the participant's areas of strength and identify areas of growth.

CASBO CBO certification is not automatic: at the end of the program, the mentor makes a recommendation to the CASBO certification advisor regarding whether the participant should receive CBO certification. The mentor may recommend that the participant take additional classes to become qualified. The final award of the CBO certification depends on the decision of the CASBO certification advisor and completion of the CASBO CBO examination.

Teaming an experienced CBO mentor with each program participant ensures that each participant completes the program successfully. It is anticipated that mentors will continue to be trusted resources for the participants as they move forward in their careers as CBOs.

Due to the pandemic, mentors and participants met primarily via Zoom. Mentors reported a higher level of interaction with participants as a result of the Zoom environment.

FCMAT CBO Mentor Coordinator

A coordinator is defined as *someone who sees that things run harmoniously*. The FCMAT CBO Mentor coordinator, Richard De Nava, is a crucial link between the mentors and the program's leaders, ensuring the flow of communication and information between both groups.

Purpose

The primary purpose of the mentor coordinator is to provide assistance, support and communication to the mentors, and to monitor their activities with the participants. As a member of the steering committee, the coordinator attends all leadership meetings and reports on mentor activities and concerns that may have been expressed regarding any participants. The coordinator attends the CASBO mentor orientation, CASBO alumni social, the first day of class/mentor orientation, the November midyear review, and graduation.

Responsibilities

The FCMAT CBO Mentor coordinator does the following:

- Proposes initial assignment of mentors to participants for the steering committee, based on geographic location and reasonable accommodation.
- Meets with mentors at the initial orientation and at the midyear evaluation to review their responsibilities and the program's expectations of them; seeks their input regarding the program's effectiveness.
- Communicates regularly with mentors about the participants' upcoming projects and timelines.
- Communicates with mentors at the conclusion of the program to seek their input regarding the program's effectiveness, and provides input regarding whether their participant should be recommended for CASBO CBO certification.
- Is available to mentors and responds to their questions and concerns.
- Is available to participants in the event of problems with their mentors.

- Participates as a member of the steering committee.
- Receives and maintains a file of annual candidate assessment documents at the completion of each cohort.
- Follows up with mentors to ensure a 100% return of monthly surveys and follow up on comments and concerns.

The communication, coordination, and support provided by this position is a critical element that ensures the success of the program for both mentors and participants. The mentor coordinator works with everyone involved to further the success of the program.

Steering Committee

The primary purpose of the FCMAT CBO Mentor Program steering committee is to serve in an advisory role to FCMAT, which funds the program through its professional learning program. The committee is chaired by FCMAT Chief Executive Officer Mike Fine.

Following is a list of FCMAT CBO Mentor Program steering committee members for the 17th cohort:

Mike Fine	Fiscal Crisis & Management Assistance Team
Shayleen Harte	Fiscal Crisis & Management Assistance Team
Francie Heim	FCMAT CBO Mentor core instructor
Bill McGuire	FCMAT CBO Mentor core instructor
Richard De Nava	Mentor coordinator

In addition to formal meetings, steering committee members communicate regularly on an informal basis to monitor, evaluate and guide the progress of the FCMAT CBO Mentor Program. Upon the completion of each CBO training session, committee members are debriefed to determine the strengths and weaknesses of the session.

Budget

The FCMAT board of directors has been involved and is supportive of FCMAT taking a leadership role in professional learning in California to help school districts maintain fiscal accountability and sound fiscal practices.

The FCMAT board has also been supportive of allocations from the FCMAT budget to help meet California school districts' need for trained and qualified CBOs.

To ensure that selected participants can attend the workshops, scholarships have been established for any participants for whom travel and lodging costs would present a hardship.

The actual expenditures for the FCMAT CBO Mentor Program 17th cohort (2020-21) were as follows:

FCMAT CBO Mentor Program Cohort #17 Expenditures	
Printing & Supplies	\$2,954
FCMAT Travel and Reimbursement	\$589
Room Costs/Alumni Event/Food	\$5,382
Mentor Stipend/Mentor Coord.	\$49,607
Facilitators/Presenters	\$68,748
Total	\$127,280

Participant and Mentor Applications

These applications are available online and linked to here:

[Participant Application](#)

[Mentor Application](#)

Appendices

Appendix A

FCMAT CBO Mentor Program 17th Cohort 2020-21 Participants

FCMAT CBO Mentor Program 17th Cohort 2020-21 Mentors

Appendix B

FCMAT CBO Mentor Candidate Assessment Form ([link provided to form](#))

Appendix A

FCMAT CBO Mentor Program 17th Cohort 2020-21 Participants

Name	Title	District or Agency
Alex Ballard	Director Education Services	Hemet USD
Trudy Barrington	Director Fiscal Services	Travis USD
Nick Brizeno	Director of Purchasing	Escondido UHSD
Meghna Bulsara	Executive Director Fiscal Services	Orange USD
Kelly Burks	Assistant Superintendent Business	Vacaville USD
Andy Cannon	Director, State and Federal Programs	Antioch USD
Elena Castillo	Business Manager	Madera USD
Derrick Chau	Senior Executive Director, Strategy and Innovation	Los Angeles USD
Lisa Constancio	Deputy Superintendent	CDE
Timothy Golden	Director of Fiscal Services	Oceanside USD
Laneaia Grindle	Chief Business Official	Fairfield Suisun USD
Travis Haskill	Senior Director of Fiscal Services	Butte COE
Erica Hays	Chief Business Official	La Honda-Pescadero USD
Victor Herrera	Chief Business Official	Banning USD
Trieste Huey	Food Services Director	Fontana USD
Hugo Luna	Director	Winton SD
Jonathan Medina	Director of Fiscal Services	Fairfax SD
Marley Nelms	Director of Nutrition Services	San Dieguito UHSD
Dusty Nevatt	Chief Business Official	Alvord USD
Liz Pensick	Director of Fiscal Services	Chino Valley USD
Dorothy Reconose	Chief Business Official	Metro Ed District
Micah Simmons	Principal	Twin Rivers USD
Preston Thomas	Chief Systems Support Officer	Oakland USD
Kristine Torres	Director of Finance and Accounting	Las Virgenes USD
John Vondriska	Administrative Director, Facilities	Corona-Norco USD
Charen Yu	Director of Fiscal Services	Palo Alto USD

FCMAT CBO Mentor Program 17th Cohort 2020-21 Mentors

* indicates CBO Mentor Program alumni

Mentor	Mentor District or Agency	Mentor Retiree Location
Darrin Watters	Hemet USD	
Linda Protine		Northern California
Karl Christensen*	Santee SD	
Lydia Cano	Baldwin Park USD	
Jennifer Stahlheber*	San Juan USD	
Bill Clark	Contra Costa COE	
Michael Johnston	Clovis USD	
Yumi Takahashi	Long Beach USD	
Tami Ethier	FCMAT	
Eric Hall		Southern California
Michelle Henson	Solano COE	
Robert Shemwell	Yuba City USD	
Denise Porterfield*	Contra Costa COE	
John Vinke		Southern California
Jayne Christakos*		San Bernardino
Don Gatti		Stanislaus
Priscilla Quinn	Kern County Supt. of Schools	
Tina Douglas*	San Dieguito UHSD	
Michael Bishop		Southern California
Sandra Chen	Chino Valley USD	
Chris Jew	Cupertino USD	
Dennis Snelling*	Roseville City SD	
John Gray	School Services of California	
Don Zimring		Southern California
Christina Aragon	Downey USD	
Nancy Pfeiffer*	Fremont USD	

Appendix B

[Link to FCMAT CBO Mentor Candidate Assessment Form](#)

Fiscal Crisis and Management Assistance Team
1300 17th Street-City Centre
Bakersfield, CA 93301
661-636-4611 • www.fcmat.org

Section D.

**CBO Coaching and Induction
Program**

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021
To: FCMAT Board
Subject: Approval of a new **CBO Coaching and Induction Program**

Background

For eighteen years, FCMAT has offered the Chief Business Official (CBO) Mentor Program to aspiring CBOs as one of the premier professional learning programs offered in the state. Several programs have replicated FCMAT's successful model including programs for chief technology officers, chief facility officers, and the two other CBO preparation programs offered by the California Association of School Business Officials (CASBO) and USC. FCMAT's program is unique in that it provides a one-to-one mentor to each participant, and there is no cost to a participant to attend the program (except travel costs which are often supported by the participant's local educational agency (LEA)). The other two CBO programs have a participant fee of \$4,000 to \$10,000, in addition to the associated travel costs. Successful completion of all three programs allows participants to immediately take, and usually leads to successful passage, of the comprehensive exam and the designation as Certified CBO, both administered by CASBO.

The FCMAT program receives approximately 80-100 applications per year for 25 seats. FCMAT screens applicants to ensure a balanced group of participants based on gender, role, LEA size, type and location. There are no prerequisites to participate. Among the three CBO preparation programs, approximately 110 aspiring or new CBOs have access to a year-long intense preparation program annually. During the eighteen-year tenure of the FCMAT CBO Mentor Program, it is expected that 463 participants will have graduated, which represents approximately 40% of the sitting CBOs around the state. Along with CBO positions, graduates are also in state leadership roles, community college roles and serving as superintendents and other executive level LEA staff.

The CBO Mentor Program is one of several professional learning programs offered to the field by FCMAT. The annual cost of the program is approximately \$195,000.

Current Consideration

FCMAT routinely hears from the field of the need to provide more in-depth support for new CBOs in their first and second year of service. Routine requests for names of potential coaches to assist new CBOs are also received from superintendents and others. As such, FCMAT staff have been evaluating different options to provide the requested services, and as a result, are

Michael H. Fine • Chief Executive Officer

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www.fcmat.org

proposing the creation of a new CBO Coaching and Induction Program. This twelve month program will serve as a tier two program and provide new (first and second year), sitting CBOs with a deeper dive on selected topics related to their role and responsibilities. The inclusion of the term “induction” in the preliminary name is designed to invoke similarities with high quality teacher induction programs, considered essential for new teachers to be successful in their classroom. (It should be noted that we have not formalized the name of the program but believe the inclusion of both the terms coaching and induction are important.) The high level characteristics of this program are proposed to include:

- Located at Yolo County Office of Education in Woodland for in-person sessions.
- Utilize statewide experts, many Sacramento-based, and FCMAT staff as presenters.
- One year in length, July to June.
- Curriculum sequence to match business cycle of the LEA business office.
- Each coach will be assigned four to six participants, facilitating both one-to-one and group coaching sessions
- Stipends paid to coaches at market rates.
- FCMAT-provided coach training and monitoring.
- Curriculum is built upon the topics listed in the Fiscal Health Risk Analysis (FHRA) and at the conclusion of the program, the participant will have completed the entire FHRA for their district.
- Hands on case studies led by statewide experts and FCMAT staff.

As noted, several major differences between the long standing CBO Mentor Program and this proposed CBO Coaching and Induction Program are the focus on the use of coaches instead of mentors, sequencing the curriculum to match the business office cycle of a LEA, and reducing the number of topics covered to allow for a deeper dive. To support the coaching concept, participants will need to have the full support of their LEA to participate. FCMAT will ask for that support from the participant’s Superintendent prior to acceptance into the program, which will be memorialized in a contract, and the LEA will contribute to the cost of providing the coach’s stipend for one year.

The first year of the CBO Coaching and Induction Program is proposed to be limited to 20 participants, growing to approximately 25 in subsequent years. The program is planned to commence in July 2022.

The lead facilitators for the program are Joel Montero, former FCMAT Chief Executive Officer, Tami Ethier, Intervention Specialist, and Michelle Giacomini, FCMAT Deputy Executive Officer. FCMAT staff and state-level experts will be presenters. Both Joel and Tami have been critical to the development of the program concept and many of the details, including the writing of the curriculum, sequencing, identifying presenters and program outcomes. Joel and Tami have recently stepped away from their role in leading the CASBO Business Executive Leadership program (the CASBO preparation program); however, they continue to provide coordination and leadership for the USC program. In addition to Joel and Tami’s leadership in the CASBO and

USC programs, many FCMAT staff present in those programs. This concentrated support of these programs ensures consistency across the three CBO preparation programs. Joel and Tami are also the authors and gatekeepers of the comprehensive exam, providing additional continuity. CASBO and School Services of California have contributed to ideas and helped vet early program concepts for the proposed CBO Coaching and Induction Program, and both will serve as partners in the program.

Mr. Garth Lewis, Yolo County Superintendent, has offered the use of the Yolo County Office of Education conference center located in Woodland, as the home for the program. This conference center has close proximity to the Sacramento airport for those participants flying in from other areas of the state. During discussions with Garth, we found that he is an avid believer in coaching programs. Because of this, he has served as an invaluable resource to guide the vision and creation of the coaching portion of the program.

FCMAT is not proposing to abandon the successful CBO Mentor Program. The need in the field is simply too great. However, at the conclusion of the current cohort #18 in April 2022, staff proposes a one year sabbatical until spring 2023. During this time, the new CBO Coaching and Induction Program is proposed to launch, and staff will invest in revisions to the CBO Mentor Program format and curriculum. The current two-primary instructors format needs to change due to retirements. Recruitment for cohort #19 would commence in fall 2022.

The initial year's cost for the CBO Coaching and Induction Program is estimated at \$90,000, with annual costs running slightly lower, supported by existing professional learning funding and LEA participation to support the coaching component. FCMAT plans to pursue other funding opportunities to support the program, lessening the dependence on FCMAT's existing professional learning funds.

Recommendation: It is recommended that the Board approve the proposed new CBO Coaching and Induction Program with the major program concepts as outlined herein.

Section E.

Approval of Selection of
Matt Navo, California
Collaborative for Education
Excellence Representative to
the FCMAT Governing Board

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021

To: FCMAT Board

Subject: **Selection and appointment of FCMAT board member representing the California Collaborative for Educational Excellence**

Background

Article V, Section 1(b) of FCMAT's Bylaws provides for a nonvoting member representing the California Collaborative for Educational Excellence (CCEE), selected by the Executive Committee, upon recommendation by the Chief Executive Officer, and confirmed by a majority vote of the quorum. Except for nonvoting status, the CCEE representative shall have all the rights and duties of voting members.

Current Consideration

Mr. Tom Armelino, Executive Director of the CCEE, has announced his retirement and the CCEE governing board has appointed Mr. Matt Navo the new CCEE Executive Director.

Recommendation: It is recommended that the board approve the selection and appointment of Matt Navo, Executive Director of the California Collaborative for Educational Excellence, as the CCEE representative to the FCMAT board commencing October 20, 2021.

Section F.

Appointment of New Board
Members to New Terms
Beginning January 2022

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021

To: FCMAT Board

Subject: **Appointment of New and/or Continuing Board Members to New Term Beginning January 2022**

Background

Article VI of FCMAT's Bylaws provides for the nominations and elections of board members. In pertinent part, this article provides that 1) county superintendents are to be "nominated" by the California County Superintendents Educational Service Association (CCSESA), 2) district superintendents are to be "nominated" by the Association of California School Administrators (ACSA), 3) community college district governing board member is to be chosen by the Chancellor of the California Community Colleges (CCCCO), 4) "elections" shall be held in October, and 5) new board members begin their terms in January of the next year. Furthermore, Article V, Section 8 of the Bylaws provides that the board appoint, by two-thirds concurrence, a replacement for any member who resigns.

Current Consideration

The following nominations from CCSESA and ACSA have been received for board members with terms beginning in January 2022.

County Superintendents:

Tracey Quarne, Northeastern, Region 2
County Superintendent, Glenn County
Continuing board member
Term expires December 2023

Mary Jane Burke, Bay, Region 4
County Superintendent, Marin County
Continuing board member
Term expires December 2023

Scott Nanik, Delta Sierra, Region 6
County Superintendent, Calaveras County
Continuing board member
Term expires December 2023

Cesar Morales, Del Sur, Region 8
County Superintendent, Ventura County
Replacing Susan Salcido, Santa Barbara CEO
Term expires December 2023

District Superintendents:

Andres Zamora, Central Valley, Region 7
Superintendent, Livingston USD
Replacing Wesley Sever, Kingsburg ESD
Term expires December 2024

Holly Edds, Costa Del Sur, Region 8
Superintendent, Orcutt UESD
Continuing board member
Term expires December 2024

Frank Donovan, Southern, Region 9
Superintendent, Magnolia ESD
Continuing board member
Term expires December 2024

Michele Bowers, Los Angeles, Region 11
Superintendent, Lancaster ESD
Continuing board member
Term expires December 2024

Additionally, the Chancellor of the California Community Colleges has chosen Ann Ransford to continue as the Community Colleges District Governing Board Member representative. This selection does not require a confirming appointment by the board.

Ann Ransford, Community Colleges
Trustee, Glendale Community College District
Continuing board member
Term expires January 2025

The effective date of appointment is January 1, 2021.

Recommendation: It is recommended that the Board approve the appointment of the new and/or continuing board members as outlined herein, and further that they acknowledge the appointment of Ms. Ransford as the continuing member of the Community Colleges District Governing Board.

Section G.

Appointment of New Executive
Committee Representative

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Date: October 20, 2021

To: FCMAT Board

Subject: **Appointment of a New Executive Committee Representative**

Background

Article III of FCMAT's Bylaws provides for an executive committee of the board. 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, the Administrative Agent and the CEO of FCMAT.

Current Consideration

Elliott Duchon, Superintendent from RIMS Region 10, retired from his district as of June 30, 2021, and was one of two district superintendents serving on the executive committee. The executive committee has nominated one or more district superintendents from the board to serve as one of two district superintendents on the executive committee for the board's consideration and selection.

Eligible district superintendents, including those expected to be appointed at the October 2021 executive committee meeting, are as follows:

Glenn Senestraro, North Coast – Region 1, Fortuna UHSD
Jordan Reeves, Northeastern – Region 2, Gridley USD
Troy Miller, Capitol – Region 3, Arcohe UESD
Vincent Matthews, Bay – Region 4, San Francisco USD
Jeff Baler, South Bay – Region 5, Los Altos ESD
Sara Noguchi, Delta Sierra – Region 6, Modesto City Schools
Wesley Sever, Central Valley – Region 7, Kingsburg ESD
Holly Edds, Costa Del Sur – Region 8, Orcutt UESD
Frank Donovan, Southern – Region 9, Magnolia ESD
Harry Ervin, RIMS – Region 10, San Bernardino City USD

Recommendation: It is recommended that the board appoint one district superintendent from the board to serve as one of two district superintendents on the executive committee.

IV. Partner Reports

Section A.

California Collaborative for
Educational Excellence
(CCEE) Report

October 2021

Dear FCMAT Board,

Collectively, our communities and educational partners have faced an unpredictable public health crisis that forced us all to reimagine our educational priorities. Under the leadership of former Executive Director, Tom Armelino, the California Collaborative for Educational Excellence (CCEE) pivoted from its established statewide priorities and fulfilled the expectations of our educational community in providing support, guidance, and resources to address the most immediate needs surfaced by the pandemic.

With a new transition for CCEE, our team has had the opportunity to prioritize stakeholder feedback in an effort to reassess our organizational priorities, perspectives, and needs. Over the past two months, our team has been conducting various stakeholder engagement activities, including numerous empathy interviews, to gain a better understanding of our stakeholders' perspectives on the three questions below.

- What are the strengths you see in CCEE?
- What are the challenges?
- What ideas/opportunities do you have for CCEE to consider?

We gathered this information and synthesized the feedback to identify common themes. These insights provided an opportunity for us to pause and critically reflect on our practices to assess challenges and new opportunities.

The feedback we received identified several strengths of CCEE. Most notably, there is earned trust between CCEE and its educational partners and stakeholders in addressing the challenges of an evolving K-12 educational landscape. CCEE's capability of being a flexible, nimble, and adaptable organization allowed us to effectively support LEAs in navigating the pandemic. This was reaffirmed by over 130 stakeholders from the following stakeholder groups:

- State agencies (State Board of Education, CDE)
- System of Support partners (county offices, Geo Lead representatives, SELPA Lead representatives)
- State Legislature
- Statewide associations (CCSESA, ACSA, CTA, CSBA, CISC, BASC, and others)
- Local educational agencies (districts, charters)
- Other stakeholder groups (CCEE Advisory Council, Equity Coalition, and others)

Highlighted below is our approach to continue supporting LEAs beyond the pandemic. It is a reflection of our commitment to collaboratively reimagine and rebuild an education system that ensures all students “have the support and opportunities they need to achieve their potential” ([Reimagine and Rebuild California Schools, 2021](#)).

This work relies on us to meaningfully support LEAs in “[laying] the groundwork for long-term systemic transformation via collaboration and co-creation” with students, families, and the larger educational community. CCEE is collaborating with its partners to *reimagine* how these family-school-community partnerships can be leveraged to foster inclusive environments that address whole child needs in both in-person and virtual settings (e.g, [Community Engagement Initiative](#)).

We also seek to *rebuild* our collective wellness by understanding the impacts of trauma, amplifying student voice, and adopting an asset-based approach to mitigate the lingering effects of unfinished learning (see CCEE’s [Playbook for Accelerating Learning](#)). As we engage with our stakeholders, [listen to their experiences](#), and reflect on the lessons learned, CCEE is strategizing ways to restructure and refine our approach to support LEAs in providing the educational experience our students and families deserve.

These are not abstract commitments— CCEE will continue to improve how we leverage the following strengths to support our students, families, teachers, and educational community:

- Relationships and trust built over the course of the pandemic
- Collaboration with stakeholders
- Quality, relevance, and usability of professional learning resources
- Highly respected team and quality trainings

CCEE’s high expectations for continuous improvement apply to all aspects of its work. To further develop our strengths, it was clear CCEE could improve its outreach to partners and stakeholders to maximize its support for the field. As we engaged with our stakeholders to identify additional ways CCEE could improve the value it brings to the field, we heard the following challenges/opportunities come through in their feedback:

- Clarity for the Statewide System of Support (SSOS) - roles and responsibilities
- Engagement by actively engaging stakeholders around immediate needs
- Focus of work for CCEE being more defined (support vs compliance or both)
- Engagement of partners both in structure and ideas for innovation

However, our stakeholders also offered innovative approaches to improve our efforts to meet the needs of the field. This collective feedback provided us with a much better understanding of how CCEE could prioritize the activities aligned to its four agency goals.

- **Goal 1:** Support LEAs currently receiving Direct Technical Assistance and address this expansion of resources/supports to other LEAs
- **Goal 2:** Focus on professional learning that emphasize high priority topics throughout the school year to build LEA capacity and improve outcomes
- **Goal 3:** Facilitate the development and implementation of structures, relationships, and processes to support the expansion of the System of Support for LEAs
- **Goal 4:** Designing and implement strategies and initiatives to share lessons learned from our work and best practices from the field

I look forward to fulfilling these goals and pursuing CCEE's mission of being a statewide inclusive-minded agency designed to help deliver on California's promise of quality, equitable education for every student.

We look forward to hearing your ideas and opportunities for CCEE. Please use this [link](#) to share your reflections and thoughts on how we can continue to improve. Please see the [slides](#) that outline some of the more detailed feedback and ways the CCEE can achieve its educational mission.

Sincerely,

Matt J. Navo

Section B.

California Community Colleges
Report

*California Community
Colleges Report*



TO: FCMAT Board of Directors

FROM: Dr. Lizette Navarette, Executive Vice Chancellor, College Finance and Facilities Planning

RE: California Community Colleges FCMAT Update

As can be expected, 2021 has been a consequential year for California Community Colleges. Our system and districts are battling three pandemics – COVID-19, systemic racism, and poverty. As community colleges - the peoples' colleges - we are called to tackle all three.

We remain focused on student-centered design and strategies for campuses. This includes our focus on federal advocacy to support the American College Promise plan. California Community Colleges are also focused on implementing the 2021-22 State Budget, which included a dozen new or expanded programs.

BOARD OF GOVERNORS ACTIONS

Student Board Vote

Assembly Bill 337 (Medina, of 2021) amended Education Code section 71000 to establish that both student members of the Board of Governors have full voting rights. The board now welcomes two voting student members, representing over 2 million students. This change also established an even number of voting Board members when there is full attendance at meetings. In the event of a tie vote among the members, a pending action will fail. This is because section 36 of the Board's Procedures requires that all official actions of the Board "require the affirmative vote of a majority of the members of the full Board in attendance and voting."

Resolutions

The Board of Governors adopted a resolution in support of President Biden's Build Back Better Agenda and the Infrastructure and Jobs Act, which directs district leaders to join us in this advocacy in a coordinated manner.

The Board of Governors continues to be an active supporter of reforms serving undocumented students. The Board took a resolution commemorating the 20th Anniversary

FCMAT Board Update

of AB 540 and will kick off the statewide Undocumented Student Week of Action, October 18-22, 2021.

Regulations

The Board of Governors adopted a regulation to the Term Length Multiplier. Existing regulations prescribe attendance accounting methods which result in lower generation of full-time equivalent students (FTES) for distance education courses scheduled using the compressed calendar model. Further, an adjustment is also necessary for distance education or independent study courses that are lab based. The amendments to the Board of Governors' regulations address disparities between attendance accounting methods for distance education under traditional and compressed calendar course schedules.

The Chancellor's Office recommended in September, and the item will go for action in November, revisions to Title 5, section 59106, to incorporate a request from the Department of Finance that they be eliminated from the reporting requirement in California Code of Regulation, Title 5, section 59106 so they no longer receive Community College District Annual Audit Reports. Additionally, revisions are recommended to allow the Chancellor's Office flexibility to extend the audit report due date as needed, and to reorder and clarify this section of regulation.

Mitigating Admission Application and Financial Aid Fraud

The COVID-19 pandemic and a subsequent shift to a digital/online environment has resulted in an increase of fraudulent activity across industries and government operations.

Three areas of concern for the California Community Colleges include:

- **Admission application fraud**, occurs during the creation of a student's account on CCCApply, the system's common application for admission.
- **Enrollment fraud**, a new development where bad actors masquerade as real students and mimic student behavior to maintain enrollment past deadlines necessary to receive student benefits or financial aid and attempt to victimize real students.
- **Financial aid-related fraud**, only occurs once a college has accepted an application and confirmed student identity.

The California Community Colleges Chancellor's Office (in partnership with the California Community Colleges Tech Center) is committed to preventing and identifying this fraud in ways which don't create further barriers for our students.

FCMAT Board Update

Modernization of our technology and cybersecurity infrastructure is a major component of the California Community Colleges 2022-23 System Budget Request. A long-term investment is needed to modernize CCCApply without overcomplicating the application and creating barriers for students to access higher education. This includes higher levels of system support for technological infrastructure and information security staff, and a statewide financial aid application platform

Later this year, the Board will also consider regulation change to require colleges to report key local validations and findings back to the application platform's fraud detection filter to improve efficacy.

FISCAL HEALTH AND RESILIENCE

Fiscal Forward

Fiscal Forward is a key component of the Chancellor's Office strategy to advance institutional resiliency and student success. The cornerstone of the re-designed strategy is prevention through early engagement, technical assistance, and by providing tools, such as dashboards, to support district resources planning. Financial analysis can help measure success toward meeting institutional objectives and provide useful information and a basis for sound financial planning. The Chancellor's Office tracks district financial and audit data as a component of monitoring and evaluating the financial health of community college districts. In monitoring the fiscal condition of community college districts, the Chancellor's Office primary goals are to prevent the necessity for an emergency appropriation or the appointment of a special trustee as such actions divert limited state resources and minimize the democratic ideals of locally independent boards responsive to their communities. The Chancellor's Office utilizes existing data (e.g., budget and financial reports and audit data) and provides support in cases where data suggests risks in a district's viability. Based on the results of ongoing fiscal health monitoring or at the request of a community college district, the Chancellor has the authority to provide technical assistance; authorize a Fiscal Crisis Management Assistance Team (FCMAT) fiscal health risk analysis, review, or audit; or appoint a fiscal monitor or special trustee.

Through Fiscal Forward, the Chancellor's Office team provides customized Desk Sessions for district chief executive officer and chief business officers that are new to their role. This allows new leaders to address fiscal issues early in their tenure and build a strategy for the district's success.

Student Centered Funding Formula Implementation

The Vision for Success compels our system to redesign colleges with a focus on student equity and success. Doing so requires an alignment of resources to support a student's journey to success. The Student Centered Funding Formula (SCFF) implementation. The SCFF also compels districts to move beyond practices that just drive enrollment towards ones that focus on a student's full journey and advance student equity and success.

The Chancellor's Office has focused on providing tools to support implementation. In 2020, we embarked on a three-phase efforts to provide accessible data and simulations through interactive dashboards.

SCFF Dashboard Phases

Phase 1: Analysis and comparison of prior funding formula (SB 361) and SCFF

Phase 2: Analysis of trends in the Supplement and Success Grants, and Minimum Revenue

Phase 3: District planning tool

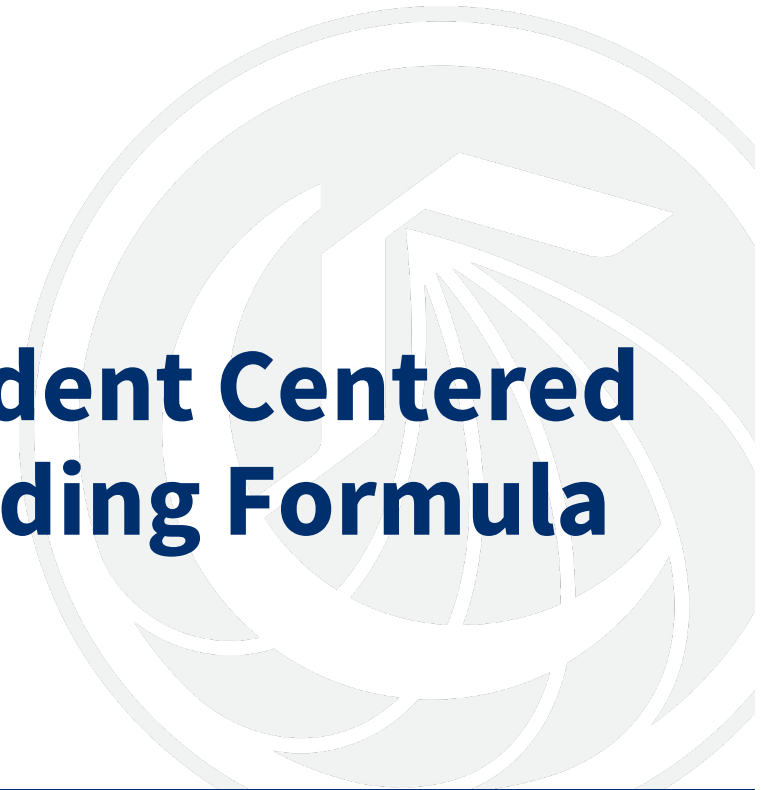
SUPPLEMENTAL MATERIALS

- SCFF Dashboard Overview Slides
- 2021-22 California Community College State Budget Analysis

*Student Centered
Funding Formula
Dashboard Slides*



Student Centered Funding Formula



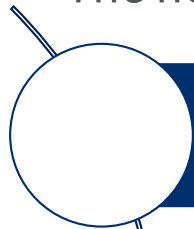


Principles

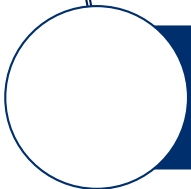
- In reforming funding for community college districts, the aim is to do the following:
 - Encourage progress toward access, equity, and success.
 - Provide groups of students that have faced barriers to success with additional support to meet our goals.
- Community college finance should further reforms around equity, completion and, the Guided Pathways framework.

Student Centered Funding Formula

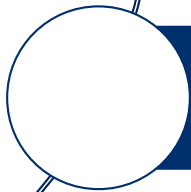
The new formula calculates apportionments generally using three allocations:



A **base** allocation that largely reflects student enrollment.

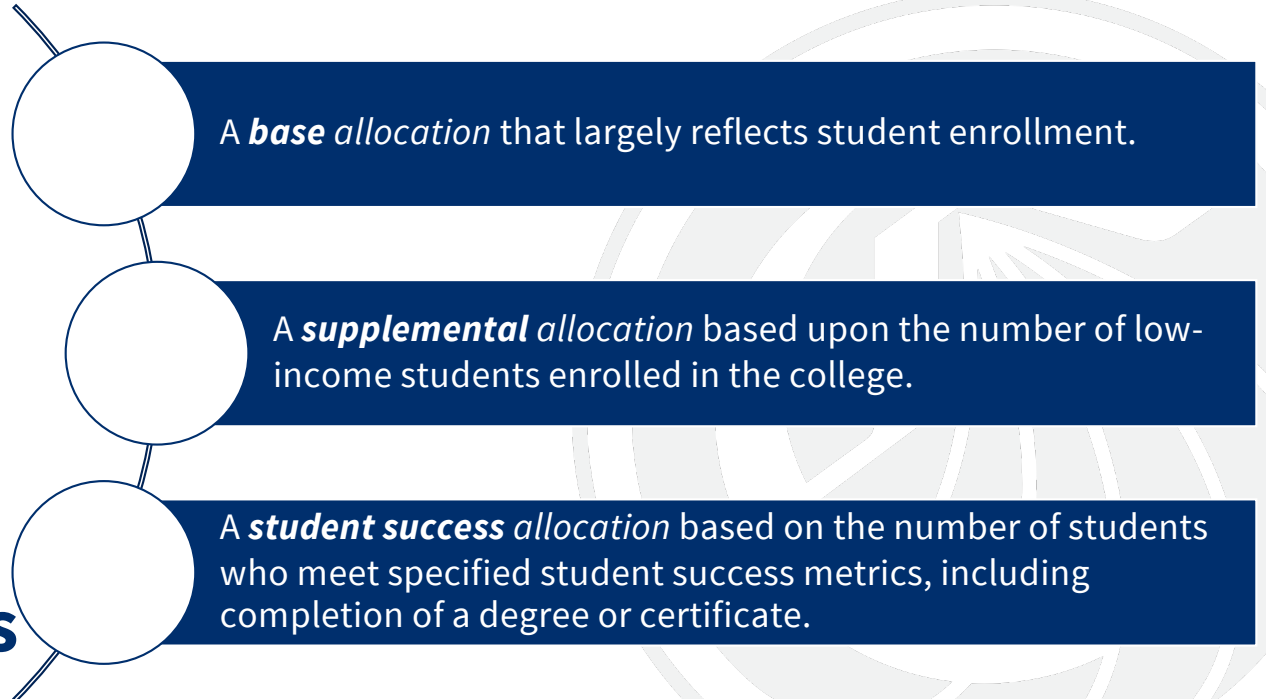


A **supplemental** allocation based upon the number of low-income students enrolled in the college.



A **student success** allocation based on the number of students who meet specified student success metrics, including completion of a degree or certificate.

The SCFF allows us to focus on equity & improving outcomes while offsetting expected enrollment losses



What Can Colleges Do? Support More Students in Accessing Financial Aid!

Student Expense Data

- The Chancellor's Office released revised regional cost estimates on student expenses from the California Student Aid Commission (CSAC) based on SEARS.
- Utilizing updated student expense estimates may have a direct effect on the number of students who qualify for the CCPG (formerly the BOG fee waiver).

Cost of Attendance

- The Chancellor's Office recommends that colleges review the SEARS regional data to inform their own assessments of student expense budgets and COA.

Implementation With An Equity Lens



- Board of Governors
- Legislature
- Governor
- Oversight Committee
- Advisory Groups
- Local Districts

SCFF Dashboard



SCFF Dashboard Phases

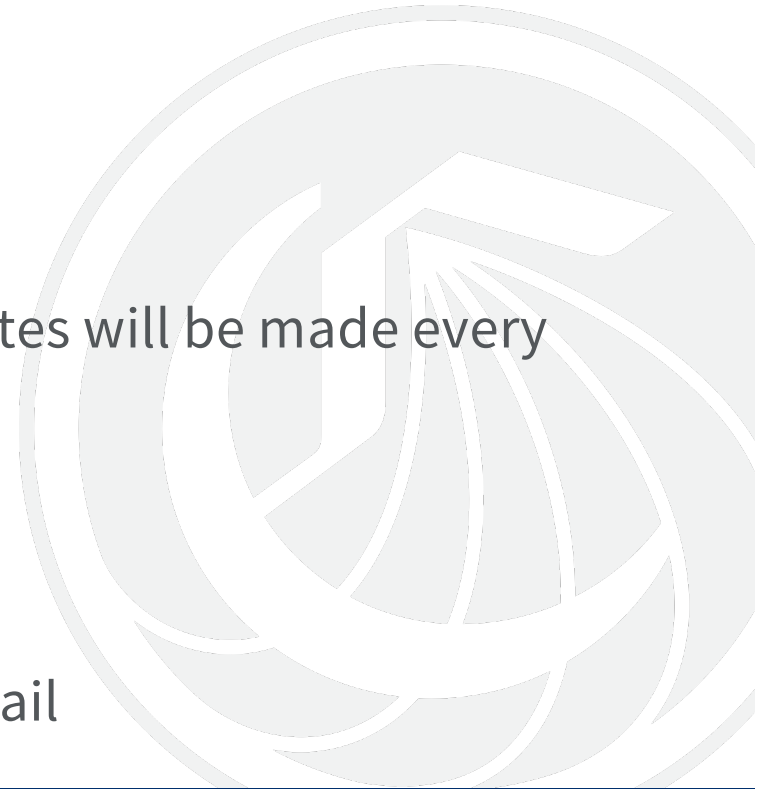
Phase 1: Analysis and comparison of SB 361 and SCFF

Phase 2: Analysis of trends in the Supplement and Success Grants, and Minimum Revenue

Phase 3: District planning tool

SCFF Dashboard

- The SCFF Dashboard is interactive.
- The dashboard will not remain static – updates will be made every apportionment period.
- Next data update planned for late February
- Dashboard will be released this week via email



SCFF vs. SB 361 Comparison

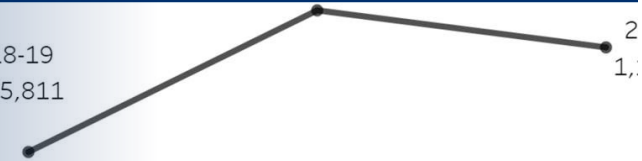
... for changing the
... trajectory of
... across the system. This
... enrollment changes
... demonstrates that
... enrollments over this

... predominantly on
... declined so
... costs continued to

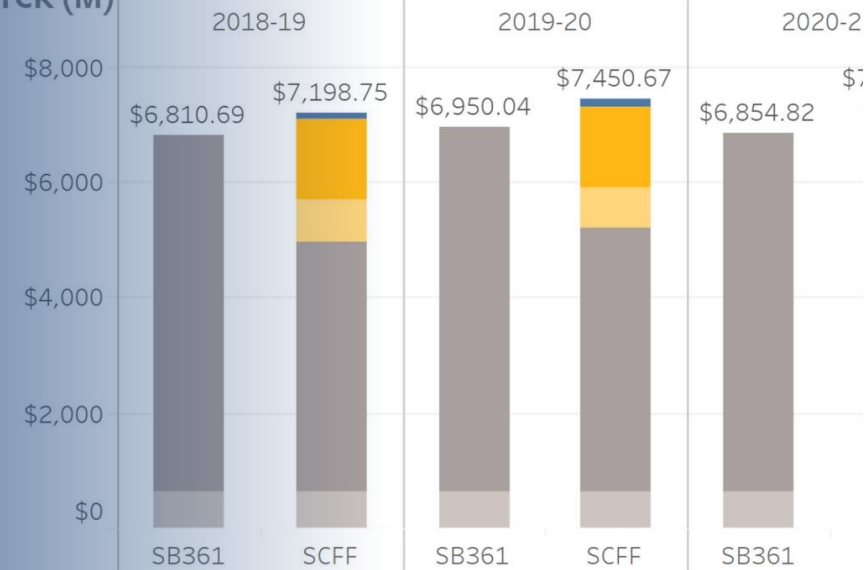
... focus: access, equity, and
... the goals in the Vision
... to examine funding
... that some districts
... been able to mitigate
... funding through the
... the SCFF.

Statewide FTES*

2018-19
1,105,811



TCR (M)



- Supplemental
- Success
- Min. Revenue Commitment
- FTES (\$)
- Basic

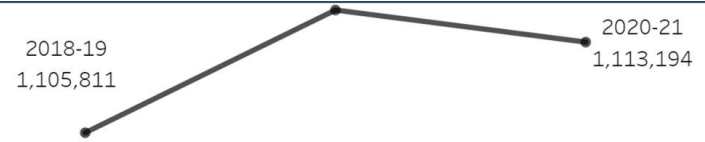
* FTES: total FTES reported on CCFS-320 adjusted for emergency provisions and statutory requirements

One of several underlying factors for changing the funding formula was the challenging trajectory of declining student enrollments across the system. This graph provides a line tracking enrollment changes across the last three years and demonstrates that many districts have had declining enrollments over this period.

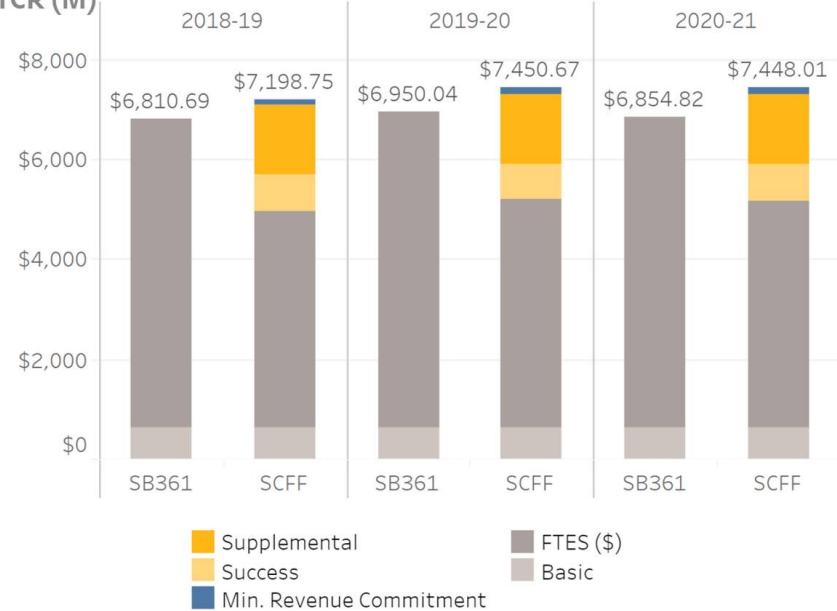
The prior funding formula was based predominantly on enrollment. As a result, when enrollment declined so did funding even though district costs continued to increase.

The SCFF has a three-pronged focus: access, equity, and success which are aligned with the goals in the Vision for Success. Using the Dashboard to examine funding under the two formulas illustrates that some districts with declining enrollment have been able to mitigate losses in funding by receiving funding through the other two allocation streams in the SCFF.

Statewide FTES*



TCR (M)



* FTES: total FTES reported on CCFS-320 adjusted for emergency provisions and statutory requirements

Phase 2 Analyses

Enrollment: Total Students, AB540, Promise Grant recipients, Pell Grant recipients

Trends in success and success equity counts over three years.

Breakdown of Funding Allocation: Funds per metric as a share of funding allocation and TCR.

Student success completions compared to total headcount.

Trends in Funding Protections, amount and amount as share of TCR.

Phase 2





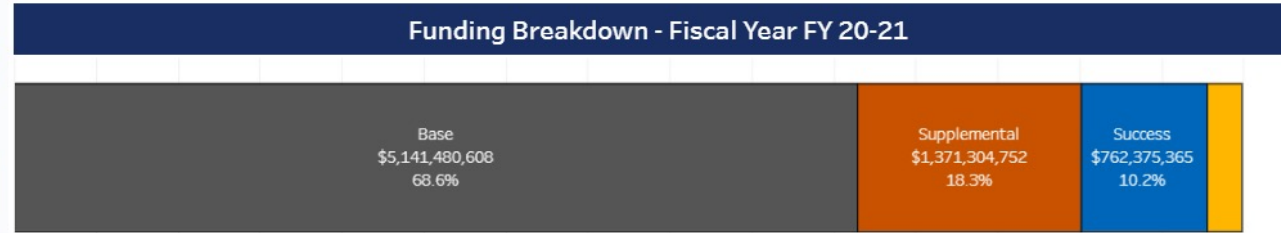
Statewide SCFF Funding FY 20-21

Use: This page displays enrollment counts for the Base and Supplemental allocations of the formula. Data are displayed for a single year, to change the year use the drop down menu on the right side of the screen.

Understanding the Data: Enrollment data are displayed as counts and as a share of unduplicated district headcount. The percent share analysis aids in understanding the magnitude of each population compared to total enrollment at the district level. The charts show enrollment counts: Total FTES in the Base allocation, and California Promise Grant Recipients and Pell Grant recipients in the Supplemental allocation. The charts display number changes and percent changes in these counts from 2017-18 through 2019-20.



Statewide Metrics



Explore My District

Compare Student Success and Success Equity Outcomes



Breakdown of Funding Allocation



Compare Success and Success Equity Values

Compare Single Success and Success Equity Metrics

Use: This chart compares three-year trends in success and success equity metrics across two districts (or one district and the statewide total). Districts can be selected from the drop down menu on the left. To explore a deeper analysis of the data click on the "Compare Single Success and Success Equity Metrics" button on the top right.

Understanding the Data: The line charts below display the outcome count divided by unduplicated district headcount for three years, 2017-18, 2018-19 and 2019-20. These charts inform users about the level of metric completion compared to total enrollment at the district level. Counts are displayed for all students, and for equity populations (Promise Grant recipients and Pell Grant recipients).

See the chart below to view a detailed comparison between STATEWIDE and **SELECT A CCD**.

CCD 1

CCD 2

STATEWIDE SELECT A CCD

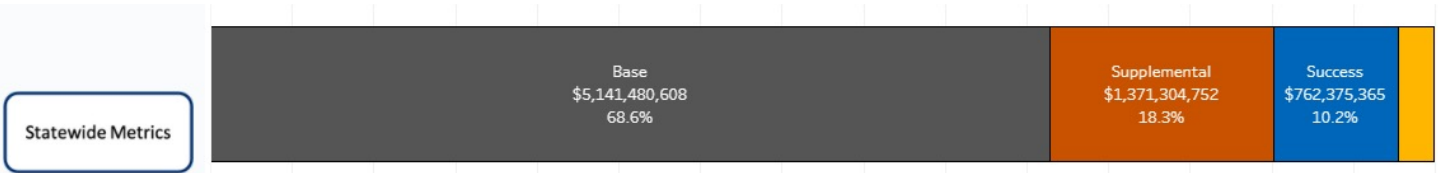
Statewide Metrics

Explore My District

Compare Success and Success Equity Values

Breakdown of





Statewide Metrics

Explore My District

Compare Success and Success Equity Values

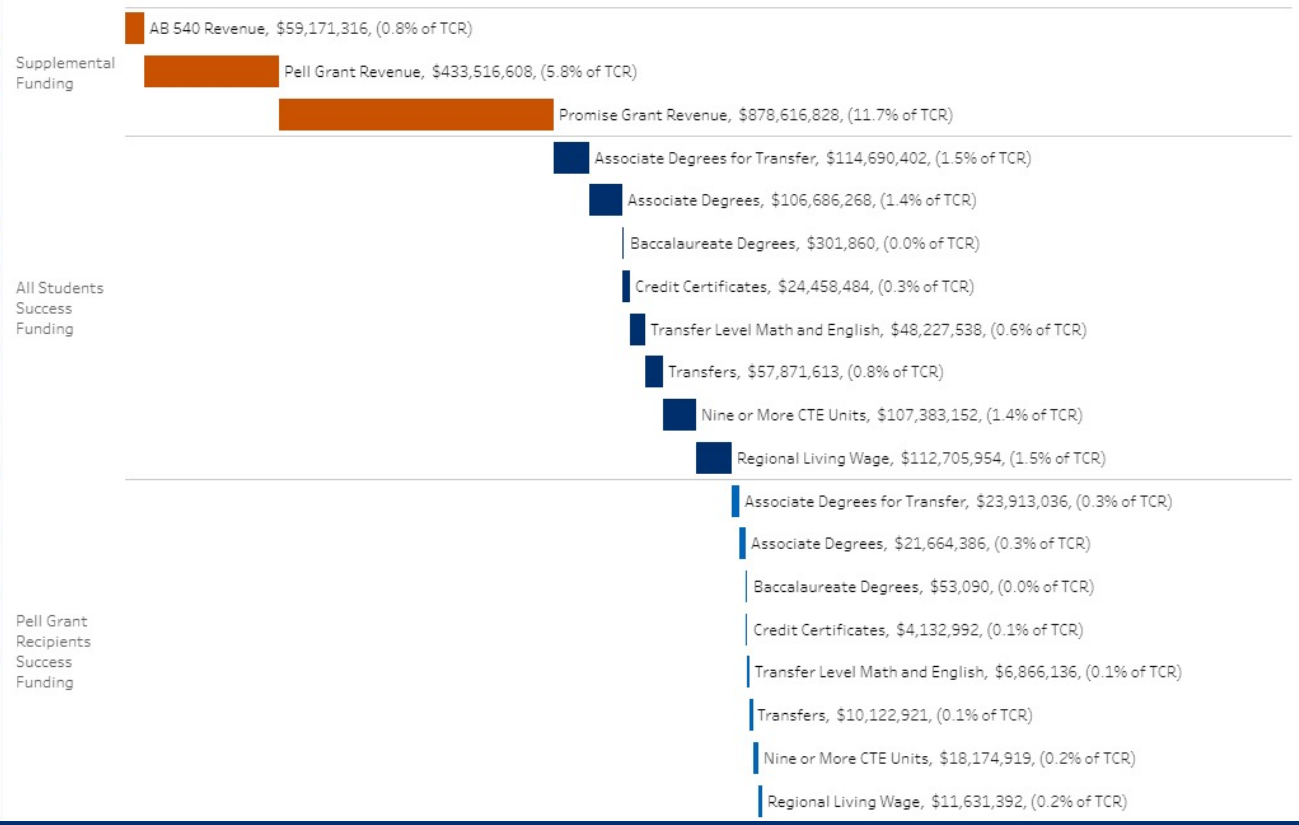
Breakdown of Funding Allocation

Compare Student Success and Success Equity Outcomes

Total Funding Protections

Race and Ethnicity Breakdown

Breakdown of Supplemental and Success Funding



Explore the SCFF Dashboard

Visit the Student Centered Funding Formula Webpage

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

The Webpage Features:

- SCFF Dashboard
- FAQs
- Data & Metric Definitions



*Joint Analysis Enacted
2021-22 Budget*

Joint Analysis

Enacted 2021-22 Budget

July 13, 2021



California Community Colleges

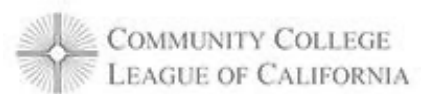


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Background

This analysis of the enacted state budget for the 2021-22 fiscal year builds on a May 14, 2021 analysis of the Governor’s May Revision budget proposal (and a revised version from May 19). In this update, we present details about the 2021-22 budget as enacted by the Governor and Legislature. The analysis primarily focuses on appropriations and policy changes included in Senate Bill 129, the 2021 Budget Act, and Assembly Bill 132, the higher education trailer bill.

This analysis was developed by the California Community Colleges Chancellor’s Office (Chancellor’s Office) with support from the:

- Association of California Community College Administrators (ACCCA),
- Association of Chief Business Officials (ACBO), and
- Community College League of California (League).

Introduction

On July 12, 2021, Governor Newsom signed the 2021 Budget Act. In total, the 2021-22 budget reflects state expenditures of \$263 billion, including \$196 billion in General Fund expenditures. Below we describe major changes made in the overall state budget framework and Proposition 98 programs, including the California Community Colleges. We then review budget adjustments for the community college system in detail.

Budget Overview

The Budget Act includes components of the Governor’s May Revision and additions or modifications adopted by the Legislature on June 14, along with other agreed upon changes between the Legislature and Governor. The 2021-22 budget provides total additional resources of \$3.5 billion to California Community Colleges apportionments and categorical programs, including full repayment of the \$1.5 billion in deferrals of system funding in 2020-21.

BUDGET SHAPED BY RECOVERY FROM COVID-RELATED RECESSION

The public health emergency associated with the coronavirus disease 2019 (COVID-19) pandemic resulted in enormous hardship for families, businesses, and governments at all levels. In addition to massive impacts on general health and health systems, the emergency caused a seismic downward shift in the state’s economic conditions that was reflected in the 2020-21 budget. The enacted 2021-22 budget reflects a correction to the overestimated deficit of the prior year along with the substantial recovery to the state’s finances in recent months, focusing investments on supporting California families and businesses that continue to struggle in the aftermath of the pandemic.

The budget outlook has greatly improved since the initial release of the Governor’s Budget on January 8. The state’s primary revenue sources—the personal income tax, sales tax, and corporate tax—have been coming in ahead of projections, bringing in significantly more revenues than anticipated in the Governor’s Budget. The enacted

budget now projects total revenues of \$203.6 billion and total reserves of \$25.2 billion (equal to nearly 13% of General Fund expenditures). The budget includes overall state General Fund spending of \$196.4 billion, an increase of approximately 18% compared to 2020-21.

The unanticipated robust nature of the windfall also caused lawmakers to consider implications of the State Allocation Limit (SAL or Gann Limit), approved as a constitutional amendment by the voters in 1979 to limit state spending. Since its passage, the State Allocation Limit had only been triggered once. Absent specific policy decisions to exempt spending from the SAL, half of the revenue above the limit must be returned to the taxpayers with the other half going to K-12 and community colleges.

INVESTMENTS FOCUS ON RELIEF AND RECOVERY FOR CALIFORNIANS

The enacted budget continues the state's focus on maintaining reserves as protection against the next economic downturn, including:

- Deposits totaling \$7.4 billion into the Budget Stabilization Account (BSA, also known as the “rainy day fund”), resulting in a balance of \$15.8 billion in what is the state's largest reserve, created in 2014 by Proposition 2 (it requires that a minimum of 1.5% of General Fund revenues be set aside every year, with half going into the BSA and the other half used to pay down state debts);
- A deposit of \$4.5 billion in the Public School System Stabilization Account (PSSSA), also established by Proposition 2 and requiring deposits during years when revenues are strong and there is substantial growth in the Proposition 98 minimum funding guarantee;
- A discretionary deposit of \$450 million into the Safety Net Reserve, created by the Legislature in 2018 to set aside funds to protect the Medi-Cal and CalWORKS programs, resulting in a balance of \$900 million; and
- A total of \$4.0 billion in the Special Fund for Economic Uncertainties (SFEU), the state's discretionary reserve that is equal to the difference between General Fund resources and General Fund spending and provides the state with flexibility to adapt to unexpected changes in revenues or spending needs during the year.

In terms of spending priorities, the budget focuses on helping the state recover from the COVID-19 pandemic, including:

- \$8.1 billion in direct relief to Californians with income of up to \$75,000 through a second Golden State Stimulus program;
- \$1.5 billion in grants to small businesses and non-profits that suffered losses, and additional grants and tax credits to support businesses;
- Investments in early care and education, including additional child care slots, increased pay rates for child care providers, and initial phase-in of universal transitional kindergarten;
- Support for low-income K-12 students through expansion of afterschool and summer enrichment programs, universal school meals, and accessible health and wellness services through a community school model;

- Access to higher education and financial aid through additional university enrollment slots and expansion of Cal Grant and the Middle Class Scholarship;
- Investments in homelessness and anti-poverty programs, including support for local governments to address homelessness; and
- Funding for infrastructure, including education facilities, transportation, affordable housing, and broadband access.

California Community Colleges Funding

The Budget Act increases overall funding for community colleges by more than \$3.5 billion over 2020-21 levels through a combination of ongoing and one-time funds. It fully pays off the deferral from 2020-21, and makes a number of investments, including in deferred maintenance, student basic needs, and support for faculty. Many of the new investments are one-time, focused on needs revealed or exacerbated by the pandemic. The budget is largely aligned with the System Budget priorities, as shown in Appendix C.

IMMEDIATE ACTION PACKAGE

Senate Bill 85, passed in February 2021, amended the Budget Act of 2020 by adding \$121.1 million in one-time local assistance funds to provide funding for immediate COVID-19 response and relief efforts, while making investments for an equitable, inclusive and broad-based economic recovery. Specifically, the package included:

- \$100 million for emergency student financial assistance grants;
- \$3.1 million for outreach and application assistance to students applying for CalFresh; and
- \$20 million to support efforts to bolster student retention rates and enrollment (\$18 million for colleges and \$2 million for statewide efforts through the Chancellor’s Office).

The funds were allocated at the district level, with districts encouraged to use a data-driven approach to disbursing the funds to colleges in alignment with the needs of their low-income student populations. While no spending deadline was specified, districts were encouraged to disburse and spend the funds quickly to meet the immediate needs of students.

The Budget Act of 2021 includes additional funding for COVID-19 relief, including more funds to provide emergency financial assistance grants to students and to support student retention efforts. As specified in later sections of the report, the allocation of the additional funds will be done in the same manner used for the SB 85 funds, with similar stipulations about their allowable uses.

PROPOSITION 98 ESTIMATES

Minimum Guarantee. Each year, the state calculates a “minimum guarantee” for school and community college funding based on a set of formulas established in Proposition 98 and related statutes. To determine which formulas to use for a given year, Proposition 98 lays out three main tests that depend upon several inputs including K-12 attendance, per

capita personal income, and per capita General Fund revenue. Depending on the value of these inputs, one of the three tests becomes “operative” and determines the minimum guarantee for that year. The state very rarely provides funding above the estimated minimum guarantee for a budget year. As a result, the minimum guarantee determines the total amount of funding for schools and community colleges. Though these formulas determine total funding, they do not prescribe the distribution of funding.

The enacted budget relied on the Department of Finance (DOF) revenue estimates, which were somewhat lower than estimates made by the Legislative Analyst’s Office (LAO). If revenues continue to outperform expectations, Proposition 98 funding requirements for 2021-22 could increase, and would be reflected in later budget measures.

Table 1 shows the budget’s estimates of the minimum guarantee for the prior, current, and budget years. For each year, the operative test is Test 1, which links the minimum guarantee to a share of state General Fund revenue (about 40%).

Table 1: Estimates of the Proposition 98 Minimum Guarantee (In Millions)

Minimum Guarantee	2019-20	2020-21	2021-22	Change from 2020-21	Percent Change
General Fund	\$54,483	\$67,685	\$66,374	-\$1,311	-1.9%
Local property tax	24,846	25,745	\$27,365	\$1,620	6.3%
Totals	\$79,329	\$93,430	\$93,738	\$309	0.3%

The minimum guarantee for 2021-22 is only marginally higher than the minimum guarantee for 2020-21, but the revised guarantee for 2020-21 was 17% higher than in 2019-20. The increase is largely due to substantially higher state General Fund revenues for 2020-21 than had been expected at the start of the pandemic. If revenues for 2021-22 continue to come in higher than expected, the increase to the minimum guarantee in 2021-22 would be greater.

CALIFORNIA COMMUNITY COLLEGES FUNDING LEVELS

Table 2 shows Proposition 98 funding for the California Community Colleges for 2019-20, 2020-21, and 2021-22. Proposition 98 funding for the California Community Colleges decreases about half a percent in 2021-22, but funding from the substantial upward adjustment to 2020-21 funding carries forward into the current year. The share of Proposition 98 funding for the system is at or above the traditional share of 10.93% in each of these years. Prior to calculating the system’s share, funding for the Adult Education, Adults in Correctional Facilities, and K-12 Strong Workforce programs, as well as any transfers to the Public School System Stabilization Account, are excluded from the total.

Table 2: California Community Colleges Proposition 98 Funding by Source (In Millions)

Source	2019-20	2020-21	2021-22	Change from 2020-21	Percent Change
General Fund	\$5,357	\$6,588	\$6,333	-\$255	-3.9%
Local property tax	3,226	3,327	\$3,535	\$208	6.3%
Totals*	\$8,583	\$9,915	\$9,868	-\$47	-0.5%

*Prior to calculating the community college share, funding for the Adult Education, Adults in Correctional Facilities, and K-12 Strong Workforce Programs, as well as transfer to the Public School System Stabilization Account, are excluded from the total.

CHANGES IN FUNDING

The Budget Act includes \$765 million in ongoing policy adjustments compared with revised 2020-21 expenditure levels. Most notably, the proposal includes a COLA of 5.07% for the Student Centered Funding Formula (SCFF), matching the COLA provided for the K-12 Local Control Funding Formula. As described in the May Revise, the COLA is intended to cover the unfunded statutory COLA from 2020-21 of 2.31% plus the statutory COLA from 2021-22 of 1.70% along with an additional approximately 1% increase that was provided to K-12. It also includes a 1.7% COLA for certain categorical programs, provides substantial one-time funding to address deferred maintenance, and increases both ongoing and one-time funding for a variety of student support needs. These changes are summarized in Table 3.

Table 3: 2021-22 Changes in California Community Colleges Proposition 98 Funding (In Millions)

Program Areas ^a	Adjustments
TECHNICAL ADJUSTMENTS	
Student Centered Funding Formula base adjustments (all but COLA and growth)	29.4
Subtotal Technical Adjustments	\$29.4
POLICY ADJUSTMENTS	
Ongoing (Proposition 98)	
Provide COLA for SCFF (5.07%)	\$371.2
Increase number of full-time faculty	100.0
Increase support for targeted student support services ^b	74.0
Increase funding for Strong Workforce Program	42.4
Support integrated basic needs centers	30.0
Support mental health services	30.0
Provide COLA for certain categorical programs ^c	29.2
Fund 0.5% enrollment growth for SCFF	23.8
Expand California Apprenticeship Initiative	15.0
Invest in online education ecosystem and infrastructure	10.6

Increase part-time faculty office hours	10.0
Support Rising Scholars Program	10.0
Cover increased costs for broadband access provided by CENIC	8.0
Increase support for dreamer resource liaisons	5.8
Implement library services platform	4.0
Increase support for Historically Black Colleges and Universities (HBCU) transfer	1.3
Subtotal Ongoing Policy	\$765.3
One-Time (Proposition 98)	
Repay deferrals in apportionment payments from 2020-21	\$1,453.2
Address deferred maintenance	511.0
Expand zero-textbook cost pathways	115.0
Address students' basic needs related to food and housing insecurity	100.0
Support retention and enrollment strategies ^d	100.0
Increase part-time faculty office hours	90.0
Support continued implementation of Guided Pathways	50.0
Provide culturally competent faculty professional development	20.0
Implement Equal Employment Opportunities best practices	20.0
Support collaboration with California Workforce Development Board initiatives	20.0
Accelerate competency-based education	10.0
Implement common course numbering	10.0
Fund LGBTQ+ student support centers	10.0
Support implementation of AB 1460 and anti-racism initiatives	5.6
Provide instructional materials for dual enrollment students	2.5
Modernize the California Community College Registry	1.0
Subtotal One-Time Policy	\$2,518.3
One-Time (Federal American Rescue Plan Act)	
Provide emergency financial assistance grants for students ^d	\$250.0
2021-22 TOTAL CHANGES ^a	\$3,563.0

^a Amounts exclude Adult Education Program and K-12 Strong Workforce Program funding. The budget includes \$12.5 million ongoing increase for a 4.05% COLA on Adult Education.

^b Includes additional funding of \$5 million for Umoja, \$7 million for Puente, \$8 million for MESA, \$20 million for EOPS, \$24 million for Student Equity and Achievement, and \$10 million to support the Rising Scholars.

^c Applies to CalWORKS, Campus Childcare, DSPS, EOPS, apprenticeships, Adult Education, and Mandated Costs Block Grant programs. The COLA for apprenticeships and adult education is higher than for other categorical programs (1.7%).

^d A portion (\$100 million) of the \$250 million in one-time federal ARP funds for emergency financial assistance grants was included in the Immediate Action Package implemented in February 2021 through SB 85. That package also included \$20 million in one-time Proposition 98 funds for retention and enrollment strategies.

COLA = cost-of-living adjustment

Apportionments

Student Centered Funding Formula. The budget continues implementation of the Student Centered Funding Formula, providing over \$23 million for enrollment growth and a 5.07% cost-of-living adjustment (COLA) for apportionments. The budget extends the formula’s existing hold harmless (minimum revenue) provision by one year, through 2024-25. Under this provision, districts will earn at least their 2017-18 total computational revenue, adjusted by COLA each year, in years without base reductions. The budget also extends hold harmless provisions for the San Francisco and Compton Community College Districts by two years to 2025-26.

Table 4 reflects the final rates for 2020-21 (which were the same as for 2019-20 since no COLA was provided), along with the projected rates for 2021-22, as modified by COLA and other base adjustments. The distribution of funds across the three allocations (base, supplemental, and student success) is determined by changes in the underlying factors.

Table 4: 2021-22 Student Centered Funding Formula Rates

Allocations	2020-21 Rates	2021-22 Rates	Change From 2020-21	Percent Change
Base Credit ^a	\$4,009	\$4,212	\$203	5.07%
Supplemental Point Value	948	996	48	5.07%
Student Success Main Point Value	559	587	28	5.07%
Student Success Equity Point Value	141	148	7	5.07%
Incarcerated Credit ^a	5,622	5,907	285	5.07%
Special Admit Credit ^a	5,622	5,907	285	5.07%
CDCP	5,622	5,907	285	5.07%
Noncredit	3,381	3,552	171	5.07%

^a Ten districts receive higher credit FTES rates, as specified in the trailer bill.

Elimination of Budget Deferrals. The enacted budget uses one-time funds of \$1.45 billion to eliminate the budget deferrals from 2020-21. The deferrals will be paid back in July (\$900 million) and August (\$553.2 million) 2021.

College Affordability

Expanded Cal Grant Entitlement. The enacted budget provides \$155 million ongoing to eliminate the age and time out of high school eligibility requirements for the Cal Grant entitlement for students enrolling in the California Community Colleges, providing access to the grants for an additional 133,000 students in the upcoming academic year. The age and time out of high school requirements remain for students enrolling in the University of California (UC), California State University (CSU) and private institutions. To receive an award, community college students must have a GPA of 2.4 for Cal Grant A or 2.0 for Cal Grant B. Recipients who later transfer to UC or CSU will remain eligible for the

entitlement, but those who transfer to a private institution would be eligible only for a transfer entitlement award or a competitive award. The number of competitive awards (available going forward only to students enrolled at institutions other than a community college) will be reduced from 41,000 to 13,000.

The budget also includes \$15 million ongoing to create the Foster Youth Cal Grant Access Award, which provides up to \$6,000 to foster youth to cover non-tuition costs of attendance at a UC or CSU campus or a community college. It extends by one year (to 2022-23) the requirement for private institutions to reach target numbers for associate degree for transfer commitments in order to receive the maximum Cal Grant award.

Zero-Textbook-Cost Pathways. The Budget Act provides \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates, awards that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. The definition of such pathways includes low- to no-cost degrees in cases where a no-cost option is not available or cannot be developed. Trailer bill language specifies that the chancellor would distribute grants to districts of up to \$200,000 for each degree developed and implemented that meets the criteria. Districts would use the funds to develop and implement one or more associate degree or career certificate programs (jointly referred to as “degrees”) that either (1) have a high value in the regional market, (2) meet an emerging regional industry need, or (3) have high textbook costs.

The language specifies that districts must implement at least one degree for each grant received, and should:

- prioritize the adaptation of existing associate degrees for transfer;
- focus on use of existing open educational resources before creating new content;
- consider sustainability after grant funding is exhausted;
- ensure compliance with the Americans with Disabilities Act (Public Law 104-197) and the Copyright Act of 1976 (Public Law 94-553);
- ensure faculty have flexibility to update and customize degree content;
- ensure the degrees are clearly identified in college catalogs and class schedules;
- provide the Chancellor’s Office with all legislatively required report data and any planning, progress, and outcome information associated with the grant;
- consult with the local academic senate; and
- use a multimember team approach to development that includes faculty, administrators, and other content-focused staff.

Districts would be required to make their degrees available for use or adaptation by other districts, including posting any resources to the California Digital Open Source Library. Districts would need to strive for implementation of the degrees within three academic years of receiving funding. The chancellor could also use funds to provide grants of up to \$20,000 to a district for the development and curation of open educational resources for coursework. The funding is available for use through June 30, 2026, and the Chancellor’s Office must report on the development and implementation of degrees created with this funding by June 30, 2027.

College Savings Accounts. The enacted budget includes \$1.8 billion in federal American Rescue Plan (ARP) funds and \$107 million ongoing non-Proposition 98 General Funds to support the California Kids Investment and Development Savings (KIDS) program and a new program within it to establish a savings account of \$500 for every low-income student enrolled in the state's public schools, with foster youth and homeless youth getting an additional \$500 (for each status). After 2021-22, the state will provide \$170 million in ongoing non-Proposition 98 General Funds toward establishing new accounts for low-income students entering first grade, if one has not already been established for them under the KIDS program, an investment that can grow over time until children reach college age. The initiative is aimed at encouraging college attendance and improving affordability. Funds not used for higher education by the time a recipient is 26 years of age would revert to the program and be reallocated.

Grants to Dislocated Workers. The Budget Act provides \$472.5 million in one-time federal funds and \$27.5 million one-time non-Proposition 98 General Funds to the California Student Aid Commission (CSAC) to support education grants for displaced workers who want to enroll in the UC, CSU or a California community college, or to obtain training from an eligible training provider. CSAC will collaborate with the higher education segments to offer the grants at campuses. The grants will be available to workers displaced from their employment due to COVID-19 who can demonstrate financial need and are not already enrolled in an education or training program. Undocumented persons are eligible to participate. Grant amounts will range from \$1,000 to \$2,500, and participants can receive only one grant.

Waiver of Enrollment Fees. Education Code, Section 76300, authorizes community college districts to charge students a fee of \$46 per unit per semester and also authorizes the waiver of this fee for students who meet specified criteria.

Assembly Bill 132 (Higher Education Trailer Bill Language), authorizes community college districts to use available emergency relief funds provided by the federal government to waive this fee, if it is unpaid by a student due to the impacts of the COVID-19 pandemic, as specified.

Other Changes to Financial Aid. The enacted budget includes a promise to reboot the Middle Class Scholarship to help address the total cost of attendance for low- and middle-income students, including Cal Grant recipients, at UC and CSU. It states an intent to provide \$515 million ongoing (on top of the existing \$117 million) beginning in 2022-23, but is subject to appropriation next year, and in future years. The program would be intended to close the gap between the full cost of attendance and resources provided by other financial aid, earnings from a part-time job, and modest family contribution from families with over \$100,000 annual income. It is estimated that it would close the gap by 33% in the initial year, with a goal of being phased in to 100% over time to result in debt free college for CSU and UC students. It does not include community college students (unless they are enrolled in upper division courses in a community college baccalaureate program).

The enacted budget modifies the Governor’s proposal to require that all high school seniors fill out a financial aid application, delaying the implementation by one year to 2022-23, requiring CSAC to develop regulations and forms, and allowing students to opt out of the requirement without penalty by completing an opt-out form.

Student Needs

Retention and Enrollment Efforts. The Budget Act includes an additional \$100 million in one-time funding for retention and enrollment efforts, on top of the \$20 million already provided in February through the Immediate Action Package (SB 85). The additional funds will be allocated to colleges that have been disproportionately affected by enrollment drops related to COVID-19. The funds can be used as fiscal incentives for students who have withdrawn to reenroll and for prospective students to enroll. The funds will be allocated to colleges in a similar manner as occurred with the funding included in the Immediate Action Package.

Emergency Grants to Students. The budget includes a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Of this amount, \$100 million was allocated as part of the Immediate Action Budget consistent with SB 85. The allocation to districts will be based on two factors: (1) number of students exempt from paying nonresident tuition and (2) the number of California College Promise Grant (CCPG) fee waivers at each district. Grants may be awarded to students who are California residents or are exempt from paying nonresident tuition under §68130.5 of the California Education Code who self-certify that they meet the following conditions:

- Currently enrolled in at least 6 semester units (or the quarterly equivalent);
- Demonstrate an emergency financial aid need;
- Qualify as low-income by meeting the requirements to receive a CCPG or is projected to receive a CCPG for the upcoming semester or quarter; and
- Earned a 2.0 grade point average at their current or prior institution in one of their previous three semester terms (or four quarter terms) OR is a student who is receiving additional support or services through a community college’s Disabled Student Programs and Services.

Mental Health Services. The enacted budget includes ongoing funding of \$30 million to provide for student mental health resources. The Chancellor’s Office will be required to submit a report every three years, beginning in 2025, describing how the funds were used, the types of programs in which districts invested, and what is known about best practices implemented by districts.

Basic Needs Centers. The Budget Act includes ongoing funding of \$30 million to support basic needs centers and coordinators. It allows for the integration of financial aid and basic needs centers, as proposed by the Governor’s Recovery with Equity Taskforce in its *Plan for an Equitable Recovery*, but does not require it (and the funding cannot be used to cover the costs of combining the offices). Trailer bill language clarifies that each college must do the following:

- Develop a document for students that clearly lists all on- and off-campus basic needs services and resources by February 1, 2022. The document must be provided to students as part of orientations and given to faculty with encouragement to include relevant information in their syllabi. The document must include a description of each service or resource, the location where it is provided, a point of contact, and any eligibility restrictions.
- Streamline the application and intake process for on-campus basic needs services, create an easily accessible page on the campus website related to those services, and develop and implement a plan for outreach to students who have basic needs insecurity by February 1, 2022.
- Establish a Basic Needs Center by July 1, 2022, a central location on campus where services, resources, and staff would be available to students. The center must connect students to the financial aid office to ensure they are receiving all available financial aid. An existing Basic Needs Center can satisfy the requirement as long as it provides the required services.
- Designate a staff person as the Basic Needs Coordinator by July 1, 2022, who would act as a broker in identifying and linking students to on- and off-campus food, housing, mental health, and other basic needs resources.
- Report annually to the CCCCO on the services provided; the number of students served and their demographic backgrounds; whether those students remained enrolled and graduated; and challenges and best practices in providing basic needs services.

Basic Needs Centers can provide support to students who can be reasonably expected to enroll in the upcoming term, and to students during summer and winter breaks who were previously enrolled or are enrolled for the upcoming fall or spring term. Funds can be provided directly to students to address urgent needs.

Basic Needs. The budget includes an additional \$100 million one-time for colleges to support basic needs, including to maintain food pantries, assist students with enrollment in CalFresh, support students in obtaining nutrition assistance, and assist homeless and housing-insecure students in securing stable housing, among others. These funds can be used until June 30, 2024, and the CCCCO must submit a report on their use by June 30, 2025.

LGBTQ+ Services. The Budget Act appropriates \$10 million one-time to support LGBTQ+ students. The chancellor will provide grants to participating districts based on the proportional share of students they serve and equity metrics to ensure that small rural colleges are also able to access the grants. Funds can be expended over a five-year period, and used for LGBTQ+ centers, development of safe zones, learning communities, clubs, curriculum development, workshops, and other efforts based on best practices for serving LGBTQ+ students.

Student Housing. The enacted budget includes \$2 billion in one-time non-Proposition 98 General Funds to create a new fund for student housing at the three higher education segments. The funding will be split over three years, with \$500 million available in 2021-22

and \$750 million in each of the next two years. Specific details of the program will be established through later legislation.

Dual Enrollment. The Budget Act provides \$2.5 million one-time for instructional materials for high school students enrolled in a community college course through a College and Career Access Pathways partnership.

Instruction, Academic Pathways, and Diversity, Equity & Inclusion

Investments in Faculty. The Budget Act includes \$100 million ongoing to increase the number of full-time faculty toward meeting the 75 percent full-time faculty target. The funding is aimed at increasing the hiring of faculty above the level that would have otherwise occurred, and districts seeking an allocation of the funding will need to report (by August 15, 2021) their current number of full-time faculty and the number of replacement or additional faculty they were already planning to hire in 2021-22. The specifics of how these funds will be allocated and the impact to a district's faculty obligation number will be forthcoming once the Chancellor's Office consults with the DOF, LAO, and the Legislature.

The budget also includes \$10 million ongoing and \$90 million one-time to increase part-time faculty office hours. It also provides \$20 million for culturally competent professional development for faculty.

Equal Employment Opportunity (EEO) Best Practices. The 2021-22 budget includes \$20 million for the Board of Governors and the Chancellor's Office to allocate to community college districts to support the implementation of best practices for success in promoting equal employment opportunity and faculty and staff diversity at California community colleges, using the multiple methods model identified by the Chancellor's Office.

Guided Pathways. The enacted budget includes \$50 million one-time to continue implementation of Guided Pathways, to be allocated as grants to community colleges by the same method used for the prior funding:

- 20% awarded equally among participating colleges;
- 35% awarded based on the percentage of FTES at each participating college; and
- 45% awarded based on the percentage of students at each college that is eligible for Pell Grants.

To receive funding, colleges must demonstrate their continued commitment to implement a Guided Pathways framework by submitting an updated workplan. The plan is to include a description of the college's efforts to integrate existing student success programs into the work, including the Student Equity and Achievement program, associate degrees for transfer, zero-textbook-cost degrees, adult education, and the Strong Workforce Program. The Guided Pathways funding will be available for use through June 30, 2026.

Competency-based Education. The Budget Act includes \$10 million one-time to support a workgroup focusing on the planning and implementation of competency-based education (CBE), including the development of a funding model to support it. The funding

could be used to support work the Chancellor’s Office is already doing on CBE, and to support pilot efforts at the college level.

Instructional Modalities. The Budget Act includes language declaring that in-person instruction is educationally beneficial to students and could assist in increasing enrollment. It requires districts to submit data to the CCCCO by October 1, 2021 on numbers of course sections offered in person, fully online, or in a hybrid format for fall 2019, fall 2020, and fall 2021. Districts must also report on their plans for spring 2022 course offerings, their plans for resuming in-person instruction, and on measures taken to improve instructional modalities as a result of the pandemic. To the extent available, the report must also include data on student demand for the various instructional modalities. The CCCCO is required to summarize the data across districts in a report to the Legislature and administration by November 30, 2021.

Workforce Development

Strong Workforce. The budget provides an increase of \$42.4 million ongoing for the Strong Workforce Program. For the 2021–22 fiscal year only, a college may use up to 10% of funding received through this program to integrate the development or expansion of work-based learning models and programs aligning with Strong Workforce Program consortia plans. This provision is targeted at the cloud computing sector and sectors impacted by the Los Angeles and Long Beach ports’ goal for zero emissions by 2035, including the transportation industries investing in zero emissions technologies and the supply chain management sector.

Regional Partnerships. The Budget Act includes \$20 million one-time Proposition 98 funds for community colleges to work with the California Workforce Development Board (CWDB) to strengthen alignment with workforce initiatives.

- Half of the funding (\$10 million) is to be used for grants to colleges to support participation in the CWDB’s High Road Training Partnerships and High Road Construction Careers programs. The goal is to align them with community college pathways to train and bridge students into good quality jobs in industries that support the state’s economic recovery.
- The other \$10 million is to be used for grants to colleges for participating in regional equity and recovery partnerships with local workforce development boards. The funding is aimed at connecting workers most impacted by the pandemic to high-quality jobs in target and growth industries.

Colleges receiving a grant of either type must focus on integrating community college priorities into the programs, including the award of credit for prior learning, creating work-based learning opportunities, providing student supports, and providing an on-ramp to credit pathways. Grants may be used for personnel costs, program development and materials, outreach and recruitment, training costs, participant fees, and reasonable operation costs. Funds can be used until June 30, 2026.

Learning Aligned Employment. The Budget Act includes \$200 million in one-time non-Proposition 98 General Funds in 2021-22 to revise and recast various provisions of the California State Work-Study Program, including renaming it as the Learning-Aligned Employment Program. The program is administered by CSAC and will support work study programs at UC, CSU and community colleges. Postsecondary institutions are strongly encouraged to participate and must sign an agreement with CSAC acknowledging their willingness to administer the program according to its guidance. Funds will be allocated to participating institutions based on their share of students receiving a Pell Grant. Funds can be used for summer employment for students enrolled at least half-time in summer courses or the following fall.

Participating students must be state residents from underrepresented backgrounds and enrolled at least half time. Colleges must prioritize eligible students who are first generation college students, foster youth, homeless (or at risk of homelessness), or majoring in a STEM discipline. Students could work on campuses or with private in-state employers or non-profits in jobs related to their field of study. Institutions must collaborate with local employers to identify learning-aligned employment opportunities, with an emphasis on employers capable of providing full-time employment opportunities within students' area of study after graduation. The pay rate should be the same as provided for comparable positions doing similar work, and the number of hours allowed would be determined by the education institution in accordance with its standards and the student's financial need. Private employers will be expected to provide 50% of the student's compensation, while non-profits will contribute 10%. The program will cover the full cost of on-campus employment with a public university or community college.

Alignment Across Colleges and Systems

Common Course Numbering. The Budget Act includes \$10 million in one-time funding to establish a workgroup to support the development and implementation of common course numbering across the California Community Colleges, in line with the recommendation included in the Governor's Recovery with Equity Taskforce report. The proposal aims to facilitate the alignment of curriculum, ease student course selection, promote timely program completion, and support students who attend multiple colleges and those preparing to transfer. Any funds not expended for the workgroup would be used to implement the common course numbering system.

Budget language articulates a goal that the common course numbering system should, to the extent feasible, align with course numbering systems at the CSU and UC.

Dual Admissions. The enacted budget requires the creation of a dual admissions program for first-time freshman applicants to CSU and UC (if the regents adopt a resolution to that effect). According to trailer bill language, the program will be in effect for first-time freshman applicants in 2023-24 through 2025-26, at which point a progress report will be due from the university systems. The primary goal of the program is to increase access to and graduation from public universities for underrepresented students with more limited

access to A-G coursework in high school, and who face geographical or financial barriers to enrolling. The program will have the following provisions:

- Available for first-time freshman applicants who will meet CSU and UC admissions criteria only upon completion of transfer requirements at a community college. Applicants must provide supporting information (e.g., letter from a high school counselor) regarding their inability to meet freshman admissions criteria due to limitations in the high school curriculum or personal hardship.
- Provides guaranteed admission to a specific campus selected by the student at the time of the agreement if the student completes transfer requirements within two academic years at a community college. If the student's major is impacted or oversubscribed, the agreement must specify the supplementary criteria (which cannot alter the unit requirements applicable to an associate degree for transfer).
- Provides guaranteed access to library, counseling, and other services from the applicable university campus or the university campus nearest to student's residence, as well as the community college.
- Requires the university, to the extent feasible, to provide the student entering an agreement with a provisional financial aid letter indicating the aid package the student may receive upon transfer.

Students planning to complete an associate degree for transfer will have priority for dual admission agreements. Community colleges should indicate on a student's education plan their participation in the dual admissions program.

Learning Management System. The budget also calls for UC, CSU and the California Community Colleges to adopt a common intersegmental learning management system for online courses and, to the extent feasible, do so by 2023-24. It provides UC and CSU with some funding to that end, and allows the California Community Colleges to use funding provided for the Online Education Initiative toward that purpose.

Other Actions

Deferred Maintenance. The enacted budget includes \$511 million in one-time Proposition 98 funds to address deferred maintenance across the system. The chancellor is to allocate funds to districts for scheduled maintenance and special repairs of facilities on the basis of actual reported FTES and may establish a minimum allocation per district. Funds can be used until June 30, 2023.

Technology-focused Investments. The enacted budget includes \$10.6 million ongoing for a more robust online education ecosystem and infrastructure. It also includes \$4 million ongoing to support technology allowing colleges to expand the implementation of the systemwide technology platform for library services.

LOCAL SUPPORT FUNDING BY PROGRAM

Table 5 shows proposed local assistance funding by program for the current and budget years. As the table shows, some categorical programs received level or workload funding in the enacted budget, while others received base adjustments including the Student

Equity and Achievement Program, the Strong Workforce Program, and several targeted student support programs. Consistent with recent practices, certain programs receive cost-of-living adjustments. Decreases in funding are related to removing one-time funding allocated in 2020-21 or to revised estimates of underlying factors.

Table 5: California Community Colleges Funding by Program^a (In Millions)

Program	2020-21 Revised	2021-22 Enacted	Change from 2020-21	Percent Change	Explanation of Change
Student Centered Funding Formula	\$7,502.5	\$7,927.0	\$424.5	5.7%	COLA, growth, and base adjustments
Deferrals--Student Centered Funding Formula and Student Equity and Achievement	-1,453.2	1,453.2	1,453.2	100.0%	Pay off the 2020-21 deferral
Deferred maintenance (one-time)	0.0	511.0	511.0	-	Adds one-time funding
Student Equity and Achievement Program	475.2	499.0	23.8	5.0%	Base adjustment
Strong Workforce Program	248.0	290.4	42.4	17.1%	Base adjustment
Student Success Completion Grant	159.0	162.6	3.6	2.3%	Adjust for revised estimate of recipients
Emergency financial assistance grants (one-time) ^b	100.0	150.0	50.0	50.0%	Adds one-time funding (from federal ARP funds)
Full-time faculty hiring	50.0	150.0	100.0	200.0%	Adds ongoing funding
Extended Opportunity Programs and Services (EOPS)	115.9	135.9	20.0	17.3%	Adds ongoing funding and 1.7% COLA
Disabled Students Programs and Services (DSPS)	124.3	126.4	2.1	1.7%	1.7% COLA
Support zero-textbook-cost degrees (one-time)	0.0	115.0	115.0	-	Adds one-time funding
Part-time faculty office hours	12.2	112.2	100.0	819.7%	Adds ongoing funding of \$10 million (and \$90 million one-time in 2021-22)
Retention and enrollment (one-time) ^b	20.0	100.0	80.0	400.0%	Adds one-time funding
Basic needs for food insecurity (one-time)	0.0	100.0	100.0	-	Adds one-time funding

Financial aid administration ^b	78.7	74.3	-4.4	-5.6%	Adjust for revised estimates of fee waivers and removal of one-time funding. Includes \$3.1 million one-time to support CalFresh application that was part of SB 85 Immediate Action Budget
California College Promise (AB 19)	81.4	72.5	-8.9	-10.9%	Adjust for revised estimates of first-time, full-time students
College-specific allocations ^e	0.0	67.9	67.9	-	Adds one-time funding
Integrated technology	41.9	65.5	23.6	56.3%	Augmentation for CENIC, online education infrastructure, CCC Registry, and library services platform
Adult Education Program – Community College Districts ^c	62.0	65.0	3.0	4.8%	COLA
Apprenticeship (community college districts)	43.6	60.1	16.5	37.8%	Adjusts for revised estimate of related supplemental instruction hours and adds ongoing funding
Guided Pathways implementation (one-time)	0.0	50.0	50.0	-	Adds one-time funding
CalWORKs student services	46.9	47.7	0.8	1.7%	1.7% COLA
Mandates Block Grant and reimbursements	33.4	33.7	0.3	0.9%	Revised enrollment estimates and 1.7% COLA; funded at \$30.67
Student mental health services	0.0	30.0	30.0	-	Adds ongoing funding
Basic needs centers	0.0	30.0	30.0	-	Adds ongoing funding
Institutional effectiveness initiative	27.5	27.5	0.0	-	
Part-time faculty compensation	24.9	24.9	0.0	-	
Online education initiative	23.0	23.0	0.0	-	
Economic and Workforce Development	22.9	22.9	0.0	-	
NextUp (foster youth program)	20.0	20.0	0.0	-	
EEO best practices (one-time)	0.0	20.0	20.0	-	Adds one-time funding
Workforce investment initiatives with CWDB (one-time)	0.0	20.0	20.0	-	Adds one-time funding

Culturally competent professional development (one-time)	0.0	20.0	20.0	-	Adds one-time funding
Cooperative Agencies Resources for Education (CARE)	16.8	19.0	2.2	13.2%	Adds ongoing funding and 1.7% COLA
California Online Community College (Calbright College) ^d	15.0	15.0	0.0	-	
Nursing grants	13.4	13.4	0.0	-	
Lease revenue bond payments	12.8	12.8	0.0	-	
Dreamer Resource Liaisons	5.8	11.6	5.8	100.0%	Adds ongoing funding
Mathematics, Engineering, Science Achievement (MESA)	2.5	10.7	8.2	323.0%	Adds ongoing funding
Rising Scholars Network	0.0	10.0	10.0	-	Adds ongoing funding
Competency-based education (one-time)	0.0	10.0	10.0	-	Adds one-time funding
LGBTQ+ support (one-time)	0.0	10.0	10.0	-	Adds one-time funding
Common course numbering (one-time)	0.0	10.0	10.0	-	Adds one-time funding
Immigrant legal services through CDSS	10.0	10.0	0.0	-	
Veterans Resource Centers	10.0	10.0	0.0	-	
Puente Project	2.0	9.3	7.3	369.0%	Adds ongoing funding
Student Housing Program	9.0	9.0	0.0	-	
Umoja	2.6	7.5	4.9	190.0%	Adds ongoing funding
Foster Parent Education Program	5.7	5.7	0.0	-	
AB 1460 implementation (one-time)	0.0	5.6	5.6	-	Adds one-time funding
Community college law school initiative	0.0	5.0	5.0	-	Adds one-time funding
Childcare tax bailout	3.6	3.7	0.1	1.7%	1.7% COLA
Equal Employment Opportunity Program	2.8	2.8	0.0	-	
Instructional Materials for Dual Enrollment (one-time)	0.0	2.5	2.5	-	Adds one-time funding
Middle College High School Program	1.8	1.8	0.0	-	
Academic Senate for Community Colleges	1.7	1.7	0.0	-	
Historically Black Colleges and Universities (HBCU) Transfer Pathway project	0.1	1.4	1.3	1300.0%	Adds ongoing funding
Transfer education & articulation projects	0.7	0.7	0.0	-	

Fiscal Crisis and Management Assistance Team (FCMAT)	0.6	0.6	0.0	-	
Part-time faculty health insurance	0.5	0.5	0.0	-	
COVID-19 Response Block Grant (one-time)	120.0	0.0	-120.0	-100.0%	Removes one-time funding
Total	\$8,097.5	\$12,808.0	\$4,710.5	58.2%	

^a Table reflects total programmatic funding for the system, including amounts from prior years available for use in the years displayed.

^b The Immediate Action Package implemented in February 2021 through SB 85 included \$100 million for emergency financial grants for students, \$20 million to support retention and enrollment strategies, and \$3 million for financial aid administration to support student applications for CalFresh. The funding for emergency financial assistance grants was allocated from federal ARP funds, while the funds for retention and financial aid administration were state Proposition 98 funds. The same sources of funds apply for the 2021-22 allocations.

^c Amounts represent share ultimately received by California Community College districts. For the overall adult education program in 2021-22, \$432 million (77%) is distributed through school district fiscal agents or funded directly to school districts and K-12 agencies, and \$128 million (23%) is distributed by community college district fiscal agents or funded directly to community college districts.

^d Budget Act continued funding for Calbright College, but includes language stating that any legislation that eliminates the college will be binding (such as AB 1432; this bill was passed by the Assembly in May 2021 but the Senate canceled a scheduled hearing of the bill; it could still come up for a hearing in the next legislative cycle).

^e Includes 15 college-specific allocations as prescribed in statute.

CAPITAL OUTLAY

Bond Funding for Continuing and New Projects. The Budget Act includes \$577.9 million in capital outlay funding from Proposition 51, approved by voters in 2016, and \$3.5 million in funding from Proposition 55, approved by voters in 2004. The funding is to support the construction phase for 32 continuing projects (\$573.2 million) and the preliminary plans and working drawings phases for 9 new projects (\$8.2 million), as listed in Table 6.

Table 6: California Community Colleges Capital Outlay Funding (In Millions)

District, College	Project	2021-22 State Cost	2021-22 Total Cost	All Years State Cost	All Years Total Cost
NEW PROJECTS – Proposition 55					
Compton, Compton College	Visual and Performing Arts Replacement	\$798,000	\$998,000	\$8,780,000	\$11,700,000
Desert, College of the Desert	Science Building Renovation	586,000	1,172,000	6,364,000	12,725,000
North Orange County, Anaheim Campus	Anaheim Campus Tower First Floor Life/Safety Renovation	716,000	922,000	10,523,000	13,552,000

Sierra Jt., Sierra College	Applied Technology Center Modernization	1,380,000	2,707,000	17,255,000	34,064,000
NEW PROJECTS - Proposition 51					
Los Angeles, Mission College	Plant Facilities Warehouse & Shop Replacement	304,000	1,046,000	6,737,000	22,334,000
Riverside, Norco College	Center for Human Performance and Kinesiology	2,702,000	2,702,000	27,075,000	33,843,000
Shasta Tehama Trinity, Shasta College	Building 800 Renovation	482,000	964,000	5,207,000	10,364,000
Ventura, Moorpark College	Administration Building Reconstruction	411,000	822,000	4,113,000	8,169,000
West Valley-Mission, West Valley College	Theater Renovation & Expansion	823,000	1,646,000	9,970,000	19,960,000
CONTINUING PROJECTS					
Antelope Valley, Antelope Valley College	Gymnasium Renovation	11,510,000	18,595,000	12,379,000	20,334,000
Barstow, Barstow College	Hydronic Loop and Water Infrastructure	9,047,000	9,047,000	9,788,000	9,788,000
Cerritos, Cerritos College	Health Sciences Building #26 Renovation	11,512,000	22,470,000	12,566,000	24,577,000
Chaffey, Chino Campus	Instructional Building 1	11,764,000	23,164,000	12,715,000	25,065,000
Coast, Orange Coast College	Chemistry Building	18,794,000	37,035,000	20,194,000	39,835,000
Compton, Compton College	Physical Education Complex Replacement	21,534,000	42,211,000	23,082,000	45,576,000
Grossmont-Cuyamaca, Grossmont College	Liberal Arts/Business/Computer Science Information Systems	10,214,000	19,984,000	11,155,000	21,866,000

Kern, Delano Center	Learning Resource Center (LRC) Multi-Purpose Building	14,411,000	28,909,000	15,602,000	31,312,000
Kern, Porterville College	Allied Health Building	9,743,000	19,373,000	10,578,000	21,041,000
Long Beach, Liberal Arts Campus	Music/Theatre Complex (Building G&H)	20,609,000	40,460,000	22,290,000	43,822,000
Long Beach, Pacific Coast College	Construction Trades II	14,786,000	18,575,000	16,054,000	20,160,000
Los Angeles, Los Angeles City College	Theater Arts Replacement	14,124,000	28,040,000	15,236,000	30,285,000
Los Rios, American River College	Technical Building Modernization	28,647,000	54,121,000	29,905,000	58,312,000
Los Rios, Folsom Lake College	Instructional Buildings Phase 2.1	29,494,000	55,179,000	30,774,000	59,446,000
Los Rios, Natomas Education Center	Natomas Center Phase 2 and 3	27,632,000	37,890,000	28,518,000	40,625,000
Los Rios, Rancho Cordova Educational Center	Rancho Cordova Center, Phase 2	8,509,000	16,018,000	8,898,000	17,314,000
Mt. San Jacinto, Menifee Valley Center	Math and Science Building Replacement	25,460,000	49,542,000	27,020,000	53,085,000
Mt. San Jacinto, Mt. San Jacinto College	Science and Technology Buildings	22,070,000	43,718,000	23,924,000	47,027,000
Napa Valley, Napa Valley College	Modernize Industrial Technology Building 3100	2,756,000	5,385,000	3,001,000	5,874,000
Peralta, College of Alameda	Replacement of Buildings B and E (Auto and Diesel Technologies)	15,291,000	30,164,000	16,569,000	32,719,000
Peralta, Laney College	Modernize Theatre Building	7,290,000	23,423,000	7,999,000	25,696,000
Peralta, Merritt College	Horticulture Building Replacement	9,034,000	20,192,000	9,789,000	21,880,000

Redwoods, College of the Redwoods	Physical Education Replacement	63,839,000	63,839,000	69,218,000	69,218,000
Riverside, Riverside City College	Life Science/Physical Science Reconstruction	27,354,000	35,431,000	28,977,000	38,137,000
San Bernardino, Crafton Hills College	Performing Arts Center Replacement	6,675,000	13,048,000	7,275,000	14,248,000
San Bernardino, San Bernardino Valley College	Technical Building Replacement	31,422,000	68,960,000	33,735,000	74,134,000
San Mateo, Skyline College	Workforce and Economic Development Prosperity Center	23,033,000	44,427,000	24,230,000	47,973,000
Santa Barbara, Santa Barbara City College	Physical Education Replacement	32,521,000	40,719,000	35,072,000	43,926,000
Santa Monica, Santa Monica College	Arts Complex Consolidation	9,821,000	19,307,000	10,614,000	20,892,000
Shasta-Tehama- Trinity Joint, Shasta College	Building 200 Modernization	14,214,000	19,735,000	15,589,000	21,637,000
Yuba, Woodland College	Performing Arts Facility	16,472,000	38,758,000	17,899,000	41,664,000
Yuba, Yuba College	Fire Alarm System Upgrade	3,645,000	4,556,000	4,022,000	5,027,000
Total		\$581,429,000	\$1,005,254,000	\$710,691,000	\$1,239,206,000

Reappropriations. In addition to funding continuing and new projects as listed above, the Budget Act reappropriates previously approved funding for 21 existing projects to continue with their respective phases, as listed in Table 7.

Table 7: California Community Colleges Capital Outlay Reappropriations

District	College/Location	Project	Phase ^a
Barstow	Barstow College	Hydronic Loop and Water Infrastructure	W
Chabot-Las Positas	Chabot College	Building 3000 Maintenance Operations Warehouse & Garage	W

Grossmont-Cuyamaca	Cuyamaca College	Instructional Building Phase 1	W
Los Angeles	Los Angeles Pierce College	Industrial Technology Replacement	W
Los Angeles	Los Angeles Trade-Technical College	Design and Media Arts	W
Los Angeles	Los Angeles Valley College	Academic Building 2	W
Los Angeles	West Los Angeles College	Plant Facilities/Shop Replacement	W
Los Rios	Elk Grove Center	Elk Grove Center Phase 2	C
North Orange County	Fullerton College	Music/Drama Complex-Buildings 1100 and 1300 Replacement	W
Peralta	College of Alameda	Aviation Complex Replacement	W
San Francisco	San Francisco City College	Cloud Hall Reconstruction	W
Santa Clarita	College of the Canyons	Modernize Academic Building-Boykin Hall	C
Sequoias	College of the Sequoias	Basic Skills Center	C
Sierra Joint	Sierra College	Science Building Phase 1	W
Sierra Joint	Sierra College	Gymnasium Modernization	W
Siskiyou Joint	College of the Siskiyous	Theatre Arts Building Remodel/Addition	W
Sonoma County	Public Safety Training Center	Public Safety Training Center Expansion	W
State Center	Clovis Community College	Applied Technology Building, Phase 1	C
West Valley-Mission	Mission College	Performing Arts Building	W
West Valley-Mission	West Valley College	Learning Resource Center Renovation	C
Yuba	Yuba College	Building 800 Life and Physical Science Modernization	W

^a C=construction phase, W = working drawing phase.

STATE OPERATIONS

The Budget Act includes \$5.6 million in one-time funds for the Chancellor's Office for the implementation of the new ethnic studies requirement in the CSU (AB 1460), and for the coordination of systemwide antiracism initiatives. The proposal makes no other significant adjustments to state operations, and maintains the same number of positions, resulting in total budgeted resources for the Chancellor's Office of \$31.3 million in 2021-22 (including \$19.7 million in General Fund).

LOCAL BUDGETS

Budget Planning and Forecasting

Based on the information used in developing the state budget, it would be reasonable for districts to plan their budgets using information shown in Table 8.

Table 8: Planning Factors for 2021-22 Budget

Factor	2019-20	2020-21	2021-22
Cost-of-living adjustment (COLA)	3.26%	0.00%	5.07%
Base reductions	0.00%	-8.00%	0.00%
State Lottery funding per FTES	\$221.87	\$223.54	TBD
Mandates Block Grant funding per FTES	30.16	30.16	30.67
RSI reimbursement per hour	6.45	6.44	6.44
Financial aid administration per College Promise Grant	0.91	0.91	0.91
Public Employees' Retirement System (CalPERS) employer contribution rates	22.67%	20.70%	22.91%
State Teachers' Retirement System (CalSTRS) employer contribution rates	17.10%	16.15%	16.92%

State Requirements for District Budget Approval

Existing law requires the governing board of each district to adopt an annual budget and financial report that shows proposed expenditures and estimated revenues by specified deadlines. Financial reporting deadlines are shown in Table 9.

Table 9: Standard Financial Reporting Deadlines for 2021-22

Activity	Regulatory Due Date	Title 5 Section
Submit tentative budget to county officer.	July 1, 2021	58305(a)
Make available for public inspection a statement of prior year receipts and expenditures and current year expenses.	September 15, 2021	58300
Hold a public hearing on the proposed budget. Adopt a final budget.	September 15, 2021	58301 58305(c)
Complete the adopted annual financial and budget report and make public.	September 30, 2021	58305(d)
Submit an annual financial and budget report to Chancellor's Office.	October 10, 2021	58305(d)
Submit an audit report to the Chancellor's Office.	December 31, 2021	59106

If the governing board of any district fails to develop a budget as described, the Chancellor may withhold any apportionment of state or local money to the district for the

current fiscal year until the district makes a proper budget. These penalties are not imposed on a district if the Chancellor determines that unique circumstances made it impossible for the district to comply with the provisions or if there were delays in the adoption of the annual state budget.

The total amount proposed for each major classification of expenditures is the maximum amount that may be expended for that classification for the fiscal year. Through a resolution, the governing board may make budget adjustments or authorize transfers from the reserve for contingencies to any classification (with a two-thirds vote) or between classifications (with a majority vote).

State Requirements Related to Expenditures

State law includes two main requirements for districts' use of apportionments. The Chancellor's Office monitors district compliance with both requirements and annually updates the Board of Governors.

Full-Time Faculty Obligation. Education Code Section 87482.6 recognizes the goal of the Board of Governors that at least 75% of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors. Each district has a baseline reflecting the number of full-time faculty in 1988-89. Each year, if the Board of Governors determines that adequate funds exist in the budget, districts are required to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit full time equivalent students. The target number of faculty is called the Faculty Obligation Number (FON). An additional increase to the FON is required when the budget includes funds specifically for the purposes of increasing the full-time faculty percentage. The chancellor is required to assess a penalty for a district that does not meet its FON for a given year.

The Board of Governors, at their November 2020 meeting, determined that the Budget Act of 2020 did not provide adequate funding to support increases to districts' full-time faculty hiring obligations for Fall 2021. As a result, districts may maintain FON compliance for Fall 2021 by meeting their Fall 2020 FON, Fall 2021 FON, or the percentage of instructional hours taught by full-time faculty that was achieved for Fall 2020. Districts must continue to report actual full-time and part-time faculty data to the Chancellor's Office. While penalties are deferred and not waived, the Chancellor's Office will continue to calculate and publish FON data for the system. Due to the robust levels of funding provided in the 2021 Budget, we anticipate that the Board of Governors will approve full implementation of the FON for Fall 2022.

Fifty Percent Law. A second requirement related to budget levels is a statutory requirement that each district spend at least half of its Current Expense of Education each fiscal year for salaries and benefits of classroom instructors. Under existing law, a district may apply for an exemption under limited circumstances.

Conclusion

The Appendices contain additional information as follows:

- Appendix A: Expenditure Deadlines
- Appendix B: Overview of the State Budget Process
- Appendix C: Revised System Budget Priorities Compared to Enacted Budget
- Appendix D: District’s Fiscal Health
- Appendix E: Glossary

Although the budget has been enacted, it is possible that the Governor and Legislature could make changes to the budget in “clean-up” legislation later this year. The Chancellor’s Office will post updates concerning any changes made to the budget on its [Budget News](#) website.

Appendix A: Expenditure Deadlines

Some of the funds appropriated in the Budget Act are subject to expenditure deadlines. For those funding items, the table below shows the date by which the funds must be spent or encumbered.

Funding Purpose	Amount	Expenditure Deadline
Deferred maintenance	\$511 million (one-time)	June 30, 2023
Zero-textbook-cost degrees	\$115 million (one-time)	June 30, 2026
Addressing students' basic needs for food and housing	\$100 million (one-time)	June 30, 2024
Part-time faculty office hours	\$90 million (one-time)	June 30, 2024
Guided Pathways implementation	\$50 million (one-time)	June 30, 2026
EEO best practices	\$20 million (one-time)	June 30, 2023
Collaboration with CWDB initiatives	\$20 million (one-time)	June 30, 2026

Appendix B: Overview of the State Budget Process

The Governor and the Legislature adopt a new budget every year. The Constitution requires a balanced budget such that, if proposed expenditures exceed estimated revenues, the Governor is required to recommend changes in the budget. The fiscal year runs from July 1 through June 30.

Governor’s Budget Proposal. The California Constitution requires that the Governor submit a budget to the Legislature by January 10 of each year. The Director of Finance, who functions as the chief financial advisor to the Governor, directs the preparation of the Governor’s Budget. The state’s basic approach is incremental budgeting, estimating first the costs of existing programs and then adjusting those program levels. By law, the chairs of the budget committees in each house of the Legislature—the Senate Budget and Fiscal Review Committee and the Assembly Budget Committee—introduce bills reflecting the Governor’s proposal. These are called budget bills, and the two budget bills are identical at the time they are introduced.

Related Legislation. Some budget changes require that changes be made to existing law. In these cases, separate bills—called “trailer bills”—are considered with the budget. By law, all proposed statutory changes necessary to implement the Governor’s Budget are due to the Legislature by February 1.

Legislative Analyses. Following the release of the Governor’s Budget in January, the Legislative Analyst’s Office (LAO) begins its analyses of and recommendations on the Governor’s proposals. These analyses, each specific to a budget area (such as higher education) or set of budget proposals (such as transportation proposals), typically are released beginning in mid-January and continuing into March.

Governor’s Revised Proposals. Finance proposes adjustments to the January budget through “spring letters.” Existing law requires Finance to submit most changes to the Legislature by April 1. Existing law requires Finance to submit, by May 14, revised revenue estimates, changes to Proposition 98, and changes to programs budgeted based on enrollment, caseload, and population. For that reason, the May Revision typically includes significant changes for the California Community Colleges budget. Following release of the May Revision, the LAO publishes additional analyses evaluating new and amended proposals.

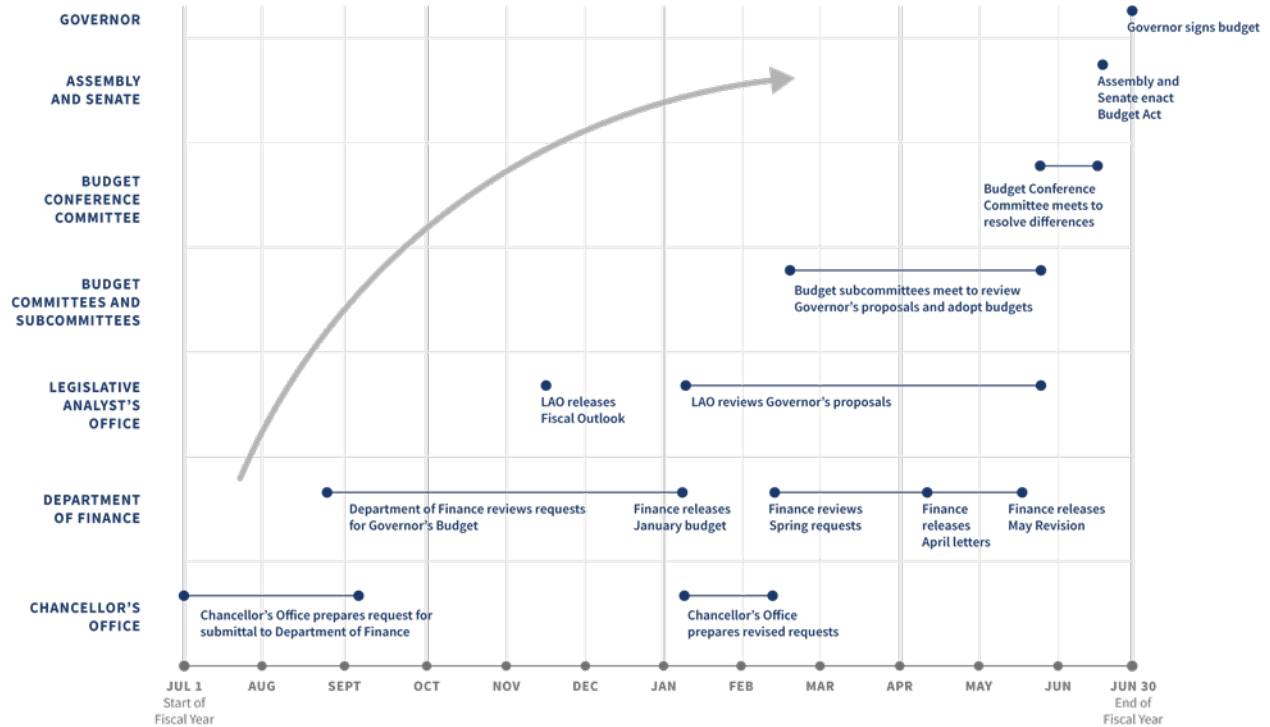
Legislative Review. The budget committees assign the items in the budget to subcommittees, which are organized by areas of state government (e.g., education). Many subcommittees rely heavily on the LAO analyses in developing their hearing agendas. For each January budget proposal, a subcommittee can adopt, reject, or modify the proposal. Any January proposals not acted on remain in the budget by default. May proposals, in contrast, must be acted on to be included in the budget. In addition to acting on the Governor’s budget proposals, subcommittees also can add their own proposals to the budget.

When a subcommittee completes its actions, it reports its recommendations back to the full committee for approval. Through this process, each house develops a version of the budget that is a modification of the Governor’s January budget proposal.

A budget conference committee is then appointed to resolve differences between the Senate and Assembly versions of the budget. The administration commonly engages with legislative leaders during this time to influence conference committee negotiations. The committee’s report reflecting the budget deal between the houses is then sent to the full houses for approval.

Budget Enactment. Typically, the Governor has 12 days to sign or veto the budget bill. The Governor also has the authority to reduce or eliminate any appropriation included in the budget. Because the budget bill is an urgency measure, the bill takes effect as soon as it is signed.

SEQUENCE OF THE ANNUAL STATE BUDGET PROCESS



Appendix C: Board of Governors’ Budget and Legislative Request Compared to Enacted Budget

Revised System Budget Priorities	Enacted Budget
Ongoing Investments	
Foundational Resources. \$150 million for a cost-of-living adjustment (COLA) to the Student-Centered Funding Formula and to increase base resources to meet growing cost obligations.	Provides \$371.2 million for a COLA of 5.07% and \$23.8 million to support 0.5% growth; pays off the deferrals from 2020-21.
Diversity, Equity, and Inclusion. \$60.4 million for implementation of Faculty and Staff Diversity, Equity and Inclusion Task Force recommendations, including \$40 million for full-time faculty hiring, \$20 million to expand district EEO implementation, and \$0.4 million for Chancellor’s Office positions to provide leadership on EEO implementation.	Provides \$100 million for full-time faculty hiring; a \$24 million increase for the Student Equity and Achievement Program; \$5.8 million increase for dreamer resource liaisons; \$1.3 million increase for HBCU Pathways; and substantial increases to targeted student support programs (EOPS, Umoja, MESA, Puente, Rising Scholars). Also see one-time funding provided below.
Part-Time Faculty Support. \$15 million to support programs for part-time faculty.	Provides \$10 million ongoing to increase part-time faculty office hours (and another \$90 million one-time).
Online Education & Supports Infrastructure. \$31.5 million for online education and supports infrastructure, including Canvas expansion, online tutoring and proctoring, and online delivery of counseling and mental health services.	Provides \$10.6 million for online education ecosystem and infrastructure and \$4 million to implement library services platforms.
One-Time Investments	
Targeted Resources to Address Student Needs. \$50 million for student emergency support and emergency response block grant to address costs related to COVID-19 pandemic.	Provides an additional \$150 million (in federal ARP funds) for emergency financial assistance grants (in addition to \$100 million allocated in February through SB 85); \$115 million for zero-textbook-cost pathways; \$100 million to address food and housing insecurity; \$100 million to support retention and enrollment strategies; \$50 million to continue implementation of Guided Pathways; \$30 million (ongoing) for mental health services; \$30 million (ongoing) for basic needs centers; \$15 million to expand California Apprenticeship Initiative; \$10 million for competency-based education; and \$10 million to implement common course numbering.

<p>Diversity, Equity, and Inclusion. \$16.6 million for implementation of Faculty and Staff Diversity, Equity and Inclusion Task Force recommendations, including \$15 million to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring, \$1 million to modernize the California Community Colleges Registry and add systemwide trainings, and \$0.6 million to implement AB 1460.</p>	<p>Provides \$20 million to implement EEO best practices and \$20 million for culturally competent professional development. Also provides \$1 million to modernize the California Community Colleges Registry; \$600,000 to the Chancellor’s Office for the coordination of antiracism in curriculum; and \$5 million for alignment of the ethnic studies requirement for transfer to CSU (AB 1460).</p>
<p>Non-Proposition 98 Investments</p>	
<p>Targeted Resources to Address Student Needs. \$10 million ongoing from Proposition 63 funds for expansion of mental health services</p>	<p>See ongoing Proposition 98 funding for mental health above. Also includes \$2 billion in one-time non-Proposition 98 funding for student housing grants across the public higher education segments.</p>
<p>Cal Grant Reform. New Cal Grant framework that focuses resources on the most financially vulnerable students by basing aid on the total cost of attendance, and on student need rather than the institution the student is attending.</p>	<p>Eliminates the age and time out of high school requirements for community college students, making 133,000 more students eligible for an entitlement grant in 2021-22.</p> <p>Other financial aid measures include an intent to provide \$515 million beginning in 2022-23 to reboot the Middle Class Scholarship program to cover non-tuition costs for low- and middle-income students at UC and CSU (would apply to community college students in upper division coursework as part of community college baccalaureate programs). Includes \$1.8 billion in federal ARP funds along with \$170 million (ongoing) in state General Funds (beginning in 2022-23) to establish college savings accounts for K-12 students. Also includes \$472.5 million in federal funds and \$27.5 million in state funds for CSAC to support a grant program for displaced workers.</p>
<p>Expansion of State Supports to Serve System Needs. \$850,000 to support six positions at the Chancellor’s Office to provide additional capacity in data and digital communication, oversight of grants and contracts, and implementation of the “Call to Action” to address structural racism.</p>	<p>Not funded.</p>

Appendix D: District's Fiscal Health

The Board of Governors has established standards for sound fiscal management and a process to monitor and evaluate the financial health of community college districts. These standards are intended to be progressive, with the focus on prevention and assistance at the initial level and more direct intervention at the highest level.

Under that process, each district is required to regularly report to its governing board the status of the district's financial condition and to submit quarterly reports to the Chancellor's Office. Based on these reports, the Chancellor is required to determine if intervention is needed. Specifically, intervention may be necessary if a district's report indicates a high probability that, if trends continue unabated, the district will need an emergency apportionment from the state within three years or that the district is not in compliance with principles of sound fiscal management. The Chancellor's Office's intervention could include, but is not limited to, requiring the submission of additional reports, requiring the district to respond to specific concerns, or directing the district to prepare and adopt a plan for achieving fiscal stability. The Chancellor also could assign a fiscal monitor or special trustee.

The Chancellor's Office believes that the evaluation of fiscal health should not be limited to times of crisis. Accordingly, the Fiscal Forward Portfolio has been implemented to support best practices in governance and continued accreditation, and to provide training and technical assistance to new chief executive officers and chief business officers through personalized desk sessions with Chancellor's Office staff.

The Chancellor's Office ongoing fiscal health analysis includes review of key financial indicators, results of annual audit reports, and other factors. A primary financial health indicator is the district's unrestricted reserves balance. The Chancellor's Office recommends that districts adopt policies to maintain sufficient unrestricted reserves with a suggested minimum of two months of general fund operating expenditures or revenues, consistent with Budgeting Best Practices published by the Government Finance Officers Association.

Districts are strongly encouraged to regularly assess risks to their fiscal health. The Fiscal Crisis and Management Assistance Team has developed a Fiscal Health Risk Analysis for districts as a management tool to evaluate key fiscal indicators that may help measure a district's risk of insolvency in the current and two subsequent fiscal years.

Appendix E: Glossary

Appropriation: Money set apart by legislation for a specific use, with limits in the amount and period during which the expenditure is to be recognized.

Augmentation: An increase to a previously authorized appropriation or allotment.

Bond Funds: Funds used to account for the receipt and disbursement of non-self-liquidating general obligation bond proceeds.

Budget: A plan of operation expressed in terms of financial or other resource requirements for a specific period.

Budget Act (BA): An annual statute authorizing state departments to expend appropriated funds for the purposes stated in the Governor's Budget, amended by the Legislature, and signed by the Governor.

Budget Year (BY): The next state fiscal year, beginning July 1 and ending June 30, for which the Governor's Budget is submitted (i.e., the year following the current fiscal year).

Capital Outlay: Expenditures which result in acquisition or addition of land, planning and construction of new buildings, expansion or modification of existing buildings, or purchase of equipment related to such construction, or a combination of these.

Cost of Living Adjustment (COLA): Increases provided in state-funded programs intended to offset the effects of inflation.

Current Year (CY): The present state fiscal year, beginning July 1 and ending June 30 (in contrast to past or future periods).

Deferrals: Late payments to districts when the state cannot meet its funding obligations. Deferrals allow districts to budget for more money than the state will provide in a given year. A district is permitted to spend as if there is no deferral. Districts typically rely on local reserves or loans to cover spending for the fiscal year.

Department of Finance (DOF or Finance): A state fiscal control agency. The Director of Finance is appointed by the Governor and serves as the chief fiscal policy advisor.

Education Protection Account (EPA): The Education Protection Account (EPA) was created in November 2012 by Proposition 30, the Schools and Local Public Safety Protection Act of 2012, and amended by Proposition 55 in November 2016. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

Expenditure: Amount of an appropriation spent or used.

Fiscal Year (FY): A 12-month budgeting and accounting period. In California state government, the fiscal year begins July 1 and ends the following June 30.

Fund: A legal budgeting and accounting entity that provides for the segregation of moneys or other resources in the State Treasury for obligations in accordance with specific restrictions or limitations.

General Fund (GF): The predominant fund for financing state operations; used to account for revenues which are not specifically designated by any other fund.

Governor's Budget: The publication the Governor presents to the Legislature by January 10 each year, which includes recommended expenditures and estimates of revenues.

Legislative Analyst's Office (LAO): A nonpartisan office that provides fiscal and policy advice to the Legislature.

Local Assistance: Expenditures made for the support of local government or other locally administered activities.

May Revision: An update to the Governor's Budget presented by Finance to the Legislature by May 14 of each year.

Past Year or Prior Year (PY): The most recently completed state fiscal year, beginning July 1 and ending June 30.

Proposition 98: A section of the California Constitution that, among other provisions, specifies a minimum funding guarantee for schools and community colleges. California Community Colleges typically receive 10.93% of the funds.

Reserve: An amount set aside in a fund to provide for an unanticipated decline in revenue or increase in expenditures.

Revenue: Government income, generally derived from taxes, licenses and fees, and investment earnings, which are appropriated for the payment of public expenses.

State Operations: Expenditures for the support of state government.

Statute: A law enacted by the Legislature.

Tax and Revenue Anticipation Notes (TRANS): Short-term debt instruments issued in anticipation of taxes or other revenues to be collected at a later date.

Workload Budget: The level of funding needed to support the current cost of already-authorized services.

IX. Directory

FCMAT Bylaws

**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,
October 20, 2013, June 28, 2015, April 24, 2016

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(a). The Governing Board shall consist of twenty five (25) voting members who function according to statutes. The voting members shall 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 1(b). In addition to the voting members specified in subsection (a), above, there shall be one nonvoting member representing the charter schools of the state, and one nonvoting member representing the California Collaborative for Educational Excellence (CCEE), each selected by the Executive Committee, upon recommendation by the CEO, and confirmed by a majority vote of the quorum. Except for nonvoting status, the charter school member and CCEE member shall have all the rights and duties of voting board members.
- 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. The charter school member and CCEE member serve three-year terms.
- Section 5. Each board member is encouraged to select an alternate from his/her region, or, in the case of the charter school member, from a charter school and in the case of the CCEE member, from the CCEE, to attend in his/her absence. The role of the alternate shall be to convey any information to the board on behalf of the absent regular member and to observe and report back to the regular member regarding the board meeting. The alternate shall not be considered a member of the board for any purpose including voting or establishing a quorum.

- Section 6. The board shall elect a chairperson to conduct meetings and a vice chair to conduct meetings in the chairperson's absence.
- Section 7. The chairperson and vice chair shall be county superintendents that serve a term of two years.
- Section 8. 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.

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, the Chancellor, and the Executive Committee 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) voting 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 Member Roster

FCMAT BOARD OF DIRECTORS INFORMATION

COUNTY SUPERINTENDENTS

Steve Herrington (Term Expires: 12/31/22)
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Gayle Garbolino-Mojica, Chair
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COMMUNITY COLLEGES

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FCMAT BOARD OF DIRECTORS INFORMATION

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CDE REPRESENTATIVE

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CCEE REPRESENTATIVE

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Mary C. Barlow, Superintendent

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2022 Meeting Dates

(Not Confirmed)

2022 FCMAT Board of Directors Meeting Dates

FCMAT Board Meetings are scheduled for the following dates and locations, which are held at the same location and in conjunction with CCSESA quarterly meetings.

Wednesday, January 26, 2022

9:30 a.m. – 12:00 p.m.

Omni Rancho Las Palmas ~ Riverside County

All dates listed below are not confirmed.

Wednesday, April 20, 2022

9:30 a.m. - 1:00 p.m.

Virtual Meeting

Wednesday, June 22, 2022

9:30 a.m. - 1:00 p.m.

Virtual Meeting

Wednesday, October 26, 2022

9:30 a.m. - 1:00 p.m.

Location TBD