



CSIS *California School Information Services*

Santee School District

Transportation Review

November 29, 2010



Joel D. Montero
Chief Executive Officer





CSIS California School Information Services

November 29, 2010

Dr. Patrick Shaw, Superintendent
Santee School District
9625 Cuyamaca Street
Santee, California 92071

Dear Dr. Shaw,

In September 2010, the Santee School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for a transportation review. Specifically, the agreement stated that FCMAT would perform the following:

1. Review the current instructional calendar including bell schedules, modified days with no change to ridership and determine if there are any additional savings by optimizing routes.
2. Conduct an analysis with routing optimization software and provide recommendations, if any.
3. Determine the optimal configuration of bell schedules and modified days for the district's nine schools using the current median of instructional minutes that would produce the greatest amount of savings from reduced routes, hours, and number of miles. Quantify the annual savings by program, such as general education and special education.

The attached final report contains the study team's findings and recommendations with regard to the above areas of review. We appreciate the opportunity to serve you, and we extend our thanks to all the staff of the Santee School District.

Sincerely,

Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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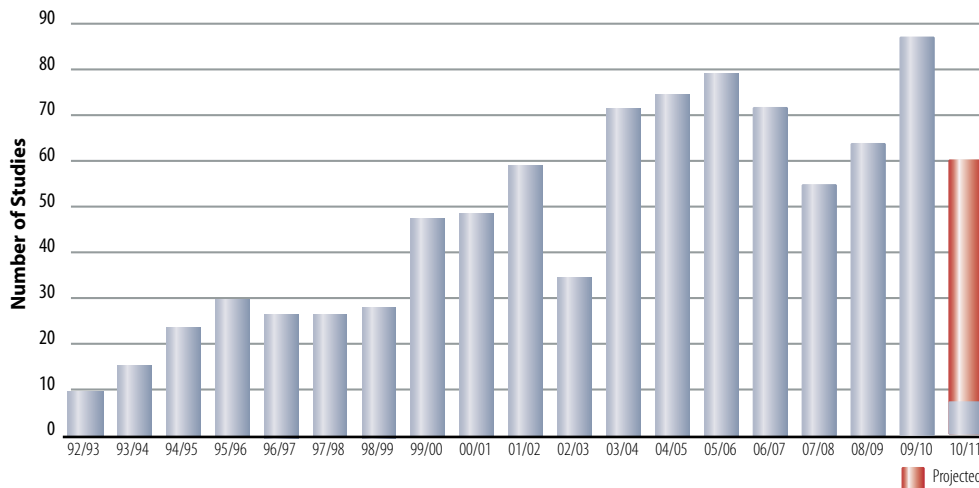
About FCMAT

FCMAT’s primary mission is to assist California’s local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT’s fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT’s data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

Study Agreements by Fiscal Year



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS’ mission.

AB 1200 is also a statewide plan for county office of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756

(2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

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 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by 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.

Introduction

Background

The Santee School District serves approximately 6,200 students in grades kindergarten through eight in eastern San Diego County, 18 miles northeast of the city of San Diego. The district has nine schools and covers approximately 26 square miles.

In September 2010 the Santee School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's transportation programs and services. Specifically, the agreement states that FCMAT will perform the following:

1. Review the current instructional calendar including bell schedules, modified days with no change to ridership and determine if there are any additional savings by optimizing routes.
2. Conduct an analysis with routing optimization software and provide recommendations, if any.
3. Determine the optimal configuration of bell schedules and modified days for the district's nine schools using the current median of instructional minutes that would produce the greatest amount of savings from reduced routes, hours, and number of miles. Quantify the annual savings by program, such as general education and special education.

Study Team

The study team was composed of the following members:

William P. Gillaspie, Ed.D.
FCMAT Chief Management Analyst
Sacramento, California

Tim Purvis*
Director of Transportation
Poway Unified School District
Poway, California

Larry Laxson*
FCMAT Transportation Consultant
El Cajon, California

Laura Haywood
FCMAT Public Information Specialist
Bakersfield, California

*As members of this study team, these consultants were not representing their respective employers but were working solely as independent contractors for FCMAT.

Study Guidelines

FCMAT visited the district on October 21-22, 2010 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- Executive Summary
- District Bell Schedule

Executive Summary

In November 2008, the Santee School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's transportation program and services. The scope points of the review, dated April 1, 2009, included a request to:

Provide recommendations for a new bus routing methodology based on a standardized district wide school bell schedule and the most efficient use of transportation routes.

Three recommendations were made relative to the above scope point in the 2009 report. Those recommendations were as follows:

The district should:

- 1. Consider the benefits of standardizing the master bell schedule to create a minimum of two tiers of school start and dismissal times, allowing for a minimum of 45 minutes between tiers.*
- 2. Begin discussions with all affected parties on the financial savings and expanded professional development that could be realized by agreeing on a central modified day master calendar for all school sites.*
- 3. Increase communication with all affected parties regarding the development of the transportation operating budget, the operational challenges that are faced in routing and how these challenges are affected by the district's school site bell schedules and common collaboration days.*

District transportation service statistics have changed very little since the 2009 analysis except that the district now provides transportation services for approximately 193 special education students, an almost 19% increase from the 157 special education students identified in the 2009 FCMAT report. For the 2010-11 school year the transportation program is utilizing 17 school buses to support 16.5 school bus routes. The district utilizes four school buses to support its 3.5 regular education home-to-school transportation program bus routes, with service at four of the district's nine schools and transportation service for an afternoon program at the local Boys and Girls Club. Thirteen school buses support the special education transportation program, with service to eight of the district's nine schools, three nonpublic programs and an infant/toddler program.

It was noted in the 2009 report that the district's morning bell schedule for its nine schools spanned a 55-minute time period. Schools had varying dismissal times, and individual school sites had several dismissal times for specific grade groupings. Modified day calendars were site specific, with several dismissal times within age groupings. As a result, more buses were utilized than necessary.

Current district source documentation shows that bell times have become even tighter, with all nine schools now beginning within 45 minutes of one another and additional age grouping dismissals. There are approximately five school start times and over 12 varying dismissal times, with some school sites having as many as four. Only a few dismissal times allow sufficient time for a school bus run to return to the school. Few buses are utilized optimally with regard to maximum or even moderate load counts due to the numerous splits in age grouping dismissal times. A sufficiently staggered master school bell schedule would better optimize transportation

resources by allowing for a maximum of two start and end times, with a minimum 40-minute split at each school site. This would allow the transportation program to utilize the same buses for each site and reduce the current routing by one to two routes for an estimated annual savings of \$48,000 to \$90,000. Essentially, each route would have two deliveries in the morning and two deliveries for the afternoon return.

The district's modified day schedules place further strain on the transportation program. Each school site works independently to establish its own modified day schedule, which in some instances results in multiple modified day schedules at a single school. The modified day schedules are inconsistent from site to site. Typically, a district will centralize modified day schedules using a consistent formula. The Santee School District is committing approximately 10 extra hours weekly to its bus routes at an approximate cost of \$6,000 annually to meet the demands of its modified schedules. The district should consider a master plan for all schools to follow in their modified day schedules to ensure that no additional transportation resources are required to support modified days.

One school site, Sycamore Canyon, the only non-K-8 school in the district, essentially has no transportation service except for one special education bus that provides transportation service for one special education student. The district should consider the possibility of providing transportation through a parent in-lieu contract.

District Bell Schedule

The district has nine schools and one alternative education program, Santee for Success. Daily home-to-school regular education transportation services are offered at five schools, and special education transportation is provided at eight schools. Five schools, including Santee for Success, have no home-to-school regular education transportation service. Eight schools serve kindergarten through eighth-grade students, and one site serves students in kindergarten through sixth grade.

According to the 2009 Annual Report of Pupil Transportation, or Form TRAN, the district transports approximately 234 regular education home-to-school students and 187 special education students daily. That report also indicates the district's Transportation Department has 17 school buses with 17 scheduled routes and traveled 205,264 miles last year. The district has a transportation general fund encroachment of almost 60% for the 2009-10 school year, which is slightly above the statewide average encroachment of 55%.

Current 2010-11 district source data on daily one-way student ride counts shows that approximately 275 regular education students receive home-to-school transportation, and 193 students receive transportation as a related support service identified through their Individualized Education Program (IEP) for special education.

The district bell schedule is difficult for the transportation program to support efficiently. All nine schools, including the alternative education program, start within 45 minutes of each other, with approximately five start and 12 dismissal times.

2010-2011 School Year Bell Schedule

Prospect Avenue School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K (Sept 8-Oct 8)	8:00	11:20	N/A	N/A	N/A	N/A	1	2	0	0
K (Oct 11-June)	8:00	2:00	8:00	11:30	8:00	1:00				
1-3	8:00	2:00	8:00	11:30	8:00	1:00				
4-5	8:00	2:30	8:00	11:30	8:00	1:00				
6-8	8:00	2:30	8:00	11:30	8:00	1:00				

Sycamore Canyon School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	8:15	1:40	8:15	12:05	N/A	N/A	0	0	1	1
1-3	8:15	2:00	8:15	12:05	N/A	N/A				
4-6	8:15	2:20	8:15	12:05	N/A	N/A				

Carlton Hills School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	7:50	1:35	7:50	12:05	N/A	N/A	1	1	2	2
1-3	7:50	1:35	7:50	12:05	N/A	N/A				
4-6	7:50	2:00	7:50	12:05	N/A	N/A				
7-8	7:50	2:11	7:50	12:05	N/A	N/A				

2010-2011 School Year Bell Schedule

Carlton Oaks School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	8:32	1:35	8:32	12:35	8:32	12:35	0	0	5	3
1-3	8:32	2:35	8:32	12:35	8:32	12:35				
4-6	8:32	3:05	8:32	12:35	8:32	12:35				
7-8	8:32	3:10	8:32	12:40	8:32	12:40				

Chet F. Harritt School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	7:45	1:50	7:45	12:30	7:45	12:30	1	1	1	1
1-3	7:45	1:50	7:45	12:30	7:45	12:30				
4-6	7:45	2:30	7:45	12:30	7:45	12:30				
7-8	7:45	2:30	7:45	12:30	7:45	12:30				

Santee Success Program			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	7:45	1:36	7:45	11:45	N/A	N/A	0	0	0	0
1-3	7:45	1:36	7:45	11:45	N/A	N/A				
4-6	7:45	2:01	7:45	11:45	N/A	N/A				
7-8	7:45	2:06	7:45	11:45	N/A	N/A				

Cajon Park School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	8:00	1:40	8:00	11:45	8:00	12:00	0	0	5	4
1-3	8:00	1:50	8:00	11:45	8:00	12:50				
4-6	8:00	2:15	8:00	11:45	8:00	12:50				
7-8	8:00	2:15	8:00	11:30	8:00	12:50				

Pepper Drive School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	8:30	1:30	8:30	12:50	8:30	12:50	3	3	1	2
1-3	8:30	2:35	8:30	12:55	8:30	12:55				
4-5	8:30	2:35	8:30	1:00	8:30	N/A				
6-8	8:30	2:35	8:30	1:00	8:30	N/A				

2010-2011 School Year Bell Schedule

Hill Creek School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	7:45	1:36	7:45	11:45	N/A	N/A	1	1	3	3
1-3	7:45	1:36	7:45	11:45	N/A	N/A				
4-6	7:45	2:01	7:45	11:45	N/A	N/A				
7-8	7:45	2:06	7:45	11:45	N/A	N/A				

Rio Seco School			Min-Days		Mod-Days		Regular Ed.		Special Ed.	
Grade	Start	End	Start	End	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K	8:30	1:30	8:30	12:45	8:30	12:45	0	0	3	3
1-3	8:30	2:35	8:30	12:45	8:30	12:45				
4-6	8:30	3:05	8:30	12:45	8:30	12:45				
7-8	8:30	3:05	8:30	12:45	8:30	12:45				

Individual school modified days, defined as days with reduced instructional minutes to allow for staff collaboration and in-service, are unique to each school site. A review of school calendars indicates that schedules may even be unique between grade groupings at the same school.

There is no systematic approach to scheduling modified days in coordination with all district school sites. The collective bargaining unit contract allows teachers to establish instructional minutes that allow for a modified day calendar at each site. Grade groupings at a school site may choose independent modified day calendars specific to their group. As a result, school sites independently select modified day calendars to meet the individual needs of school site teaching staffs. This prevents any type of district-driven coordination or districtwide grade groupings. The district should consider developing a standard districtwide modified day calendar. This could help reduce the number of transportation routes required and enhance bus scheduling, allowing for more timely service.

The district's regular education and special education school bus routing could be made more efficient with the implementation of a sufficiently staggered or multi-tiered master bell schedule. Data reviewed from the district's 2009-10 state TRAN report shows that the transportation program used five buses to provide daily transportation service for approximately 234 regular education students and 13 buses to transport approximately 187 special education students. According to district source data reviewed, the district uses four school buses to operate 4.5 home-to-school routes and one after-school program, and 13 special education school buses to operate 13 special education bus routes. It is evident that full passenger capacity is not being utilized because insufficient route time (the time needed to operate a single bus run to pick up students in a timely manner) exists between individual school start times.

The greatest transportation routing efficiency occurs when transportation services for both regular education and special education home-to-school support are scheduled to meet the transportation demands of students attending schools on a multi-tiered master bell schedule. This type of schedule allows for the fewest number of buses to perform two or three bus runs or routes in the morning and afternoon. Individual schools stagger their start and dismissal times.

The district is approximately 26 square miles in size and located in a city that has typical suburban traffic for a population of 54,700. Although only five of the district's nine school sites and programs receive regular education home-to-school daily transportation, eight of the district's nine school sites receive some level of special education daily transportation. Because of the district's size and number of schools, it would be more efficient to implement a two-tiered master bell schedule for all sites, with a 40-minute window between the first tier and second tier start and dismissal times. The district could consider creating a two-tiered master bell schedule to optimize its transportation resources. A two-tiered master bell schedule as exemplified below would result in the elimination of at least one bus and possibly two. Based on district source data, the elimination of one school bus route would result in an approximate savings of \$45,000; elimination of two school bus routes could save \$90,000. Additionally, the district is committing approximately 10 additional transportation hours weekly to support the existing multiple modified day schedules. The district could reduce transportation expense by an additional \$6,000 in staff and operational expense by designing a single modified day schedule, ensuring that no additional transportation resources are required beyond those required for a non-modified day schedule.

Proposed Bell Schedule – West Side of Cuyamaca Street

Prospect Avenue School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	1	2	0	0
6-8	8:25	2:45				

No Change in Busing

Sycamore Canyon School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-6	7:45	2:05	0	0	1*	1*

*Possible in lieu transportation option

Carlton Hills School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	1	1	1	1
6-8	8:25	2:45				

Save 1 Special Bus AM & PM

Carlton Oaks School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	0	0	5	3
6-8	8:25	2:45				

No Change in Busing

Chet F. Harritt School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	1	1	1	1
6-8	8:25	2:45				

No Change in Busing

Santee Success Program			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	0	0	0	0
6-8	8:25	2:45				

No Change in Busing

Proposed Bell Schedule – East Side of Cuyamaca Street

Cajon Park School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	0	0	5	3
6-8	8:25	2:45				

Save 1 Special Bus PM

Pepper Drive School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	3	3	1	2
6-8	8:25	2:45				

No Change in Busing

Hill Creek School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	1	1	3	2
6-8	8:25	2:45				

Save 1 Special Bus PM

Rio Seco School			Regular Ed.		Special Ed.	
Grade	Start	End	AM Buses	PM Buses	AM Buses	PM Buses
K-5	7:45	2:05	0	0	2	2
6-8	8:25	2:45				

Save 1 Special Bus AM & PM

Discussions should be held with all affected parties regarding the implementation of a staggered district bell and a common districtwide modified day master calendar.

Recommendations

The district should:

1. Consider the benefits of standardizing the master bell schedule to create at least two tiers of school start and dismissal times, with a minimum of 40 minutes between tiers, for an approximate savings of \$45,000 to \$90,000.
2. Begin discussions with all affected parties on the financial savings of approximately \$6,000 that could be realized by implementing a districtwide master uniform modified day bell schedule.

Appendix

Appendix A - Study Agreement



**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
September 16, 2010**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Santee 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 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.

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. The final report will be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

1. Review the current instructional calendar including bell schedules, modified days with no change to ridership and determine if there any additional savings by optimizing routes.
2. Conduct an analysis with routing optimization software and provide recommendations, if any

3. Determine the optimal configuration of bell schedules and modified days for the district's nine schools using the current median of instructional minutes that would produce the greatest amount of savings from reduced routes, hours, and number of miles. Quantify the annual savings by program such as General Education and Special Education

B. Services and Products to be provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the School 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 Report - 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 administration 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 cost. 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, CFE, for the Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- | | |
|----------------------|--------------------------------|
| A. William Gillaspie | FCMAT Chief Management Analyst |
| B. Timothy Purvis | FCMAT Consultant |
| C. Larry Laxton | FCMAT 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. Cost per day for outside consultants will be billed at the actual daily rate.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. 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.

Based on the elements noted in section 2 A, the total cost of the study is estimated at \$5,000.

- 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 or proposed organizational charts
 - 4) Current and two (2) prior years' audit reports
 - 5) Any documents requested on a supplemental listing
 - 6) Any documents requested on the supplemental listing should be provided to FCMAT in electronic format when possible.
 - 7) Documents that are only available in hard copy should be scanned by the district and sent to FCMAT in an electronic format.
 - 8) All documents should be provided in advance of field work and any delay in the receipt of the requested documentation may affect the start date of the project.

- 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:

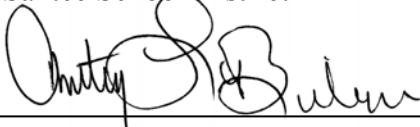
Orientation:	<i>to be determined</i>
Staff Interviews:	<i>to be determined</i>
Exit Interviews:	<i>to be determined</i>
Preliminary Report Submitted:	<i>to be determined</i>
Final Report Submitted:	<i>to be determined</i>
Board Presentation:	<i>to be determined</i>
Follow-Up Support:	<i>If requested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

7. CONTACT PERSON

Name of contact person: Karl Christensen, Assistant Superintendent, Business

Telephone: (619) 258-2321 FAX: (619) 258-2241

E-Mail: kchristensen@santee.k12.ca.us

Dr. Patrick Shaw, Superintendent Santee School District	Date
	September 16, 2010
Anthony L. Bridges CFE, Deputy Executive Officer Fiscal Crisis and Management Assistance Team	Date