FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Mountain Empire Unified School District

Technology Review

July 16, 2010

Joel D. Montero
Chief Executive Officer

July 16, 2010

Steve Van Zant, Superintendent,
Mountain Empire Unified School District
3291 Buckman Springs Road
Pine Valley, CA 91962
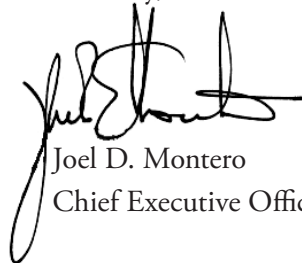
Dear Superintendent Van Zant:

In October 2009, the Mountain Empire Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of district technology. Specifically, the agreement states that FCMAT will perform the following:

1. Review the district's staffing for technology service delivery and make recommendations for improvement.

2. Review the district's delivery of technology support services and make recommendations for improvement.

3. Review the district's procedures for technology support services and make recommendations that reflect best practices for support service delivery.

This report contains the study team's findings and recommendations.

FCMAT appreciated the opportunity to serve the Mountain Empire Unified School District and extends its thanks to all the staff members for their cooperation and assistance during fieldwork.

Sincerely,

Joel D. Montero
Chief Executive Officer

FCMAT
Joel D. Montero, Chief Executive Officer
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Administrative Agent: Christine L. Frazier - Office of Kern County Superintendent of Schools
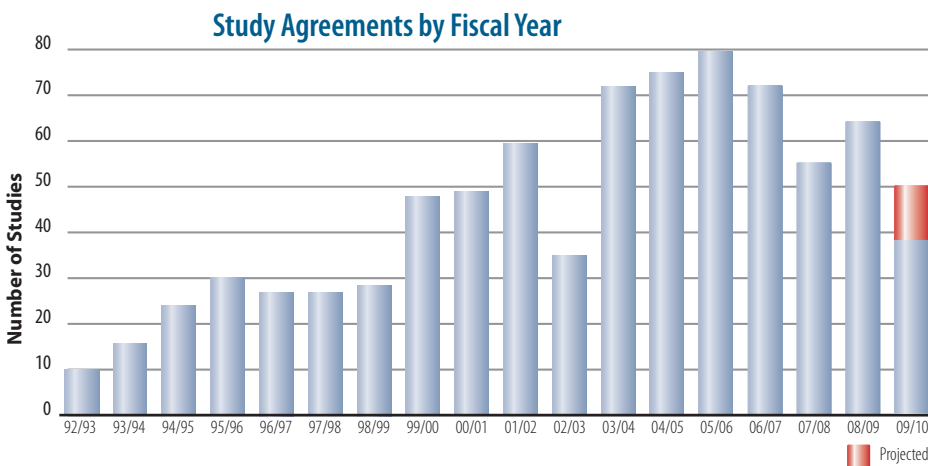
Table of Contents

Foreword - FCMAT Background

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies (LEAs) in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that LEAs throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district's progress on the improvement plans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 750 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Study Agreements by Fiscal Year

Total Number of Studies.................... 743
Total Number of Districts in CA 1,050

Management Assistance	705	(94.886%)
Fiscal Crisis/Emergency	38	(5.114%)

Note: Some districts had multiple studies.
Eight (8) districts have received emergency loans from the state.
(Rev. 12/8/09)

Introduction

Background

Located in San Diego County, the Mountain Empire Unified School District has an enrollment of more than 1,600 students served by six elementary schools, one middle school and a high school.

In October 2010, the district entered into a study agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) that requested FCMAT perform the following:

1. Review the district's staffing for technology service delivery and make recommendations for improvement.

2. Review the district's delivery of technology support services and make recommendations for improvement.

3. Review the district's procedures for technology support services and make recommendations that reflect best practices for support service delivery.

Study Team

Andrew Prestage
FCMAT Management Analyst
Bakersfield, CA

Warren Williams
FCMAT Consultant
El Cajon, CA

Leonel Martínez
FCMAT Public Information Specialist
Bakersfield, CA

Study Guidelines

FCMAT visited the district Feb. 4, 2010 to collect documents, interview employees and review information. This report is the result of that effort.

Executive Summary

The Mountain Empire Unified School District has consistently provided quality technology resources for students, teachers and staff members. The district has many areas of technology excellence and supports a dedicated faculty that consistently strives to increase student performance through innovative technology applications. Mountain Empire Unified has struggled to develop an effective technology support model in part because of a shortage of funding, its remote location and a lack of trained personnel capable of supporting the district's varied and complex operations.

The most important component in the district's efforts to improve support and efficiency is the development of an affordable support model. Users frequently comment that they cannot obtain the support they require. District administrators understand the frustration of students and employees who struggle to get by with equipment that is sometimes old, configured incorrectly or infected by computer viruses. District staff members understand the reasons for the lack of adequate technology support, but are unwilling to accept them as a justification for the continuing problems experienced by the district. Virus infections have continued to compromise data integrity and lead to loss of information. During interviews, several staff members indicated that the district should consider funding additional technology support positions by redirecting resources from other areas.

Each person interviewed indicated there is a need for standardizing purchasing and setting configuration procedures. Although some were able to acquire equipment without official district approval, they realized that this practice is ultimately counterproductive. Some employees also configure their own computers and recognize that this can also be counterproductive when it comes to obtaining effective support from the district office.

District and site staff members consider the current support structure broken. There is no consistency in the development or deployment of systems, and standard operating procedures have not been established. Particularly troubling is that the district lacks fundamental documentation such as a simple inventory of all computer hardware and software.

A summary of FCMAT's major recommendations is presented below.

Staffing

The district should:

- Create a Technology Services (TS) Department.

- Create a director of technology services position to lead the new TS department. The TS director should be assigned to report to the principal performing technology management functions.

- Create a district technology committee to review policies, provide a direction for technology, establish protocols for user support and professional development, communicate the technology plan, and establish minimum standards for the purchase of computer hardware and software.

- Abolish the current position of support technician. This position title does not adequately convey the broad range of duties and functions to be performed by TS department staff members.

- Consider abolishing the existing site lab operator positions. Eliminating these positions will allow the district to fund the correct number of technology support staff members within the TS department.
- Establish two new positions titled technology support specialist (TSS).

Support

The district should:

- More effectively utilize the work-order system to manage support requests and workflow.
- Consider developing a student computer repair squad to help maintain technology resources.
- Establish a stipend for a certificated person at each site to serve as site technology coordinator.
- Establish a schedule of technology support for the schools.
- Explorer the possibility of entering into a joint services agreement with the San Diego County Office of Education for additional technology support.
- Revise the district acceptable use policy and ensure it is signed by every district employee and student.
- Redesign the website and use it for communication and dissemination of district plans and initiatives.

Procedures

The district should:

- Consider outsourcing maintenance and support of the telephone system.
- Create a detailed survey and map of district technology resources including computer, network, systems and configurations.
- Evaluate the critical servers and software, develop a replacement plan for them, and establish a time line for replacement.
- Create a standard backup process for all district servers and computers.
- Establish and communicate enforceable purchasing standards and processes.
- Create and implement a plan to eliminate the computer virus districtwide.

Findings and Recommendations

Staffing

The Mountain Empire Unified School District has one district-level position assigned to perform technology support functions. The position has been filled by four people in the past seven years, and the high turnover rate has made it difficult to establish standard technology support procedures that lead to greater operational efficiency.

The reporting arrangement for the support technician position was recently changed from the business manager to one of the district's principals. In addition to serving as a principal for two of the district's elementary schools, the principal performs other leadership functions such as de facto director over the functional areas of technology services and categorical programs.

The principal has provided valuable technology leadership, particularly as it relates to educational technology. However, the lack of a dedicated technology administrator position has made it difficult for the district to develop and establish a long-term vision for technology. In addition, the increasingly data-driven nature of instruction and assessment has forced districts to reevaluate the need for dedicated leadership over instructional and administrative technology initiatives.

The support technician frequently receives assistance from other district employees including computer aides, library assistants, teachers, students and other district personnel. In addition, each school also has a computer lab aide. These aides vary widely in the skills, experience, and quality of support they deliver to schools. Some assist the entire campus while others concentrate exclusively on their computer labs. At the high school, a Regional Occupation Program teacher manages most of the technology assets and regularly provides support to the school.

The position has been filled by four people in the past seven years, and the high turnover rate has made it difficult to establish standard technology support procedures that lead to greater operational efficiency.

During interviews, district administrators indicated that they discussed the possibility of creating additional technology support staff member positions to keep up with increasing demand for support. In addition, administrators commented that the district technology support staff could be partially funded by providing technology support services to neighboring school districts. At least one neighboring school district has expressed interest in purchasing technology support services from Mountain Empire Unified. This is practice is not uncommon, and several California school districts provide contracted technology support services to neighboring school districts. For example, the Shasta Union High School District provides contracted technology support services to eight neighboring school districts in Shasta County.

The district lacks a technology committee to provide oversight or operational guidance for technology initiatives. Because of this the lack of guidance, the educational and administrative technology support functions are not distinguished from each other, and it is difficult to prioritize tasks.
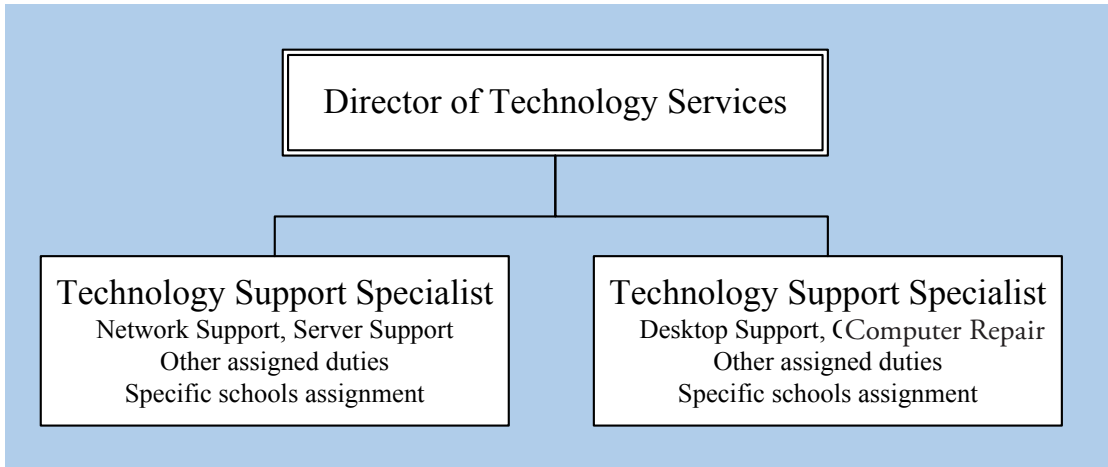
Recommendations

The district should:

1. Create a Technology Services (TS) Department. Establishing a TS department would allow district administrators to more easily cultivate the technical and organizational capacities needed to succeed in an increasingly complex and data-driven education environment.

2. Create a director of technology services position to lead the new TS department. The director should be responsible for all aspects of instructional and administrative technology services. The TS director should be assigned to report to the principal performing technology management functions. The support technician staff member should be encouraged to apply for the director position. A sample job description is included in the appendix section of this report.

3. Assign the principal performing technology management functions to head the newly created department until the TS director position can be filled. Once the position has been filled, department leadership responsibilities should be transferred from the principal to the new director.

4. Create a district technology committee to establish standards, review policies and provide a direction for technology. The core of this group should be composed of the site technology coordinators with and members of other district administrative and certificated and classified bargaining units. The superintendent should appoint the chairperson of this committee.

5. Schedule regular meetings of the district technology committee, set meeting agendas and solicit suggestions for improvements from schools and district departments. District personnel should be invited to meetings to discuss suggestions and request changes in operations or the delivery of services.

6. Appoint a representative from each school and department on the district technology committee to ensure equal technology support and distribution.

7. Abolish the current position of support technician. This position title does not adequately convey the broad range of duties and functions to be performed by TS department staff members.

8. Consider abolishing the existing site lab operator positions. Eliminating these positions will allow the district to fund the correct number of technology support staff members in the TS department.

9. Train teachers who use the computer labs to assume greater responsibility for lab operation during their assigned time.

10. Establish two new positions titled technology support specialist (TSS). The two TSS positions should report directly to the TS director bringing the total number of TS department staff to three. The current support technician should be encouraged to apply for one of the two new TSS positions. These two positions could be funded from the

savings accrued by eliminating the site lab operator positions. A suggested distribution of tasks and responsibilities is presented in the proposed organization chart below. Specific workload balancing and assignment recommendations should be thoroughly discussed among district technology committee members.

11. Consider sharing the technology technicians with other districts to partially offset the funding for the new technician positions. More information on how this recommendation is working in another district can be obtained from Mike Vincelli, director of information technology, Shasta Union High School District, (530) 241-3261, extension 10580.

12. Consider reducing Technology Department staffing requirements by contracting for functions such as telephone system maintenance.

Support

The variety of software, hardware, and systems assigned to the support position is beyond the capacity of one person to manage consistently. The support person spends an inordinate amount of time driving to and from school sites. The overload detracts from the delivery of appropriate services to end users. The practice of assigning each school with a scheduled day for technology support is ineffective because the district office needs or emergencies often interrupt the schedule. Julian High School has indicated a need for a general technician for many of the same reasons expressed by the district. The technology coordinator at that school is willing to explore an agreement to share a technician.

One option to enhance technology support is for the district to develop a student program to help maintain technology resources. Credit should be provided as an incentive for this program. Another option is providing a stipend for a certificated person at each site to serve as site technology coordinator. They can respond to initial calls for user support at their school site and refer more complex issues to the TSS. These teachers should be provided with training to assist in the support of site technology. The teachers could form the nucleus of the district technology committee.

Many employees complain that the support staff lacks a service orientation.

While lab aides are generally the first line of support at the district's elementary schools, the quality of support is diverse. Some schools use the aide as a school-wide technology technician while others do not effectively manage the aide's time. The high school relies on an ad hoc support group consisting of an ROP teacher and students. Other staff members throughout the district offer their time to help support educational or administrative technology resources. This unstructured approach exacerbated the district's problems in developing technology solutions. End users report technology issues to the informal support staff, and the resolution of those issues often results in a new problem. The dysfunctional cycle will ultimately render the district's technology unworkable.

Many employees complain that the support staff lacks a service orientation. Some schools are complimentary of the support they receive while others refuse to call the support staff for assistance. Some staff members perceive this inconsistency as favoritism.

The district's work-order system is ineffective. There is no protocol for establishing a priority for work orders. Therefore, priority is frequently based on the person who is the most vocal. Many users complain that staff members arbitrarily prioritize and respond to work orders. Some work orders wait months before receiving attention. Inconsistent and nonstandard support service has caused many staff members to provide their own support. This has resulted in computers and a network infrastructure that continue to degrade and that are ultimately unsupportable.

Input from staff members at school sites and other departments is not routinely evaluated to diagnose problems and implement preventive measures. Workflow could improve by enhancing support practices and communication, providing documentation, organizing work practices, and implementing more effective prioritization. Teachers and staff members are sometimes no notified of repairs to their computers. In addition, several staff members indicated that the upgrades, installations and reconfigurations made frequently cause additional problems for end users.

The technician frequently obtains assistance from the county office. However, county office support is often ineffective because the district has not established consistent procedures to ensure that county office is aware of ongoing problems. The district should develop procedures for requesting county office technology support such as troubleshooting and problem resolution.

The district does not have a standard procedure for notifying end users of the type of technology work performed. As a result, the administration and teachers are frequently unaware that the support person has been on campus. The district lacks a staff development program. End users do not receive training on how to correctly utilize systems in administrative or educational settings. As a result, staff members struggle and waste an inordinate amount of time performing relatively simple tasks. Teachers also are not trained on educational applications. Technology resources like smart boards are distributed without proper orientation or ongoing support. While there has been a recent attempt to control district purchasing through policies and procedures, it is still possible to circumvent the process.

Recommendations

The district should:

1. Ensure all support providers develop a customer-service orientation. A staff in-service would facilitate this process.

2. Ensure that the work-order system is fully implemented and utilized to manage workflow. Reports from this system can help resolve systemwide problems. Further, worker productivity can be maximized, and a reasonable schedule for repair can be established.

3. Use the work order system to schedule system maintenance, forecast needed equipment replacement, and provide insight into areas where additional professional development would reduce the number of support calls.

4. Consider developing a student computer repair squad to help maintain technology resources. Credit should be provided for this class

5. Establish a stipend for a certificated person at each site to serve as site technology coordinator. These teachers should be provided with training to assist in the support of site technology. The teachers will form the nucleus of the district technology committee.

6. Reorganize the delivery of technology support services. The ad hoc relationships that have evolved over time should be reconsidered or institutionalized and documented. The director of technology services should coordinate the efforts of all support providers.

7. Provide and communicate user documentation for support procedures, purchasing guidelines, educational and administrative systems, and computers. The website would be the best place to post this information.

8. Assign the director of technology services to develop a schedule of support for the schools. This schedule should be altered only for emergencies and major implementations. Principals should always be notified of changes.

9. Schedule a meeting to discuss technology support services with the San Diego County Office of Education. The county office provides a variety of free and/or low-cost services that the district does not utilize. The district should pursue any opportunities for technology support collaboration with the county office.

10. Revise the district acceptable use policy and ensure that it is signed by every district employee and student. This should be an annual, audited process.

11. Redesign the website as the central site for communication and dissemination of district plans and initiatives.

Procedures

The district's procedures for sustaining technology lack the systematic organization needed to maximize district resources. Therefore, problems are dealt with on an individual basis without a coherent plan, making it difficult to find effective solutions that can be duplicated. For example, a virus attack infected district technology and has persisted for one year without resolution. Other examples of this lack of organization include the following:

Because of the lack of standardized procedures, district support personnel solve problems only temporarily, increasing the number of calls for assistance when these issues resurface. The lack of adequate time to analyze problems and implement measures to reduce ongoing problems causes the support staff to use shortcuts that compound issues over time.

Each district computer is managed differently, producing hundreds of configurations. Orders to repair district equipment are not effectively prioritized to manage workflow. Work orders are often cleared without any action being taken or the end user being notified. The district servers have not been evaluated for configuration issues or tested for failure potential. District server resources are in danger of failure unless they are reconfigured to handle the systems residing on them. Systems on those servers are subject to data corruption or loss of information.

> **Because of the lack of standardized procedures, district support personnel solve problems only temporarily, increasing the number of calls for assistance when these issues resurface.**

The district has no scheduled maintenance or update schedule. Backups occur, but they do not comply with industry standard processes, and the data may be useless. The backup and restore procedures have not been tested or documented.

The district's e-mail system is ineffective, frequently becoming nonfunctional and sometimes losing critical messages. Networked systems are also inefficient. Teachers can spend hours creating a special education report only to lose the data because of a network outage.

While there has been a recent attempt to control district purchasing through the introduction and enforcement of policies and procedures, it is still possible to purchase technology outside the process. Once delivered to sites, end users are permitted to change settings on district-configured computers.

Many district employees and students have not signed an acceptable use policy and there is no adequate audit process to ensure all necessary signatures are collected. This lack of acceptance of district procedures constitutes a significant liability for the district.

Recommendations

The district should:

1. Consider outsourcing maintenance and support for certain district systems such as the phone system.

2. Create a detailed survey and map of district technology resources including computer, network, systems and configurations. Outside services from FCMAT or the county office can assist with this process.

3. Use industry standard procedures for maintaining the surveyed systems. The district should employ personnel who have experience managing similar systems.

4. Develop standard hardware and software configuration procedures. The district should prioritize the order that these systems should be documented and create a time line for accomplishing this. The documentation can easily be accomplished by acquiring a relevant screen shot(s) during configuration and writing a simple narrative.

5. Evaluate the critical servers and software and develop a replacement plan with a budget and time line.

6. Utilize the district work-order system to prioritize issues and establish repair and maintenance schedules. Work orders should not be cleared (closed) without any action being taken.

7. Evaluate all district servers and make recommendations as to their viability to run applications, potential service life and configuration settings.

8. Create a standard backup process for all district servers and computers. The district should acquire software to reimage teacher workstations and develop a process to store teacher files. A practice restore session should be completed on a server to verify backup procedures.

9. Evaluate the e-mail system and establish standard operational protocols. The district should ensure it has proper backup and restore processes.

10. Create a network map including equipment, protocols, passwords (stored in a separate secure document) and planned upgrades. There should also be plans for voice over internet protocol.

11. Establish enforceable purchasing policies and procedures and district standards for equipment and software. The director of technology services should create these standards in collaboration with the technology committee. The purchasing agent should enforce the standards.

12. Immediately create and implement a plan to eliminate the computer virus districtwide.

13. Provide training for educational and administrative applications. The district technology committee should establish priorities, and the district should consult with the county office for assistance.

Appendices

A. Sample Job Descriptions

B. Study Agreement

Mountain Empire Unified School District

DRAFT POSITION DESCRIPTION

Position Title: **DIRECTOR OF TECHNOLOGY SERVICES**
Department: Technology Services
Reports: Principal, Clover Flat Elementary and Jacumba Elementary

SUMMARY:

Responsible for creating and maintaining vision, leadership and budgets for the Technology Services Department to create environment in which advanced technology supports all aspects of district business and educational endeavors.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Sets vision and provides leadership for Technology Services Department, including coordinating and supervising all aspects of the Technology Services Department, in order to keep district technology current, progressive, and responsive to user needs
- Responsible for Technology Services Department functions
- Provides leadership in developing and fulfilling District Technology Plan
- Communicates regularly with district management regarding technology vision, needs, and projects
- Supervises and evaluates all Technology Department staff members
- Facilitates departmental communication
- Maintains Technology Services Department budget
- Develops and implements policies, procedures and guidelines regarding information technology
- Plans, implements, manage, monitors, and maintain district server hardware and software, backups, assessment and documentation. Manages and troubleshoots district servers to assure a continuous flow of service to district users
- Works with other technology support staff members to troubleshoot and diagnose production problems; provides leadership to correct identified problems
- Works with other technology support staff members to implement and integrate new servers into existing environment; perform backups and recoveries
- Works with district and site management to develop technology systems to meet user needs
- Ensures maintenance of district e-mail system
- Ensures creation and maintenance of staff user accounts
- Ensures E-rate coordination and application
- Ensures highest level of customer service to district constituency
- Supports all Technology Services Department staff
- Coordinates with other departments on projects
- Delegates responsibilities and tasks as necessary to ensure highest departmental organization and response to user needs
- Other related duties as assigned

Mountain Empire Unified School District

DRAFT POSITION DESCRIPTION

Position Title: **TECHNOLOGY SUPPORT SPECIALIST**
Department: Technology Services
Reports: Director, Technology Support Services

SUMMARY:

Responsible for providing technology assistance and support services to technology users in the district. This includes software, hardware and operational support to ensure minimal down time and greatest staff productivity. In addition, duties may include installing and maintaining computer systems including software and hardware; installing and Level I testing of basic network infrastructure equipment including switches, routers, servers, and associated cabling; determining causes of computer/software/network malfunctions through evaluation and testing and resolution via modifications, repair, or external support assistance.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Sets vision and provides leadership for Technology Services Department, including coordinating and Other related duties as assigned
- Provide technology assistance and support for all technology users in the district for network/hardware/software issues
- Assist staff members to resolve problems relating to daily or routine technology usage
- Diagnose user problems
- Determine appropriate solutions for the user
- Field questions pertaining to software and hardware necessary to facilitate completion of job
- Work cooperatively with other Technology Services Department staff members
- Maintain appropriate documentation of technical resources and services as provided throughout the district
- Log support calls as to origin and type and track amount of time needed to complete entire service process
- Document repeated calls by type and origin and evaluate as to the need for additional training or other systemic issues
- Assist in training district staff regarding either changes in technology or areas of concern
- Advise users of the necessary changes in operations due to new installations
- Consult and or assist manufacturer's representatives in the installation of new or malfunctioning equipment
- Utilize support management software as appropriate to assigned tasks
- Determine causes of computer/software/network malfunctions through evaluation and testing and resolve via additions, modifications, repair, or external support assistance
- Resolve problems by taking appropriate actions relative to the specific problem
- Modify system parameters as necessary to resolve problems
- Advise Field Service Technician if maintenance service is necessary
- Document support methods and processes

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
October 23, 2009

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Mountain Empire School District hereinafter referred to as the District, mutually agree as follows:

1.   BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The District has requested that the Team provide for the assignment of professionals to study specific aspects of the Mountain Empire School District operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

2.   SCOPE OF THE WORK

A.   Scope and Objectives of the Study

The scope and objectives of this study are to:

1)   Review the district's staffing for technology service delivery and make recommendations for improvement.
2)   Review the district's delivery of technology support services and make recommendations for improvement.
3)   Review the district's procedures for technology support services and make recommendations that reflect best practices for support service delivery.

B.   Services and Products to be Provided

1)   Orientation Meeting - The Team will conduct an orientation session at the District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.

2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.

3) Exit Meeting - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.

4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.

5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.

6) Final Report - Sufficient copies of the final study report will be delivered to the District following completion of the review.

7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no costs. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. PROJECT PERSONNEL

The study team will be supervised by Anthony L. Bridges, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

A. Andrew Prestage, FCMAT Management Analyst
B. Warren Williams, FCMAT Technology Consultant

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

A. $500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.

B. All out-of-pocket expenses, including travel, meals, lodging, etc. The District will be billed for the daily rate and expenses of the independent consultant, only. Based on the elements noted in section 2 A, the total cost of the study is estimated at NTE $4,500. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District

C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools-Administrative Agent.

5.   RESPONSIBILITIES OF THE DISTRICT

A.   The District will provide office and conference room space while on-site reviews are in progress.

B.   The District will provide the following (if requested):

  1)   A map of the local area
  2)   Existing policies, regulations and prior reports addressing the study request
  3)   Current organizational charts
  4)   Current and four (4) prior year's audit reports
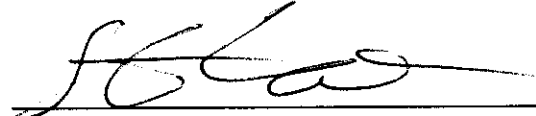 5)   Any documents requested on a supplemental listing

C.   The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with District pupils. The District shall take appropriate steps to comply with EC 45125.1(c).
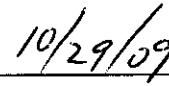
6.   PROJECT SCHEDULE

The following schedule outlines the planned completion dates for key study milestones:

Orientation: *to be determined*
Staff Interviews: *to be determined*
Exit Interviews: *to be determined*
Preliminary Report Submitted: *to be determined*
Final Report Submitted: *to be determined*
Board Presentation: *to be determined*
Follow-Up Support: *If requested*

7.   <u>CONTACT PERSON</u>

Please print name of contact person: <u>Luquin Enriqueta, Business Manager</u>

Telephone____ <u>(619) 473-9022 x236</u>   FAX_____

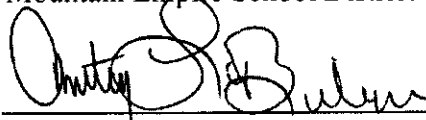Internet Address__<u>qluquin@meusd.net</u>_____

<u>Steve Van Zant, Superintendent</u>   <u>10/29/09</u>
Steve Van Zant, Superintendent   Date
Mountain Empire School District

<u>   October 23, 2009   </u>
Anthony Bridges, Deputy Executive Officer   Date
Fiscal Crisis and Management Assistance Team

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report.